



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** **THE GORDON PARKS SCHOOL PS/IS 270**

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** **29/Q/270**

**PRINCIPAL:** **ELEANOR S. ANDREW**

**EMAIL:** **EANDREW@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.

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
<b>Eleanor S. Andrew</b>	*Principal or Designee	
<b>Gloria Johnson</b>	*UFT Chapter Leader or Designee	
<b>Kelli Coke</b>	*PA/PTA President or Designated Co-President	
<b>Javan Evans</b>	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
<b>Lisa G. Allen</b>	Member/ <b>Assistant Principal</b>	
<b>Santina Cammariere</b>	Member/ <b>Teacher</b>	
<b>Dr. Carol Barracks</b>	Member/ <b>Parent</b>	
<b>Terrance Creadle</b>	Member/ <b>Parent</b>	
<b>Florence Duggins</b>	Member/ <b>Parent</b>	
<b>Stacie N. C. Grant</b>	Member/ <b>Parent</b>	
<b>Michele May</b>	Member/ <b>Parent</b>	
<b>Michael Shannon</b>	Member/ <b>Teacher</b>	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
**Using the CCLS, we will implement a more rigorous enhanced curriculum as a means of improving Mathematics achievement for all students at PS / IS 270.**  
**The mathematics scores of PS / IS 270 will improve by a minimum of 4 % points during the 2011 – 2012 school year.**  
**At least 50 % of all students will make gains of 1.5 years growth as measured by the 2012 NYS Mathematics exam.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.  
**The data indicates that we need to make greater progress in mathematics and we have addressed this concern by analyzing our Teacher Progress Reports in addition to the PR data. Spring 2011 test results indicate that 55.1 % of our students scored in level 3 or 4. This means that over 40% of our students still remain in levels one and two. Therefore we need to improve the instruction and raise the level of pedagogy in this content area. Student progress on our 2011 Progress Report indicated “0” points in mathematics progress. This is our focus for the coming school year, to increase progress in mathematics. To this end, we have made strategic infrastructural staffing changes to more effectively meet the needs of targeted students in targeted grades. Teaching staff were reassigned to effectively differentiate for students.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) Timeline for implementation.
- **Establish a mathematics curriculum committee to review current mathematics resources.**
- **Make necessary organizational and / or instructional changes to support the curriculum.**
- **Provide opportunities for targeted teacher teams to comprehensively review student work in mathematics.**
- **Ensure that mathematics is a school wide focus and to support professional development around the mathematical practices and domains of focus.**
  - **Teacher Teams will meet on a regular basis as a grade to confer about lesson challenges /strategies, CCLS, & curriculum unit maps.**
  - **Professional Development**
  - **Interclass Visitations, monthly grade conferences.**
  - **Sharing of information with colleagues and York College students for strategizing.**

- **Collaboration with York College for student teachers to infuse the latest trends on selected grades.**
- **Staffing Resources:**
  - **Administrators will support professional development initiatives and monitor progress.**
  - **Coaches and teacher leaders will facilitate staff development, lead teacher teams and provide workshops for staff and parents.**
  - **CFN mathematics achievement coach will provide professional development and assist in the monitoring of all progress.**
- **Implementation time line: September 2011 – June 2012.**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - **Parent coordinator will collaborate with the administrative team to support the home school connection.**
  - **Parent Book Club coordinated by our parent coordinator.**
  - **Conduct parent workshops to include: understanding educational accountability grade-level curriculum, assessment expectations and technology training to build parents' capacity to help their children at home.**
  - **Clearly delineate Common Core Learning Standards and it's timeline via a parent workshop.**
  - **Providing progress reports through Engrade (K-5) and Jupiter Grades (6-8), an online grading and communication program, to keep parents informed of their children's progress.**

**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.
  - **100% of our teachers have the required certification and are deemed Highly Qualified as per the BEDS report. In the event that a vacancy should occur, our administrative team will attend job fairs to recruit Highly Qualified Teachers. We are a growing professional learning community and we work to maintain a staff and continue to support them throughout their tenure in our school.**

**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.
  - **During the past three years, our school has maintained a collaborative relationship with the Morgan Museum Library which supports our instructional program in ELA, mathematics and the Arts.**
  - **In addition our SAPIS is state funded and coordinates services with instructional staff. We also have a long standing relationship with York College, a institution of higher learning in the community that supports our efforts and works with us to improve the quality of instruction delivery.**

**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.
  - **Title I, FSF, AARA RTTT, OTPS.**

**ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
**To strengthen our literacy program through the use of rigorous curriculum and standards that would result in increased student performance and progress of our students, especially in levels 3 and 4. To increase the number of students achieving level 3 and 4 by 2 % as indicated on the New York State ELA exam.  
By the end of the 2011-2012 school year, students at grade levels 3 – 8 will have a portfolio consisting of written work.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.  
**Based on the 2010-2011 Progress Report, we have identified a need for increased focus on level 3 & 4 students to be supported and moved to solid high level 4's.  
Spring 2011 test results indicate that 55.3 % of our students scored in level 3 or 4. This means that over 40% of our students still remain levels one and two.  
Therefore we need to improve the instruction and raise the level of pedagogy in this content area.  
Student progress on our 2011 Progress Report indicated "2.36" points in reading progress.**

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **Increase Instructional time for our intermediate division.  
Programmed double periods for our upper grade students (mainly grades 6-8).**
- **Implemented an Odyssey Program for students in grades 3, 4 & 5 to provide enrichment instruction in literacy and the humanities for our higher achieving students.**
- **Continue to work with teachers to unpack the CCLS and to support the work around exemplary performance tasks.**
- **Provide great opportunities for staff participate in professional development around targeted strategies and an understanding of the CCSS. Learning through higher order thinking and Socratic Seminar using programs such as Junior Great Books (Grade 3), Greek Myths & Shakespeare (Grade 4), and The Constitution Works (Grade 5).**
- **Mock Senate Debate (Grade 5).**
- **Collaboration with York College for student teachers to infuse the latest trends on selected grades.**
- **Culminating event: Odyssey Fair showcasing two projects from each student in June 2012.**
- **Staffing Resources:  
Administrators will support professional development initiatives and monitor progress.  
Coaches and teacher leaders will facilitate staff development, lead teacher teams and provide workshops for staff and parents.**

