



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : __PS 290 ELEMENTARY SCHOOL__

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): __24Q290__

PRINCIPAL: __MIEASIA HARRIS__ **EMAIL:** __MHARRIS62@SCHOOLS.NYC.GOV__

SUPERINTENDENT: __MADELENE CHAN__

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mieasia Harris	*Principal	
Kathryn Gianatiempo	*UFT Chapter Leader	
Flor Spariosu	*PTA President	
Diane Bishop	Member/Parent	
Tishana Nelson	Member/Staff - Teacher	
Shaun Porter	Member/Staff - Teacher	
TBD	Member/Parent	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

Improve teacher effectiveness by developing a shared understanding of instructional excellence. Principal will conduct a minimum of 6 formative observations for each teacher using selected components of a research-based rubric to provide meaningful feedback. A research based rubric will be used to develop all teachers.

Comprehensive needs assessment

On the Learning Environment Survey last year, while 100% of teachers at PS 290 strongly agree or agree that school leaders let staff know what is expected of them, only 80% of teachers strongly agree or agree that teachers work together on teams to improve their instructional practice. Teacher awareness of what is expected of them coupled with meaningful collaboration will help all teachers develop a shared understanding of instructional excellence. With a shared understanding of instructional excellence as well as meaningful feedback from school leaders based on observations and a research-based rubric, teachers and scholars will demonstrate growth.

Our new school quality review report indicated that our school "...provides personalized feedback and support to each teacher based on scholar outcomes and a classroom observation, which helps all teachers feel valued and improve their practice regardless of point of entry." The classroom observation mentioned assists in this process. The school leaders visiting classrooms more often to continue to provide personalized feedback will help positively impact scholar outcomes.

Instructional strategies/activities

Teachers self-assess on selected components of a research-based rubric and use scholar data to determine their growth from September through June.

Teachers develop assessments to measure their effectiveness based on scholar achievement.

The Professional Development Committee developed and implemented a coherent plan for the school that integrates the selected components of a research-based rubric.

Individual professional development plans were created for each teacher with delineated next steps for progress and movement to the next level within the rubric continuum.

School leaders created, follow a schedule for teacher observation, and provide feedback to teachers using a research-based rubric.

Strategies to increase parental involvement

Provide materials during Curriculum Night, and training during Parent Teacher Association meetings to help parents work with their children to improve their achievement level.

Foster a caring and effective home-school partnership by creating a welcoming environment and providing information to parents regarding their child's progress via progress reports, report cards, and grade level newsletters, so that they can monitor and participate in their child's academic and social-emotional progress.

Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, the Quality

Review Report, and the Learning Environment Survey Report.

Strategies for attracting Highly Qualified Teachers (HQT)

All staff members presently at PS 290 are Highly Qualified Teachers, as defined by NCLB. We will continue to interview and select candidates that fulfill this requirement.

Service and program coordination

We are participating in the Talent Management Pilot program that is aligned with the new State law regarding teacher evaluation ratings.

Budget and resources alignment

We have allocated part of our Title I monies for teacher professional development to support their growth and effectiveness around the research-based rubric as well as the effective planning and delivery of rigorous, purposeful instruction to our scholars.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

All scholars will engage in a literacy and math task aligned to the Common Core Learning Standards. 100% of scholars will have evidence of scholar work that is meeting Common Core aligned expectations as delineated in the literacy and math tasks.

Comprehensive needs assessment

Our Learning Environment Survey indicated that we scored an 8.7 out of 10 on the statement, "Curriculum, instruction, and assessment are aligned within and across the grade levels at this school." We can grow in this area and collaborate to ensure all of our tasks are aligned within and across grade levels, which will lead to higher coherency and increased scholar achievement.

Our new school quality review report indicated that our school "currently implements a combination of programs and teacher-created curricula, which are refined to incorporate higher order skills and thinking, however they are not yet embedded in a coherent way across tasks and all subject areas." We believe in planning and implementing an interdisciplinary curriculum that is Common Core Learning Standards aligned. We will ensure that all of our scholars are producing work that is Common Core Learning Standards aligned as delineated in the literacy and math tasks, which will include coherency across tasks and be further implemented in all subject areas.

Instructional strategies/activities

Teachers will refine curriculum and units to align with the Common Core Learning Standards.

Teachers will engage in a continuous cycle of Common Core Learning Standards aligned assessment.

Teachers will use the extended day data meeting to analyze scholar work against the Common Core Learning Standards.

Teachers will create Math and Literacy Common Core Learning Standard tasks.

Scholar work will demonstrate evidence of meeting the Common Core Learning Standards as delineated in the literacy and math tasks.

Strategies to increase parental involvement

Provide parents with information regarding the Common Core Learning Standards and Citywide Instructional Expectations so they can effectively become involved in planning and decision making to support the education of their children.

Provide assistance to parents in understanding City, State and Federal standards, requirements and assessments.

Strategies for attracting Highly Qualified Teachers (HQT)

All staff members presently at PS 290 are Highly Qualified Teachers, as defined by NCLB. We will continue to interview and select candidates that fulfill this requirement.

Service and program coordination

The city requires extended time in all schools. This time will be used to help scholars recover skills necessary to complete Common Core-aligned performance tasks, as well as provide extensions to the daily curriculum.

We utilize the Children's First Network 606 for professional development around creating and assessing performance tasks in Literacy and Math.

Per State law, we are piloting a new rating system through the Talent Management Program that provides performance tasks and training in assessing these tasks.

Budget and resources alignment

We have allocated part of our Title I monies for teacher professional development around the Common Core Learning Standards and Citywide Instructional Expectations to support their growth and effectiveness in these areas so that they can plan and deliver purposeful, rigorous and highly coherent instruction to our scholars across subjects.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2011, we will engage parents as an integral part of the PS 290 school community. At least 15% of our population will attend parent events, including PTA meetings, school events and workshops.

Comprehensive needs assessment

On the Learning Environment Survey parents were asked to respond to, "How well your child's school communicates with you." 67% percent of our families indicated they were very satisfied with our communication and 31% indicated they were satisfied. Only 2% indicated they were unsatisfied, but our goal is to ensure we are communicating with all of our parents in a meaningful way so that all parents are very satisfied with our communication and are fully engaged.

Instructional strategies/activities

Send survey to parents to gather information.

Develop and hold workshops targeted to meet parents need based on surveys disseminated.

Hold regular PTA & SLT meetings

Hold workshops for parents around Common Core Learning Standards and the citywide instructional expectations standards (supports at home)

Engage in school activities such as Curriculum Night

Invite parents to quarterly social gatherings

Invite families to Parent Teacher Conference Meetings

Identify outside agencies to support families and lead parent workshops

Certified Parent Volunteers to work in the school

Send home progress reports and newsletters with strategies families can use at home to support their child

Parent Committees for translations, grant-writing, school beautification, and technology

Strategies to increase parental involvement

Foster a caring and effective home-school partnership by creating a welcoming environment and providing information to parents regarding their child's progress via progress reports, report cards, and grade level newsletters, so that they can monitor and participate in their child's academic and social-emotional progress.

Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand by translating all materials in their requested native language.

Conduct parent workshops including, but not limited to the following topics, Nutrition, Asthma and Obesity, Literacy, Mathematics & Childhood Development;

Hold an annual parent orientation.

Host a family barbeque and multicultural extravaganza.

Plan and implement career day, where information is shared with parents and scholars regarding various career paths.

Encourage meaningful parent participation on all teams, associations and committees.

Establish a Parent Resource Center.

Create a lending library and other instructional materials for parents.

Encourage more parents to become trained school volunteers.

Strategies for attracting Highly Qualified Teachers (HQT)

All staff members presently at PS 290 are Highly Qualified Teachers, as defined by NCLB. We will continue to interview and select candidates that fulfill this requirement.

Service and program coordination

We have allocated part of our Title I monies for parent involvement and our PTA has also fundraised money to support our parent engagement 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.

We have allocated part of our Title I monies for parent involvement and our PTA has also fundraised money to support our parent engagement goal.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	14		N/A	N/A				
1	25		N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	The Foundations Program is utilized in a small group setting, and one-on-one, during the school day and extended day. The Journey Intervention component includes scaffolding and differentiation in small groups as well as one-to-one during the ELA block. Journeys data as well as Fountas and Pinell Running Records help us target scholars in need of literacy support and phonemic awareness.
Mathematics	The Math In Focus assessments, interim assessments, and observations allow for scaffolding and differentiation using manipulatives, small group work, and centers. In addition, during centers, students who need additional assistance are targeted and supported.
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	

At-risk Health-related Services	
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**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 during Curriculum Night, and training during Parent Teacher Association meetings to help parents work with their children to improve their achievement level;
- providing parents with information regarding the Common Core Learning Standards and Citywide Instructional Expectations so they can effectively become involved in planning and decision making to support the education of their children;
- fostering a caring and effective home-school partnership by creating a welcoming environment and providing information to parents regarding their child's progress via progress reports, report cards, and grade level newsletters, so that they can monitor and participate in their child's academic and social-emotional progress;
- providing assistance to parents in understanding City, State and Federal standards, requirements and assessments; and
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand by translating all materials in their requested native language.