**CFN achievement coaches will provide professional development and assist in the monitoring of all progress.**

- **Implementation time line: October 2011 – June 2012.**

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - **Parent coordinator will collaborate with the administrative team to support the home school connection.**
  - **Parent Book Club coordinated by our parent coordinator.**
  - **Conduct parent workshops to include: understanding educational accountability grade-level curriculum and assessment expectations; and technology training to build parents' capacity to help their children at home.**
  - **Providing progress reports through Engrade (K-5) and Jupiter Grades (6-8), an online grading and communication program, to keep parents informed of their children's progress.**
  - **Clearly delineate Common Core Learning Standards and it's timeline via a parent workshop.**

**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.

**100% of our teachers have the required certification and are deemed Highly Qualified as per the BEDS report. In the event that a vacancy should occur, our administrative team will attend job fairs to recruit Highly Qualified Teachers. We are a growing professional learning community and we work to maintain a staff and continue to support them throughout their tenure in our school.**

**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.
- **During the past three years, our school has maintained a collaborative relationship with the Morgan Museum Library which supports our instructional program in ELA, mathematics and the Arts.**
- **In addition our SAPIS is state funded and coordinates services with instructional staff. We also have a long standing relationship with York College, a institution of higher learning in the community that supports our efforts and works with us to improve the quality of instruction delivery.**

**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.
- **Resources provided for The Constitution Works to provide Professional Development, curriculum, classroom resources, debate facilitated debate venue.**
- **Title I, FSF, AARA RTTT, OTPS.**

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
**85 % students will pass the Earth Science regents with a grade of 75 % or better. Our percent of 8<sup>th</sup> grades who earn high school credit will increase from 37.7 % to 45%. To expand our current acceleration programs to include establishing an honors' instructional program in Earth Science that would allow targeted students to sit for the Earth Science Regents.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.  
**Based on the 2010-2011 Progress Report, there is a need to strengthen the number of students sitting for advanced exams as well as increase their percentage of passing. While 98% of the students taking the Earth Science Regents exam passed with at least 65% or better, 83 % achieved a score of 80% or better.**

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- **To expand our current acceleration programs to include establishing an honors' instructional program in Earth Science that would allow targeted students to sit for the Earth Science Regents Differentiated instruction.**
- **To expand our current acceleration program by providing professional development support for targeted teachers who will facilitate this program.**
- **To host parent awareness sessions for parents of participating students.**
- **Group and Independent Work**
- **Establish an Earth Science advisory to increase communication and outline expectations for students.**
- **Staffing Resources:**
  - Administrators will support professional development initiatives and monitor progress.**
  - Coaches and teacher leaders will facilitate staff development, lead teacher teams and provide workshops for staff and parents.**
  - Urban Advantage**
- **Implementation Time Line:**  
**September 2011 – June 2012.**

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - **Parent coordinator will collaborate with the Administrative team to support the home school connection.**
  - **Parent Book Club coordinated by our parent coordinator.**
  - **Conduct parent workshops to include: understanding educational accountability grade-level curriculum and assessment expectations; and technology training to build parents' capacity to help their children at home.**
  - **Providing progress reports through Engrade (K-5) and Jupiter Grades (6-8), an online grading and communication program, to keep parents informed of their children's progress**
  - **Clearly delineate Common core Learning Standards and it's timeline via a parent workshop.**
  - **Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology**
  - **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.**

### **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.  
**100% of our teachers have the required certification and are deemed Highly Qualified as per the BEDS report. If the event that a vacancy should occur, our administrative team will attend job fairs to recruit Highly Qualified Teachers. We are a growing professional learning community and we work to maintain a staff and continue to support them throughout their tenure in our school.**

### **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.
- **During the past three years, our school has maintained a collaborative relationship with the Morgan Museum Library which supports our instructional program in ELA, mathematics and the Arts.**
- **In addition our SAPIS is state funded and coordinates services with instructional staff. We also have a long standing relationship with York College, a institution of higher learning in the community that supports our efforts and works with us to improve the quality of instruction delivery.**

### **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.
- **Resources provided for The Constitution Works to provide Professional Development, curriculum, classroom resources, debate facilitator and debate venue.**
- **Title I, FSF, AARA RTTT, OTPS.**

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

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

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

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

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

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

### **Service and program coordination**

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

### **Budget and resources alignment**

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

-

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

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

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

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

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

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

### **Service and program coordination**

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

### **Budget and resources alignment**

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

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	21	0	N/A	N/A	3	0	0	8
<b>1</b>	15	9	N/A	N/A	4	0	0	20
<b>2</b>	20	12	N/A	N/A	3	0	0	8
<b>3</b>	15	15	N/A	N/A	5	0	0	15
<b>4</b>	16	19	0	0	1	0	0	6
<b>5</b>	18	18	0	0	5	0	0	10
<b>6</b>	25	20	0	0	6	0	0	10
<b>7</b>	3	0	0	0	5	0	0	0
<b>8</b>	3	0	0	0	8	0	0	0
<b>9</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>10</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>11</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>12</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<ol style="list-style-type: none"> <li>1) Reading and writing workshop model</li> <li>2) Small group instruction</li> <li>3) Before school (extended day) and during the school day</li> </ol>
<b>Mathematics</b>	<ol style="list-style-type: none"> <li>1) Time 2 Know using technology in the classroom model</li> <li>2) Small group instruction</li> <li>3) Before school (extended day) and during the school day</li> </ol>
<b>Science</b>	<ol style="list-style-type: none"> <li>1) Science weekly studies, subject specific trade books</li> <li>2) Small group instruction, tutoring</li> <li>3) Before school (extended day) and during the school day</li> </ol>
<b>Social Studies</b>	<ol style="list-style-type: none"> <li>1) Time for Kids magazine, subject specific trade books</li> <li>2) Small group instruction, tutoring</li> <li>3) Before school (extended day) and during the school day</li> </ol>
<b>At-risk Services provided by the Guidance Counselor</b>	<ol style="list-style-type: none"> <li>1) Anger management and reality awareness</li> <li>2) One to one counseling, small group</li> <li>3) Before school (extended day) and during the school day</li> </ol>
<b>At-risk Services provided by the School Psychologist</b>	<ol style="list-style-type: none"> <li>1) Available on an as needed basis / Crisis intervention</li> <li>2) One to one intervention</li> <li>3) Daily as per medical documentations</li> </ol>
<b>At-risk Services provided by the Social Worker</b>	<ol style="list-style-type: none"> <li>1) Available on an as needed basis / Crisis intervention</li> <li>2) One to one intervention</li> <li>3) During the school day</li> </ol>
<b>At-risk Health-related Services</b>	<ol style="list-style-type: none"> <li>1) Available on an as needed basis / Crisis intervention</li> <li>2) One to one intervention</li> <li>3) Before school (extended day) , during the school day and after school when necessary.</li> </ol>

**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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

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

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Joiner Wells</b>	District <b>29</b>	Borough <b>Queens</b>	School Number <b>270</b>
School Name <b>Gordon Parks School the Inquisitive Minds</b>			

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

Principal <b>Eleanor Andrew</b>	Assistant Principal <b>Lisa Allen, Rosalie Ambrosio</b>
Coach	Coach
ESL Teacher <b>Aris Flores</b>	Guidance Counselor <b>Sonya Spurling</b>
Teacher/Subject Area <b>Ruth Panaligan, SETSS</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Patriacia Wheeler</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>663</b>	Total Number of ELLs	<b>3</b>	ELLs as share of total student population (%)	<b>0.45%</b>
------------------------------------	------------	----------------------	----------	---	--------------

## 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. 

Initial identification of possible English Language Learners (ELL) starts at the time of admission when the child and his parent or guardians meet with the principal, assistant principal, parent coordinator, and/or other staff member. The ESL provider or Special Education Liaison/SETSS provider administer the Home Language Identification Assessment to the parents complete the Home Language Identification Survey. Results of the survey and parent interview determine the primary language spoken at home. If the home language is not English and child is deemed eligible, Language Assessment Battery –Revised (LAB-R) is given to determine eligibility for ESL/Bilingual Services. The pupil accounting secretary then inputs the information into ATS. For new admits to the building and have prior HLIS, the ESL teacher/trained pedagogue, with collaboration with other staff members working with the child, analyze the document to determine if home language data on ATS is accurate. Errors are corrected( if there are any) and LAB-R is administered if appropriate. ESL services is continued if required. It should be noted that LAB-R is administered to students within the 10 school days of admission. To ensure that all LAB-R students admitted are tested on time, RLER ATS report is run by the Special Education Liaison on a regular basis. In the past two years we have not had any Spanish-speaking student tested for LAB-R. However, Spanish LAB R is ordered in case the need arises. Spanish LAB-R will be administered in accordance to the procedure stated in the test administration manual.

The RLER is an important report as it is also used to ensure that all NYSESLAT eligible students are tested accordingly. The report is run periodically to monitor the number students taking test. NYSESLAT materials are ordered annually with provisions for possible new admits for the school year. In administering the NYSESLAT, the test administration handbook is followed. Each section is given individually or in groups, depending on the level or what the subtest requires. In addition to the NYSESLAT protocol, testing accommodations indicated in the IEP are provided.

Based on HLIS and student oral interview, LAB-R eligibility is determined. Manual scoring for qualification of LAB-R by the ESL provider with assistance from other staff member knowledgeable in ESL is done to determine ESL eligibility. Within ten days of identification of eligibility to ESL services, a letter is mailed to the parents indicating appointment time for orientation. If they do not confirm within two to three days, ESL provider makes a phone call to reschedule. Parents then meet with the ESL Provider, Parent Coordinator, and Special Ed Liaison (especially if the child has an IEP) to discuss the three program choices- Transitional Bilingual, Dual Language, Freestanding ESL). The parent orientation video that describes the programs is shown to help the parents decide which program will be the most beneficial for their child. Other staff members who are directly involved in the child's learning process such as classroom teachers and service providers (if child has an IEP) are also invited. It should be noted that translation and interpretation services are available to parents as needed

Entitlement letters and the Parent Survey and Program Selection Forms are mailed to the parents. To ensure that the documents are understood and returned on time, parents are invited to individual conferences with the ESL teacher. At this meeting, a copy of the letters and forms are distributed with the expectation that parents would complete and hand them to the teacher. In cases where parents are unable to come to the school or turn in the documents during the meeting, the ESL Provider and parent coordinator (if needed)

communicate with the parents via letter or telephone to ensure that the entitlement letters and parent survey forms are returned on time. For students continuing ESL services, a continuation letter is sent and the same mentioned procedure is followed. All placement letters and other documents are maintained in a binder kept in the ESL provider's classroom.

At this time, the only program available in the school is Freestanding ESL because we do not have sufficient number of students to open a bilingual class. The ELL population in our building is relatively low. Currently, we have one new admit had previous ESL instruction in his old school and we continuing the services.

Students who receive ESL services are assessed yearly using the NEW York State English as a Second Language Achievement Test (NYSESLAT). The test results are evaluated annually to identify areas of strength and weakness of each child. Individual scores in the listening, speaking, reading, and writing subtests are analyzed to plan ESL and classroom instruction for the ELLs.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	3	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	0

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

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

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

**This Section for Dual Language Programs Only**

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

**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														0
Urdu														0
Arabic														0
Haitian		1			1									2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
<b>TOTAL</b>	0	2	0	0	1	0	0	0	0	0	0	0	0	3

# 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?

Freestanding ESL instruction is delivered via the pull-out organization model. The program model that is being used is differentiated instruction wherein students work in small groups and are provided grade/ability appropriate activities. Students receive one-to-one guided teaching. All ELLs receive instructional minutes as required under CR Part 154 – 360 minutes of ESL instruction per week for beginning and intermediate level. We only have one student in the advanced level who receives the mandated 180 minutes of ESL instruction and 180 minutes of ELA instruction.

Content area is delivered in a comprehensible manner that enriches language development, the TPR (Total Physical Response) and the Balanced Literacy Method are integrated with the Common Core Standards. The provider uses text books, non-fiction books, games, teacher-created materials and technology (smart board/document camera) to make learning more fun and interesting. Lessons are scaffold and differentiated in instruction. Collaboration with the ELLs classroom teacher helps ensure that ESL instruction is aligned with the General Education curriculum. In addition, native language support is delivered by providing the parents resources and materials written in their native language.