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 two annual evaluations to determine the effectiveness of our parent involvement policy.

In addition, based on feedback we received last year, in order to increase and improve parent involvement and school quality, we will:

- support school-level committees that include parents who are members of the School Leadership Team, Parent-Teacher Association and our Technology, Grant Writing and School Beautification Committees;
- conduct parent workshops including, but not limited to the following topics, Nutrition, Asthma and Obesity, and Literacy, Mathematics & Childhood Development;
- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program; and
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, the Quality Review Report, and the Learning Environment Survey Report;

Finally, we realize it is important to support our families holistically – academically, professionally, socially and emotionally. As such, we will engage in the activities below to support this goal:

- annual parent orientation;
- family barbeque and multicultural extravaganza;
- career day, where information is shared with parents and scholars regarding various career paths;
- encouraging meaningful parent participation on all teams, associations and committees;
- establishing a Parent Resource Center;
- creating a lending library and other instructional materials for parents;
- hosting events to support women asserting leadership in education for their children, such as the Mother's Day Breakfast and the *Mommy and Me* Girl Scouts Event;
- hosting events to support, men asserting leadership in education for their children, such as the Father-Daughter Girl Scouts Dance and the Father's Day Breakfast; and
- encouraging more parents to become trained school volunteers.

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

We are committed to providing an excellent, well-rounded educational experience for you and your child! We are glad that you are here! Collaboration is an important tenet of our school and we depend on strong participation from you and our community at large. With your help, we can continue to make PS 290 Elementary School a vibrant, rigorous, rich and fun experience for all scholars.

Through personalization, we provide our scholars with interdisciplinary learning opportunities to help them develop a greater sense of self and the world. Our staff is **accountable** and responsible for every child's academic, social and emotional development, and all scholars at PS 290 develop the **courage** to achieve academic **excellence**.

Our core values are: **Accountability**: Be Accountable; **Courage**: Be a Courageous Learner; and **Excellence**: Always Do Your Best.

Our goal is that each child develops the skills s/he needs to meet or exceed all academic standards. At PS 290 Elementary School, parents can expect regular communication between school and at home, which includes, but is not limited to:

- **Performance Notes:** As necessary teachers send home performance notes to update parents on their child's progress. These notes must be signed and returned to school the next school day.
- **Grade Newsletter:** Every month teachers publish a newsletter to keep families up to date with PS 290 Elementary School news and scholar achievement.
- **Curriculum Night:** Parents come in to discuss elements of the curriculum taught, learn, and provide suggestions on home-school extensions.
- **Conferences:** Report card conferences are held twice per year. In addition, families, teachers, or the principal can arrange individual conferences.
- **Parent Teacher Association (PTA):** We have a very active PTA. All parents, guardians and care takers are encouraged to participate. Contact our parent association president and check the family bulletin board for updates and additional information.

We have an open-door policy. You are encouraged to participate in your child's learning!! Here are some additional ways you can collaborate with us:

- volunteer to assist in classrooms and labs and serve as facilitators;
- attend field trips;
- facilitate and attend family game night: Math, Literacy, Global Connections, and Arts & Sciences games; and
- assist with fund raising events.

Again, your active participation is integral to our success. Our collaboration will ensure our scholars internalize our creed:

"We believe we can do all things and become anything we dream. We are responsible for ourselves and our actions. We have compassion for others and we will create a better world. If we believe, and work hard at it, we will achieve."

In addition we will do the following to ensure your child excels at PS 290:

- Provide high quality curriculum and instruction consistent with State Standards to enable all scholars to meet or exceed expectations;
- Respect cultural, racial and ethnic differences;
- Create a safe, supportive and effective learning community for scholars and a welcoming respectful environment for parents and guardians.

II. Parent/Guardian Responsibilities:

Please collaborate with us by doing the following:

- monitor your child's attendance and ensure that your child arrives to school on time as well as follow the appropriate procedures to inform the school when your child is absent;
- ensure that your child comes to school rested by setting a schedule for bedtime based on the needs of your child and his/her age;
- check and assist your child in completing homework tasks, when necessary;
- read to your child and/or discuss what your child is reading each day;
- set limits to the amount of time your 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 your child to follow school rules and regulations and discuss the aforementioned with your child;
- volunteer in your child's school or assist from home as time permits;
- participate, as appropriate, in the decisions relating to your 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;

Here are opportunities and ways you can be involved:

Parent Teacher Association

If you are looking for an excellent way to get involved at PS 290, then you may want to consider joining the Parent Teacher Association. The Parent Teacher Association is a dedicated group of parents that coordinate monthly meetings and organize school-wide fundraisers. Officers will be elected at the first meeting in September.