For newcomer ELLs and NCLB student that we will probably have in coming school year, one of our major goals will be prepare them for the ELA and Math Tests. Test prep activities during school hours and after school that will familiarize them with content of the exams will be provided. Test taking strategies that will reduce anxiety and develop good time management will also be introduced. As an additional service, they will be picked up during Extended Day period where they will have an additional 30 minutes of instruction time that will target their areas weaknesses.

For long term ELLs receiving 4-6 years of services, the ESL provider will develop programs that will encourage independence. Functional reading and speaking skills that will help them prepare for high school application and job interviews will also be the focus of instruction. Skills that will help them in writing resumes and application letters will also be taught. Daily life conversation, and academic vocabulary will continue to be enhanced as transition goals and services are integrated with lessons. To foster independence and acquisition of skills

## A. Programming and Scheduling Information

needed as they move up to middle school and high school and into adulthood, students will have access to hands-on experience via the school's employment program.

Presently, we do not have any SIFE students and long term ELLs in the building. In the event that we do, we will extend our services to SIFE children in such a way that they will be able to catch up on the knowledge and skills that they need to meet the grade level standards. For our current long-term ELL, the focus will be increasing comprehension and writing skills as well as developing higher order thinking skills.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

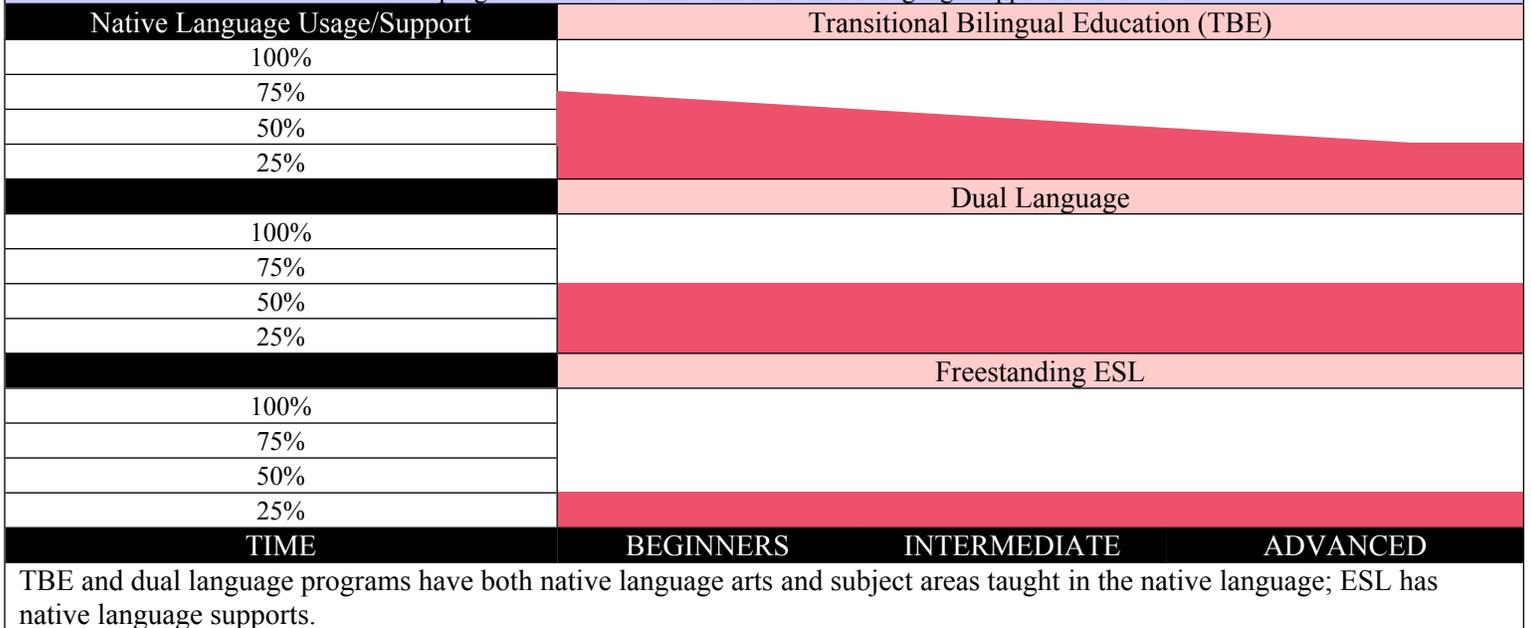
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

## Native Language Usage and Supports

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



### B. Programming and Scheduling Information--Continued

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

Our ELL population is comprised of both General Education and Special Education students. English Language Learners that have special needs will continue to be provided with services based on their characteristics and needs as stated in their IEP. The ESL provider will increase collaboration with the students' General Ed/Special Ed teachers as well as other service providers (Speech, Occupational, and Physical Therapists). To address students' specific needs, instruction will be modified. Tactile activities, use of pictures, and breaking down of lesson into simpler more comprehensible parts are some of the strategies that will be utilized. To improve content area comprehension, ELLs will be provided simplified version of textbooks/lesson. As an additional support and to make learning more interesting for the ELLs, supplemental materials such as leveled library books, workbooks, flashcards educational CDs and listening tapes are available. Smart board, interactive computer software and websites are some of the technological tools used to enhance learning. Test Prep materials are used to ensure that the students are ready for the test NYSESLAT as well as ELA and Math tests.

The school has an AIS program integrated into each General Ed class wherein ELA and Math specialists and other intervention providers co-teach or pull-out a small group. At-risk and ELL students are the priority. After school test prep for the ELA and Math State Tests as well as Extended Day Intervention are also available in the building for ELLs. All of these required service support and resources are designed to correspond to ELLs' ages and grade levels.

Asside from the mentioned academic programs and services available to both ELLs and non-ELLs in the building, the school provides

## 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?

Our ELL population is comprised of both General Education and Special Education students. English Language Learners that have special needs will continue to be provided with services based on their characteristics and needs as stated in their IEP. The ESL provider will increase collaboration with the students' General Ed/Special Ed teachers as well as other service providers (Speech, Occupational, and Physical Therapists). To address students' specific needs, instruction will be modified. Tactile activities, use of pictures, and breaking down of lesson into simpler more comprehensible parts are some of the strategies that will be utilized. To improve content area comprehension, ELLs will be provided simplified version of textbooks/lesson. As an additional support and to make learning more interesting for the ELLs, supplemental materials such as leveled library books, workbooks, flashcards educational CDs and listening tapes are available. Smart board, interactive computer software and websites are some of the technological tools used to enhance learning. Test Prep materials are used to ensure that the students are ready for the test NYSESLAT as well as ELA and Math tests.

The school has an AIS program integrated into each General Ed class wherein ELA and Math specialists and other intervention providers co-teach or pull-out a small group. At-risk and ELL students are the priority. After school test prep for the ELA and Math State Tests as well as Extended Day Intervention are also available in the building for ELLs. All of these required service support and resources are designed to correspond to ELLs' ages and grade levels.

Asside from the mentioned academic programs and services available to both ELLs and non-ELLs in the building, the school provides equal access to all non-academic and extracurricular activities. English Language Learners attend physical education and arts (music, dance, art) with their non-ELL peers. After school sports-related programs, talent shows, etiquette class, school employment and other special programs are open to all. Parents are informed about the mentioned activities via flyers and phone call. Translation and interpretation services are available to parents for better understanding of the programs ELLs students can participate in.

For students reaching proficiency on the NYSESLAT, transitional report support for two years will be provided to them via consultation with the ESL provider to monitor academic progress. Frequency of service is based on individual needs of students. In addition, students who tested out of NYSESLAT requiring test accommodations will be provided accordingly.

Currently, native language support is delivered both students and parents via staff member who speak the ELL's native language. (See Translations and Interpretations Plan for details) Our ESL provider speaks Spanish and we do not have Spanish-speaking student at this time. In the event that we do, books and other instructional materials written in Spanish are available.

We are not discontinuing any ELL program for the coming school year. Instead, we are enhancing the existing ESL program through improved collaboration among the ESL provider, the child's general education teacher, and the parents. To assist newly enrolled ELL students, they will be introduced to one another and are toured around the school with their parents. Also, they will be invited to participate in assembly programs, field day, and other school activities. For students with IEP, the team which consists of the School Assessment Team; General Education and Special Education Teachers; and Service Providers will be more involved in planning and carrying the instruction to ensure that the students' needs are met. As for students reaching proficiency in NYSESLAT, we will continue to provide transitional support through ESL program that focuses on preparing the student for independence. When a child tests out of NYSESLAT, provider consultation will still be available to ensure continued student progress.

## 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?

Our ELL population is comprised of both General Education and Special Education students. English Language Learners that have special needs will continue to be provided with services based on their characteristics and needs as stated in their IEP. The ESL provider will increase collaboration with the students' General Ed/Special Ed teachers as well as other service providers (Speech, Occupational, and Physical Therapists). To address students' specific needs, instruction will be modified. Tactile activities, use of pictures, and breaking down of lesson into simpler more comprehensible parts are some of the strategies that will be utilized. To improve content area comprehension, ELLs will be provided simplified version of textbooks/lesson. As an additional support and to make learning more interesting for the ELLs, supplemental materials such as leveled library books, workbooks, flashcards educational CDs and listening tapes are available. Smart board, interactive computer software and websites are some of the technological tools used to enhance learning. Test Prep materials are used to ensure that the students are ready for the test NYSESLAT as well as ELA and Math tests.

The school has an AIS program integrated into each General Ed class wherein ELA and Math specialists and other intervention providers co-teach or pull-out a small group. At-risk and ELL students are the priority. After school test prep for the ELA and Math State Tests as well as Extended Day Intervention are also available in the building for ELLs. All of these required service support and resources are designed to correspond to ELLs' ages and grade levels.

Asside from the mentioned academic programs and services available to both ELLs and non-ELLs in the building, the school provides equal access to all non-academic and extracurricular activities. English Language Learners attend physical education and arts (music, dance, art) with their non-ELL peers. After school sports-related programs, talent shows, etiquette class, school employment and other special programs are open to all. Parents are informed about the mentioned activities via flyers and phone call. Translation and interpretation services are available to parents for better understanding of the programs ELLs students can participate in.

For students reaching proficiency on the NYSESLAT, transitional report support for two years will be provided to them via consultation with the ESL provider to monitor academic progress. Frequency of service is based on individual needs of students. In addition, students who tested out of NYSESLAT requiring test accommodations will be provided accordingly.

Currently, native language support is delivered both students and parents via staff member who speak the ELL's native language. (See Translations and Interpretations Plan for details) Our ESL provider speaks Spanish and we do not have Spanish-speaking student at this time. In the event that we do, books and other instructional materials written in Spanish are available.

We are not discontinuing any ELL program for the coming school year. Instead, we are enhancing the existing ESL program through improved collaboration among the ESL provider, the child's general education teacher, and the parents. To assist newly enrolled ELL students, they will be introduced to one another and are toured around the school with their parents. Also, they will be invited to participate in assembly programs, field day, and other school activities. For students with IEP, the team which consists of the School Assessment Team; General Education and Special Education Teachers; and Service Providers will be more involved in planning and carrying the instruction to ensure that the students' needs are met. As for students reaching proficiency in NYSESLAT, we will continue to provide transitional support through ESL program that focuses on preparing the student for independence. When a child tests out of NYSESLAT, provider consultation will still be available to ensure continued student progress.

to ELL parents.

## 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?

Parents in our school, including the parents of ELL show a high level of involvement. They actively participate in parent meetings and gatherings which include workshops, student special performances, School Leadership Team (SLT) and PTA assemblies, open school nights and other projects such as book sale.

The school Parent Coordinator works diligently in order to evaluate and provide the needs of the parents. Parent surveys are sent out and parent meeting and workshops are conducted at least once a month. At the beginning of the school year, the Parent-to-parent Breakfast for parents of English Language Learners and students with special needs is held. This event gives the parents and teachers the opportunity to meet one another and discuss the services other resources that are available in the building.

Workshops are conducted at least once a week to help the parents help their children at home. Topics range from assisting children with homework and other academic tasks, to how to effectively communicate with them, to fun crafts and other activities that they can do as a family. The school counselor is also available for consultation and gives the parents information about resources and places they could go to for translation and language classes. The school partners with community based organizations such as Resources for Parents, the Queens Public Library, American Red Cross, NYPD, FDNY, American Cancer Society, Link To Life Network Bone Marrow Donors, Breton's Defensive Driving Academy Materials for the Arts, Ridgewood Savings Bank, NY Civil Liberties, Carver Bank, Tech On Wheels, Citigroup, New York Blood Center, The Family Center, Jet Blue Airlines, Mets National League Baseball Club Build A Bear, Colgate Dental Van Cornell University Cooperative Extension program, Civilian Review Board and Health Plus, to provide assistance and services to ELL parents.