Meetings with School Faculty

PS 290 welcomes parental input and involvement. If you would like to meet with your child's teacher or any other faculty members, please schedule an appointment to ensure everyone's availability.

Volunteering at PS 290

PS 290 is a service-oriented school, so we love parent volunteers! You can donate your time, talents, or treasures to help our school. Please contact the Parent Outreach Team to arrange a time to come in and discuss what you would like to do to help. Your help and support is greatly appreciated.

Curriculum Nights

Families who participate in Curriculum Night will learn about what your child is learning during upcoming units, as well as receive strategies to work on at home that will support your scholar's efforts at school.

Parent Teacher Conferences

There are two specific times during the year where PS 290 hosts Parent Teacher Conferences. A family member must be present at these conferences in order to obtain their child's report card.

III. Scholar Responsibilities:

- attend school regularly and arrive on time;
- complete homework and submit all assignments on time;
- follow the school rules and be responsible for their actions;
- show respect for themselves, other people and property;
- resolve disagreements or conflicts peacefully;
- always do their best - excellence.

In addition, scholars will uphold the values of the ABCs of PS 290 - scholars know what is expected of them and teachers work to foster scholar independence around the following principles:

The ABC's of PS 290

Always be accountable

Be courageous

Citizenship

Dedication to excellence

Effort = Success

Friendship

Go Green!

Help others

Imagine

Journey to college

Kind to others

Listen carefully

Mind your manners

Neat and organized

One mic

Prepared to learn

Question

Respect

Study

Take initiative

Uniform

Volunteer

Wonder

Xenial

Yes you can!

Zest for learning

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Jose Ruiz	District 24	Borough Queens	School Number 290
School Name PS 290 Elementary School			

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

Principal Mieasia Harris	Assistant Principal type here
Coach Shaun Porter	Coach type here
ESL Teacher Ellen Delesu	Guidance Counselor type here
Teacher/Subject Area	Parent Flor Spariosu
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	5
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	129	Total Number of ELLs	28	ELLs as share of total student population (%)	21.71%
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Part II: ELL Identification Process

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

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

1. When a new student registers at the school, the secretary, Ms. Fajardo, who also speaks Spanish, asks the family the preferred language in order to ensure that all registration materials can be read and understood. Within the registration packet is the Home Language Identification Survey. The secretary, math coach, or principal assist families in case there are any questions regarding the survey. After the Home Language Identification Survey is completed, the secretary gives the information to a trained pedagogue, Ms. DeIesu, our ELL coordinator. Ms. DeIesu, along with Ms. Fajardo as a translator, conducts interviews with parents/children and administers the LAB-R and Spanish LAB assessments. Ms. DeIesu identifies and determines which students are entitled to ELL service. Each year ELLs are required to take the NYSESLAT. Ms. DeIesu, ESL Teacher, and Mr. Porter, Math Coach and Testing Coordinator, use the RLAT ATS report to determine how many scholars are eligible to take the test. Mr. Porter orders the NYSESLAT materials. Once the materials arrive, Ms. DeIesu and Mr. Porter ensure that all of the necessary materials are included. Then, Ms. DeIesu creates a testing schedule to ensure that every scholar completes all four components of the NYSESLAT exam.

2. Once Ms. DeIesu determines that a child is entitled to ELL service, an entitlement letter is sent home to families in their home language.

Families are invited to an orientation within ten days of admission to the school. At the orientation, families are given a brochure in their home language, and Ms. DeIesu and Ms. Fajardo highlight key points from the CR Part 154. After reviewing the brochure and CR Part 154 highlights, families view the EPIC video in their home language. Before completing the survey and program selection form, families

have the opportunity to ask any clarifying questions about the program options. If a family does not attend the orientation, then they are called and asked to come in for an appointment at a more convenient time. The rescheduled appointments must also take place within ten days of admission. As our school grows and we are able to offer TBE or DL, then we will invite families to an orientation who previously chose this program on their survey.

3. Ms. DeIesu and Mr. Porter, our Testing Coordinator, prepare the entitlement letters in the student's home language. The entitlement letters are sent home in the student's homework folders. If families do not attend the orientation, then Ms. Fajardo will call to schedule a makeup appointment. The survey and program selection form are filled out and completed at the conclusion of the orientation. If families choose to take the survey and program selection form home, then they are given a deadline to return the form. Before the deadline, families without a survey and program selection form are called and reminded. All records of surveys and entitlement letters are maintained in an ELL binder stored at the school.

4. The criteria used to place identified ELL students in bilingual or ESL instructional programs is based on the program selection form. Less than fifteen of our families selected the Transitional Bilingual Program and the majority of our families chose the Freestanding ESL

program. If a family did not select the Freestanding ESL program, then they were consulted in their home language and given the option to transfer to a school that offered their desired program or waive their program selection and keep their child enrolled in the Freestanding ESL Program our school offers. Families that chose to remain in the Freestanding ESL Program wrote a letter stating this choice. Families that selected ESL were told that their child would receive ESL push-in services. Returning scholars receive a

continued entitlement letter in September. All letters are translated in the home language.

5. In our first year, the majority, 56%, of our families selected the Freestanding ESL program. In our second year, 92% of families selected the Freestanding ESL program. We monitor our parents' choices by using the BEDS survey. This helps us ensure that we are offering the program that our families most desire. Tracking this information also helps us monitor whether 15 or more families have selected the transitional bilingual program across two grades.

6. The program model offered at our school best aligns with parent requests. The overwhelming majority of parents selected the Freestanding ESL program, and we do not currently have enough interest or number of students needed to add a Transitional Bilingual Program or Dual Language Program. As the school grows, consideration will be given to adding these programs if families express interest in the program selection forms. We want our families to feel empowered to make the best choice for their child, and we want our programs to reflect the desires of our families.

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="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	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														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2	2												4
Total	2	2	0	0	0	0	0	0	0	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	28	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	28	0	8							28
Total	28	0	8	0	0	0	0	0	0	28

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	11												21
Chinese	2	3												5
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish		1												1
Albanian														0
Other		1												1
TOTAL	12	16	0	0	0	0	0	0	0	0	0	0	0	28

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. The Freestanding ESL Program uses two organizational models. Most of the ESL instruction is delivered using a Push-In model. The Beginner and Intermediate level students receive 3 additional pull out periods. The program model is Heterogeneous, where students of mixed proficiency levels receive instruction together.

2. Ms. DeIusu is a certified ESL teacher who is also our ELL Coordinator. Therefore, Ms. DeIusu ensures that all of our ELL students receive the mandated number of instructional minutes through Push-In and Pull-Out Services. The Beginner and Intermediate ELL students receive

360 minutes of ESL services, while the Advanced ELL students receive 180 minutes of ESL services. Ms. DeIesu collaborates with classroom teachers in planning lessons and setting individual ESL goals. Nearly all of Ms. DeIesu's push-in periods take place during the literacy block, in order to help ensure scholars have the support they need to acquire these skills.

3. Freestanding English as a Second Language uses English 100% of the instructional time. In order to make content comprehensible to enrich language development the classroom teachers and Ms. DeIesu use a wide range of ESL strategies. Teachers use a collaborative learning environment where students have the opportunity to interact with students with different levels of English proficiency. Teachers take

time to preview and explain new concepts and vocabulary before the starting the lesson. Teachers use graphic organizers, picture support, and manipulatives to support student entry into instructional topics. Finally, teachers use technology like smartboards and listening centers to support language development.

4. We ensure that scholars are assessed in their native language when necessary. We have Alternate Placement Paraprofessionals who support scholars with language difficulty during assessments. We also have bilingual General Education teachers.

5. a. We do not have any SIFE students in our first year.

b. We use diagnostic data, Intermim assessments, and classroom assessments to ensure that all students are meeting expectations. In addition

to academic data, we also use an advisory Character Development Program that assesses student behaviors. Through this small group program and teacher observations, we will be able to identify students having difficulty with adjusting to the new environment. Lastly, teachers use varied methods of instruction and allow sufficient time for students to repond and answer questions.

c. In our second year of Kindergarten and First gradewe do not have any ELLs receiving service 4 to 6 years.

d. In our second year of Kindergarten and First Grade we do not have and Long-Term ELLs

6. Our plan for ELLs identified as students with disabilities will incorporate many of the differentiated instructional strategies that all of our

A. Programming and Scheduling Information

ELLs will receive. In addition to the ESL program, we will also use the students' IEPs to deliver a personalized ESL approach.