Throughout the school year, flyers and notices that contain information and resources are sent home continuously to parents written in both English and their native language. The school parent coordinator attends the Annual ELL conference in addition to workshops to gather information about ELL programs and learn about new approaches to providing the needs of parents of English Language Learners.

## 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)?

## 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.

For the coming school year, ESL Providers, classroom teachers, other service providers as well as paraprofessionals who work with ELLs will be sent to workshops to improve delivery of Freestanding ESL service and to comply with the required 175 hours of ELL Training every five years for professional certificate holders. Also, they will be attending general workshops on technology in the classroom and curriculum and instruction that can be applied in teaching the ELLs. School opening, Election Day PD and other lunch period/common prep professional development sessions are conducted throughout the year. In addition, every Friday morning and one period a week teacher teams meet with the guidance of the school administration hold meeting to will provide support to staff as they transition from elementary to middle school/middle to high school. One focus is to offer staff with the minimum 7.5 hours of training for all staff.

## 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.

For the coming school year, ESL Providers, classroom teachers, other service providers as well as paraprofessionals who work with ELLs will be sent to workshops to improve delivery of Freestanding ESL service and to comply with the required 175 hours of ELL Training every five years for professional certificate holders. Also, they will be attending general workshops on technology in the classroom and curriculum and instruction that can be applied in teaching the ELLs. School opening, Election Day PD and other lunch period/common prep professional development sessions are conducted throughout the year. In addition, every Friday morning and one period a week teacher teams meet with the guidance of the school administration hold meeting to will provide support to staff as they transition from elementary to middle and/or middle to high school. Our faculty and staff constantly communicate and work together to meet the needs of all our students - ELL or non-ELL

Aside from the mentioned professional development and workshops, ou school's ESL provider, Special Education Liaison, guidance counselor, and other service providers attend meetings and turn key information that are helpful in providing the ELLs the tools they need for a smooth transition.

## 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?

Parents in our school, including the parents of ELL show a high level of involvement. They actively participate in parent meetings and gatherings which include workshops, student special performances, School Leadership Team (SLT) and PTA assemblies, open school nights and other projects such as book sale.

The school Parent Coordinator works diligently in order to evaluate and provide the needs of the parents. Parent surveys are sent out and parent meeting and workshops are conducted at least once a month. At the beginning of the school year, the Parent-to-parent Breakfast for parents of English Language Learners and students with special needs is held. This event gives the parents and teachers the opportunity to meet one another and discuss the services other resources that are available in the building.

Workshops are conducted at least once a week to help the parents help their children at home. Topics range from assisting children with homework and other academic tasks, to how to effectively communicate with them, to fun crafts and other activities that they can do as a family. The school counselor is also available for consultation and gives the parents information about resources and places they could go to for translation and language classes. The school partners with community based organizations such as Resources for Parents, the Queens Public Library, American Red Cross, NYPD, FDNY, American Cancer Society, Link To Life Network Bone Marrow Donors, Breton's Defensive Driving Academy Materials for the Arts, Ridgewood Savings Bank, NY Civil Liberties, Carver Bank, Tech On Wheels, Citigroup, New York Blood Center, The Family Center, Jet Blue Airlines, Mets National League Baseball Club Build A Bear, Colgate Dental Van Cornell University Cooperative Extension program, Civilian Review Board and Health Plus, to provide assistance and services to ELL parents.

Throughout the school year, flyers and notices that contain information and resources are sent home continuously to parents written in both English and their native language. The school parent coordinator attends the Annual ELL conference in addition to workshops to gather information about ELL programs and learn about new approaches to providing the needs of parents of English Language Learners.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

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

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

To assess the early literacy skills of our English Language Learners, ECLAS-2 is administered in addition to daily observations and regular

### 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.

Melissa is accounted for as an ELL student because she has not tested out of NYSESLAT. It should be noted, however, that Monolingual with ESL services has been removed as per IEP.

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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

To assess the early literacy skills of our English Language Learners, ECLAS-2 is administered in addition to daily observations and regular classroom assessments. The ESL provider collaborates with the classroom teachers in analyzing test scores and observation data in terms of the areas of reading/decoding, speaking, listening and writing. When the school receives the NYSESLAT results, the individual scores are studied and used to drive instruction.

Based on the Spring 2011 NYSESLAT Report, one of our 1<sup>st</sup> graders, (in Kindergarten when he took the test) scored a Beginner Level. The other 1<sup>st</sup> grader (at another site when he took the test in Kindergarten) scored an Intermediate Level. Our long term ELL student, who is now in 4<sup>th</sup> grade (in the 3<sup>rd</sup> grade when she took the test) progressed from a Intermediate to an Advanced Level. Analyzing the modalities, Speaking and Listening appear to be areas of strength of our three students. Reading and Writing Modalities remain to be areas of weakness, especially for the two 1<sup>st</sup> graders. As the NYSESLAT results reveal that reading and writing continue to be areas of concern, they will be the two main areas where the school will be focusing on for this school year and the coming year. Utilizing the strategies and learning materials mentioned in this report, rigor in the reading and writing instruction will be a priority.

Our school's goal is to provide our English Language Learners the skills they need to meet the grade level standards, test out of the

## 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.

Melissa is accounted for as an ELL student because she has not tested out of NYSESLAT. It should be noted, however, that Monolingual with ESL services has been removed as per IEP.

## Part VI: LAP Assurances

School Name: <u>270</u>		School DBN: <u>29Q270</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Eleanor Andrew	Principal		12/9/11
R. Ambrosio L.G. Allen	Assistant Principal		12/9/11
Patricia Wheeler	Parent Coordinator		12/9/11
Aris Flores	ESL Teacher		12/9/11
	Parent		12/9/11
Ruth Panaligan, SETSS	Teacher/Subject Area		12/9/11
	Teacher/Subject Area		12/9/11
	Coach		12/9/11
	Coach		12/9/11
Sonya Spurling	Guidance Counselor		12/9/11
Joanne Joyner-Wells	Network Leader		12/9/11
	Other		12/9/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **29Q270** School Name: **The Gordon Parks School for Inquisi**

Cluster: **2** Network: **05**

**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.

Assessment of translation and interpretation needs assessment is initially conducted via analysis of information stated in the Home Language Identification Survey (HLIS) and ATS data. Parents of students newly admitted to the NYC Department of Education (Kindergarten, Transfer from private schools etc.) are interviewed and asked to complete the HLIS. If parents are identified as limited English/non-English speakers or if the primary language spoken at home is a language other than English, teachers and other staff members are notified.