7. Our school uses Common Core Learning Standards-aligned curriculum in Math and Literacy. Our Math program presents topics in a varied approach, using concrete, pictorial, and abstract presentations. Our balanced literacy program strengthens scholars skills in comprehension, phonemic awareness, vocabulary, grammar, and writing. This program is also supplemented by Foundations for scholars who may need additional support. Teachers differentiate the curriculum based on the needs of each scholar, consistently incorporating multi-objective and small group lesson plans. Our scheduling allows common planning time for teachers to adjust unit plans and assessments to best fit the needs of all learners. In addition, our schedule creates an inclusive environment where all scholars participate in enrichment courses, including Arts and Sciences, Global Connections, Character Development, Performing Arts, Yoga, and Athletics.

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				
Social Studies:				
Math:				
Science:				

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

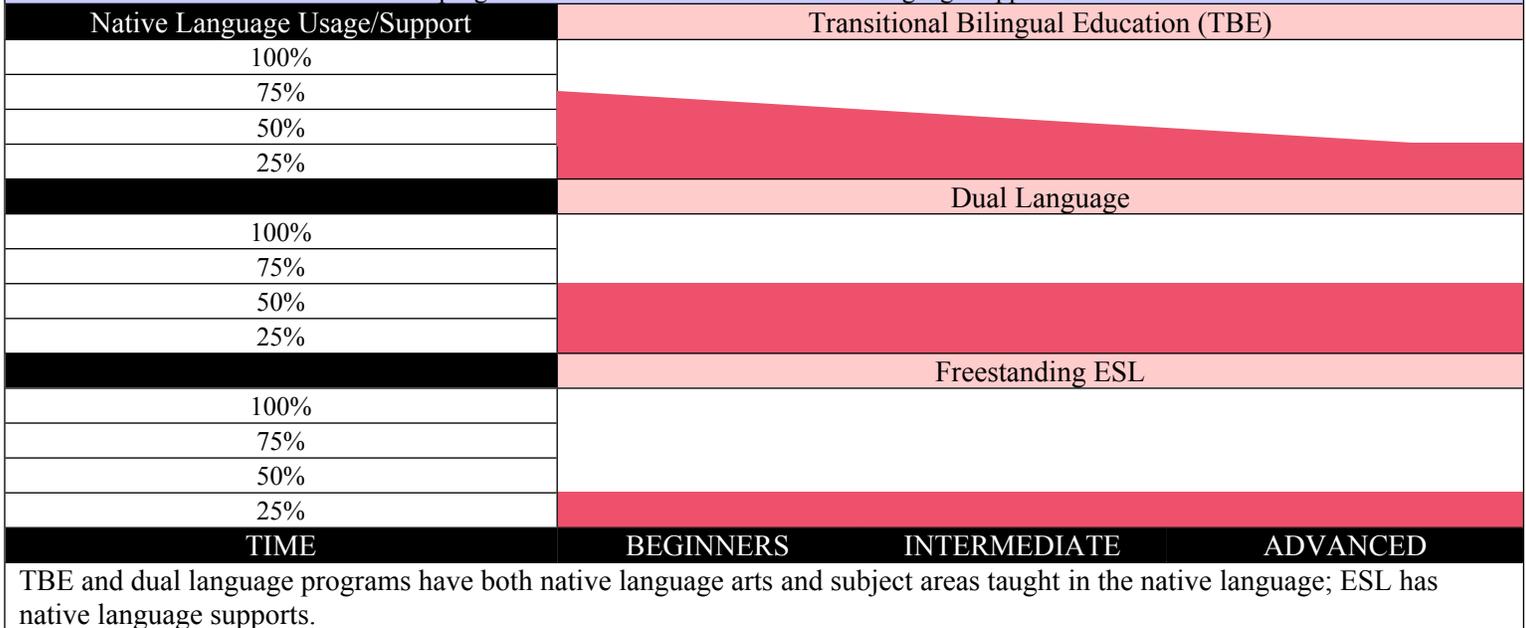
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

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?

8. All of our targeted intervention programs begin by assessing where students are struggling. In ELA, we use Foundations to support phonological/phonemic awareness, phonics and spelling. The ELA Journeys curriculum also includes an intervention component for students having difficulty with comprehension. In Math and other content areas, we use small group instruction to recover gaps in the assessment data.

Witin small groups, ELLs are supported by visual representations, manipulatives, and teacher modeling and summarizing of key points.

9. We plan to use diagnostic data, interim assessments, and classroom assessments to ensure that no students are falling behind the grade level expectations. If a former ELL is not performing at the expected level after analyzing our assessments, then they will receive targeted instruction in small groups within the classroom and may require additional academic support through AIS, after school programs, or extended day. In addition to instructional support, we will also provide any necessary testing accommodations, such as extended time.

10. In our second year we are adding extended time on Tuesday and Thursday afternoon. Students are broken up into groups based on diagnostic data. We are also adding an after school program that offers homework help, as well as opportunities for students to engage in speaking and listening activities with English speaking peers.

11. In our second year no programs/services for ELLs will be discontinued.

12. We believe in an inclusive educational approach. Therefore, ELLs have equal access to all school programs. All scholars at our school receive Reading, Writing, Math, Global Connections, Arts and Sciecnes, Character Development, Yoga, Performing Arts, and Athletics.

B. Programming and Scheduling Information--Continued

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

8. All of our targeted intervention programs begin by assessing where students are struggling. In ELA, we use Foundations to support phonological/phonemic awareness, phonics and spelling. The ELA Journeys curriculum also includes an intervention component for students

having difficulty with comprehension. In Math and other content areas, we use small group instruction to recover gaps in the assessment data.

Within small groups, ELLs are supported by visual representations, manipulatives, and teacher modeling and summarizing of key points.

9. We plan to use diagnostic data, interim assessments, and classroom assessments to ensure that no students are falling behind the grade level expectations. If a former ELL is not performing at the expected level after analyzing our assessments, then they will receive targeted instruction in small groups within the classroom and may require additional academic support through AIS, after school programs, or extended day. In addition to instructional support, we will also provide any necessary testing accommodations, such as extended time.

10. In our second year we are adding extended time on Tuesday and Thursday afternoon. Students are broken up into groups based on diagnostic data. We are also adding an after school program that offers homework help, as well as opportunities for students to engage in speaking and listening activities with English speaking peers.

11. In our second year no programs/services for ELLs will be discontinued.

12. We believe in an inclusive educational approach. Therefore, ELLs have equal access to all school programs. All scholars at our school receive Reading, Writing, Math, Global Connections, Arts and Sciences, Character Development, Yoga, Performing Arts, and Athletics. All scholars are invited to participate in our Maspeth Town Hall After School Program. Furthermore, we use a Push-In model to ensure that students are not missing any instruction that their peers may be receiving. We use translation services for homework assignments, notices for families, key instructional concepts, and parent conferences. In addition, we invite all ELLs to participate in our extended day program, which is broken up into small groups that focus on specific literacy skills and concepts. The goal of the program is to develop proficient listening, speaking, reading, and writing skills for each scholar.

13. Teachers use graphic organizers, word walls, process charts, pictorial support, manipulatives, and translated materials to ensure that every child has access to the delivered content. Teachers use technology like document readers and smartboards to enhance the visual support for students. Teachers also use listening centers to enrich language development. We do offer texts in Spanish for families who do not understand any English.

14. The Freestanding English as a Second Language model uses English 100% of the time. The native language is only used when translating important documents and meetings with families.

15. All services, support, and resources correspond to our students' age and grade level, K and 1. The number of ESL Service periods meets the needs of our ELL students. The classroom libraries, technology, and materials correspond to our ELLs' ages and grade.

16. Some of the activities the school uses to assist newly enrolled ELL students before the beginning of the school year include the opportunity to visit the school before it opens and a translated family newsletter that includes a supply list and tips for getting your child ready for his/her first day of school. In addition, our bilingual PTA President gives tours of the school for all families.

17. Presently, we only serve Kindergarten and First Grade so there are no language electives offered to any students at this time.

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?

D. Professional Development and Support for School Staff

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

1. We currently have two certified ESL teachers on our staff. In order to build capacity around ELL services, both teachers are attending 3 ELL workshops on November 1st, December 6th, and January 10th, presented by our network 606, during the school year. These teachers will turnkey the specific ELL instructional strategies that will support all teachers and students. During our monthly Professional Development meetings, we will focus primarily on differentiated instruction. In order to meet the needs of our student population, a great deal of time will be spent specifically on ELL instructional strategies. Since we primarily use a Push-In model, the push-in and classroom teachers will receive professional development around collaborative team teaching models. Teachers will also be given professional literature about teaching ELL students. We also have a common planning block every Monday and Tuesday for First Grade and Kindergarten, respectively. This allows teachers to share best practices and for the administration to provide professional development responsive to the needs of the school community. Furthermore, our Math Coach will support classroom teachers with ESL strategies during observations and conferences. Finally, our secretary and school aides receive direct professional development from the principal in regards to communicating with families.