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.

Currently, there are five parents and a total of seven students in the building whose primary home language is non-English: Punjabi - 2 students who are siblings, Fulani - 2 students also siblings, and Haitian Creole - 3 students. Teachers, service providers, and other staff members who provide instruction/service to the students are notified via Home Language Survey included in the cumulative folder and IEP's, if applicable.

## 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.

To ensure timely provision of translated documents to limited/non-English speaking parents, the school sends DOE translated materials that are downloadable via DOE and NYSED websites. If notices and fliers are not available in the parents' primary language or if the correspondence is child specific, staff members serve as translators. In the absence of personnel to translate, the school contacts the Translation and Interpretation Unit or an outside vendor.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

School staff members are used as interpreters during parent meetings, phone calls, and other conferences and workshops. If there are no available staff members to translate, the Translation and Interpretation Unit is contacted for assistance.

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

The school will, to the best of its ability, fulfill the requirements regarding parental notification requirements for translation and interpretation as stated in the Chancellor's Regulations A-663. We will begin by posting at the primary entrance of the building where it will be visible to all, a sign indicating the availability of translations and interpretations. The sign will be written in each of the covered languages. Furthermore, parents will be provided with a copy of Bill of Parent Rights and Responsibilities written in their native language, informing them of their rights to receive translation and interpretation services.

The school will keep an updated list of limited English/non-English speaking parents based on the Home Language Identification Survey. Documentation of teachers/staff members proficient in non-English languages will be on file and made accessible should the need for an interpreter/translator arise. In addition, the Pupil Personnel Secretary and the classroom teacher will indicate on the child's blue emergency card that the child's parents have limited English proficiency. Finally, all personnel who provide instruction and service to students whose parents

are limited English/non-English speakers will be sent via e-mail links to Section VII of Chancellor's Regulations A-663 and translated documents/correspondence available in the DOE and NYSED website.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Gordon Parks PS / IS 270 Q	DBN: 29Q270
Cluster Leader: Charles Amundsen	Network Leader: Joanne Joyner-Wells
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: during the school day
Total # of ELLs to be served: 3
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: To date, 663 students are attending PS/IS 270Q, of which three (3) are identified English Language Learners. All three are mandated based on testing. Of the three students receiving ESL, two are Special Ed students in Self-Contained classes and one in a General Ed class. The school's ESL Provider is a Certified ESL Teacher and also holds a Bilingual Certificate.

- ELL Identification Process

Initial identification of possible English Language Learners (ELL) starts at the time of admission when the child and his parent or guardians meet with the principal, parent coordinator, and other school personnel. At this point, the Pupil Accounting Secretary makes sure that the Home Language Identification Survey (HLIS) is administered to identify the dominant language that the student understands and speaks at home. For those who have prior HLIS, the ESL Provider and Pupil Accounting secretary analyze the document to find out if the child might require services and that correct dominant language is inputted on ATS. If the dominant language is a language other English, the English proficiency test called the Language Assessment Battery –Revised (LAB-R) is administered to determine eligibility for ESL/Bilingual Services. Also, RLER ATS reports are run by the Special Education Liaison on a regular basis to ensure that all students admitted to the school that require LAB-R are tested.

Upon identification of eligibility to ESL services, parents are invited to come to the school to meet with the ESL Provider, Parent Coordinator, and Special Ed Liaison (especially if the child has an IEP) to discuss the three program choices- Transitional Bilingual, Dual Language, Freestanding ESL). The parent orientation video that describes the programs is shown to help the parents decide which program will be the most beneficial for their child. Other staff members who are directly involved in the child's learning process such as classroom teachers and service providers (if child has an IEP) are also invited. During this meeting, the Parent Survey and Program Selection Forms that documents the parent's decision are distributed. To ensure that the forms are returned on time, the ESL Provider and parent coordinator (if needed) communicate with the parents via letter or telephone.

At this time, the only program available in the school is Freestanding ESL because we do not have sufficient number of students to open a bilingual class. The ELL population in our building is relatively low. One new admit had previous ESL instruction in his old school and we continuing the services.

Students who receive ESL services are assessed yearly using the NEW York State English as a Second Language Achievement Test (NYSESLAT). The test results are evaluated annually to identify areas of strength and weakness of each child. Individual scores in the listening, speaking, reading, and writing subtests are analyzed to plan ESL and classroom instruction for the ELLs.

## Part B: Direct Instruction Supplemental Program Information

- Programming and Scheduling Information:

Freestanding ESL instruction is delivered via the pull-out organization model. The program model that is being used is differentiated instruction wherein students work in small groups and are provided grade/ability appropriate activities. Students receive one-to-one guided teaching. All ELLs receive instructional minutes as required under CR Part 154 – 360 minutes of ESL instruction per week for beginning and intermediate level. We only have one student in the advanced level who receives the mandated 180 minutes of ESL instruction and 180 minutes of ELA instruction.

Content area is delivered in a comprehensible manner that enriches language development, the TPR (Total Physical Response) and the Balanced Literacy Method are integrated with the Common Core Standards. The provider uses text books, non-fiction books, games, teacher-created materials and technology (smart board/document camera) to make learning more fun and interesting. Lessons are scaffold and differentiated in instruction. Collaboration with the ELLs classroom teacher helps ensure that ESL instruction is aligned with the General Education curriculum. In addition, native language support is delivered by providing the parents resources and materials written in their native language.

For newcomer ELLs and NCLB student that we will probably have in coming school year, one of our major goals will be prepare them for the ELA and Math Tests. Test prep activities during school hours and after school that will familiarize them with content of the exams will be provided. Test taking strategies that will reduce anxiety and develop good time management will also be introduced. As an additional service, they will be picked up during Extended Day period where they will have an additional 30 minutes of instruction time that will target their areas weaknesses.

For long term ELLs receiving 4-6 years of services, the ESL provider will develop programs that will encourage independence. Functional reading and speaking skills that will help them prepare for high school application and job interviews will also be the focus of instruction. Skills that will help them in writing resumes and application letters will also be taught. Daily life conversation, and academic vocabulary will continue to be enhanced as transition goals and services are integrated with lessons. To foster independence and acquisition of skills needed as they move up to middle school and high school and into adulthood, students will have access to hands-on experience via the school's employment program.

Presently, we do not have any SIFE students and long term ELLs in the building. In the event that we do, we will extend our services to SIFE children in such a way that they will be able to catch up on the knowledge and skills that they need to meet the grade level standards. For our current long-term ELL, the focus will be increasing comprehension and writing skills as well as developing higher order thinking skills.

English Language Learners that have special needs will continue to be provided with services based on their characteristics and needs as stated in their IEP. The ESL provider will increase collaboration with the students' General Ed/Special Ed teachers as well as other service providers (Speech, Occupational, and Physical Therapists). To address students' specific needs, instruction will be modified. Tactile

## Part B: Direct Instruction Supplemental Program Information

activities, use of pictures, and breaking down of lesson into simpler more comprehensible parts are some of the strategies that will be utilized. To improve content area comprehension, ELLs will be provided simplified version of textbooks/lesson. As an additional support and to make learning more interesting for the ELLs, supplemental materials such as leveled library books, workbooks, educational CDs and listening tapes are available. Also, the ESL Provider uses the Smart Board, grammar board games, and flashcards are also being used. Test Prep materials are used to ensure that the students are ready for the test NYSESLAT as well as ELA and Math tests.

The school has an AIS program integrated into each General Ed class wherein ELA and Math specialists and other intervention providers co-teach or pull-out a small group. At-risk and ELL students are the priority. After school test prep for the ELA and Math State Tests as well as Extended Day Intervention are also available in the building for ELLs. All of these required service support and resources are designed to correspond to ELLs' ages and grade levels.

We are not discontinuing any ELL program for the coming school year. Instead, we are enhancing the existing ESL program through improved collaboration among the ESL provider, the child's general education teacher, and the parents. To assist newly enrolled ELL students, they will be introduced to one another and are toured around the school with their parents. Also, they will be invited to participate in assembly programs, field day, and other school activities. For students with IEP, the team which consists of the School Assessment Team; General Education and Special Education Teachers; and Service Providers will be more involved in planning and carrying the instruction to ensure that the students' needs are met. As for students reaching proficiency in NYSESLAT, we will continue to provide transitional support through ESL program that focuses on preparing the student for independence. When a child tests out of NYSESLAT, provider consultation will still be available to ensure continued student progress.

- **Assessment Analysis**

To assess the early literacy skills of our English Language Learners, ECLAS-2 is administered in addition to daily observations and regular classroom assessments. The ESL provider collaborates with the classroom teachers in analyzing test scores and observation data in terms of the areas of reading/decoding, speaking, listening and writing. When the school receives the NYSESLAT results, the individual scores are studied and used to drive instruction.

Based on the Spring 2011 NYSESLAT Report, one of our 1st grade students scored an Intermediate Level. The other 1st grader scored a Beginner Level. Our long term ELL student, who is now in 4th grade, progressed from a Intermediate to an Advanced Level. Analyzing the modalities, Speaking and Listening appear to be areas of strength of our three students. However, the Reading and Writing Modalities are areas of weakness. Since the NYSESLAT results reveal that reading and writing are two areas of weakness these two areas are given focus in planning instruction this school year. Using the strategies and learning materials mentioned in this report, lessons that give emphasis on the improvement of reading and writing skills are being implemented.

Our school's goal is to provide our English Language Learners the skills they need to meet the grade level standards, test out of the NYSESLAT, and ultimately be proficient speakers, listeners, readers, and writers of the English Language in the basic interpersonal communicative skills as well as in cognitive

### Part B: Direct Instruction Supplemental Program Information

academic language skills.

### Part C: Professional Development

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

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

Begin description here: • Professional Development and Support for School Staff

For the coming school year, ESL Providers, classroom teachers, other service providers as well as paraprofessionals who work with ELLs will be sent to workshops to improve delivery of Freestanding ESL service and to comply with the required 175 hours of ELL Training every five years for professional certificate holders. Also, they will be attending general workshops on technology in the classroom and curriculum and instruction that can be applied in teaching the ELLs. The school administration help Professional Learning Communities and teacher interactions/grade level meetings will provide support to staff as they transition from elementary to middle and/or middle to high school.

### Part D: Parental Engagement Activities

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

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

Begin description here: Parental Involvement

Parents in our school, including the parents of ELL show a high level of involvement. They actively participate in parent meetings and gatherings which include workshops, student special performances, School Leadership Team (SLT) and PTA assemblies, open school nights and other projects such as book sale.

The school Parent Coordinator works diligently in order to evaluate and provide the needs of the parents. Parent surveys are sent out and parent meeting and workshops are conducted at least once a

**Part D: Parental Engagement Activities**

month. At the beginning of the school year, the Parent-to-parent Breakfast for parents of English Language Learners and students with special needs is held. This event gives the parents and teachers the opportunity to meet one another and discuss the services other resources that are available in the building.

Workshops are conducted at least once a week to help the parents help their children at home. Topics range from assisting children with homework and other academic tasks, to how to effectively communicate with them, to fun crafts and other activities that they can do as a family. The school counselor is also available for consultation and gives the parents information about resources and places they could go to for translation and language classes. The school partners with community based organizations such as Resources for Parents, the Queens Public Library, American Red Cross, NYPD, FDNY, American Cancer Society, Link To Life Network Bone Marrow Donors, Breton’s Defensive Driving Academy Materials for the Arts, Ridgewood Savings Bank, NY Civil Liberties, Carver Bank, Tech On Wheels, Citigroup, New York Blood Center, The Family Center, Jet Blue Airlines, Mets National League Baseball Club Build A Bear, Colgate Dental Van Cornell University Cooperative Extension program, Civilian Review Board and Health Plus, to provide assistance and services to ELL parents.

Throughout the school year, flyers and notices that contain information and resources are sent home continuously to parents written in both English and their native language. The school parent coordinator attends the Annual ELL conference in addition to workshops to gather information about ELL programs and learn about new approaches to providing the needs of parents of English Language Learners.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		