2. We are only serving Kindergarten and First Grade at this time, but a great deal of professional development and support centers around building student independence so that students will be equipped with the tools necessary to succeed in any environment.

3. The minimum 7.5 hours of ELL training will be met through monthly Professional Development meetings, coaching, and Children's First Network workshops.

E. Parental Involvement

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

1. Starting at registration, parents are invited and encouraged to be active members of the school community. Parents of ELLs are invited to an Orientation where they are given all of their program options. In order to be responsive to our parents, we chose to have a Freestanding ESL program because the majority of our families selected this option. All families are invited to a Family BBQ at the beginning of the school

year, where they have the opportunity to meet the teachers and other families. Our school has a very active Parent Teacher Association and PTA President. All parents are invited to participate in classroom activities like read alouds, class celebrations, and field trips. Our PTA involves parent volunteers by developing in committees for language, school beautification, grant writing, and technology support. Our school secretary is bilingual in English and Spanish, so she is able to respond to the questions of most of our families. Teachers call and write home regularly to keep parents informed of their child's classroom performance. We use NYC Department of Education translation services when necessary. We are an inclusive community, and parents are an integral part of it.

2. Our Parent Teacher Association plays a key role in securing partnerships with Community Based Organizations and Agencies for our families. Our PTA has partnered with the school Social Worker to conduct English classes for families. In addition to these classes, we have a Rosetta Stone available to families who want to learn English. We also partnered with the Queens Library in Ridgewood, which offers Beginning and Intermediate English classes. Our PTA has also partnered with Cornell University's Cooperative Extension Program to offer weekly nutrition and health workshops for all families. We are also partnering with Metropolitan Hospital to provide education for families on childhood obesity. The PTA supports families with obtaining health insurance through the MetroPlus Health Plan. Our PTA is also working on securing the funds for a Cool Culture pass for all families, giving them access to some of the best museums and cultural experiences in New York City.

3. Initially, we determine some of our families' needs at registration when we identify the preferred language on the Home Language Identification Survey. Since we are a uniform school, we provide families with a wide range of affordable options when purchasing the uniform. Our Parent Teacher Association determines what workshops to offer by using the results of the parent survey they created. In addition to the survey, our PTA organizes several community building workshops that helps build relationships between families and helps us gauge the needs of our families. Our PTA President is bilingual, so she translates every meeting and workshop for our English and Spanish speaking families. The PTA uses their language committee to ensure that all families have access to the information provided by the school and PTA.

E. Parental Involvement

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

1. Starting at registration, parents are invited and encouraged to be active members of the school community. Parents of ELLs are invited to an Orientation where they are given all of their program options. In order to be responsive to our parents, we chose to have a Freestanding ESL program because the majority of our families selected this option. All families are invited to a Family BBQ at the beginning of the school

year, where they have the opportunity to meet the teachers and other families. Our school has a very active Parent Teacher Association and PTA President. All parents are invited to participate in classroom activities like read alouds, class celebrations, and field trips. Our PTA involves parent volunteers by developing in committees for language, school beautification, grant writing, and technology support. Our school secretary is bilingual in English and Spanish, so she is able to respond to the questions of most of our families. Teachers call and write home regularly to keep parents informed of their child's classroom performance. We use NYC Department of Education translation services when necessary. We are an inclusive community, and parents are an integral part of it.

2. Our Parent Teacher Association plays a key role in securing partnerships with Community Based Organizations and Agencies for our families. Our PTA has partnered with the school Social Worker to conduct English classes for families. In addition to these classes, we have a Rosetta Stone available to families who want to learn English. We also partnered with the Queens Library in Ridgewood, which offers Beginning and Intermediate English classes. Our PTA has also partnered with Cornell University's Cooperative Extension Program to offer weekly nutrition and health workshops for all families. We are also partnering with Metropolitan Hospital to provide education for families on childhood obesity. The PTA supports families with obtaining health insurance through the MetroPlus Health Plan. Our PTA is also working on securing the funds for a Cool Culture pass for all families, giving them access to some of the best museums and cultural experiences in New York City.

3. Initially, we determine some of our families' needs at registration when we identify the preferred language on the Home Language Identification Survey. Since we are a uniform school, we provide families with a wide range of affordable options when purchasing the uniform. Our Parent Teacher Association determines what workshops to offer by using the results of the parent survey they created. In addition to the survey, our PTA organizes several community building workshops that helps build relationships between families and helps us gauge the needs of our families. Our PTA President is bilingual, so she translates every meeting and workshop for our english and spanish speaking families. The PTA uses their language committee to ensure that all families have access to the information provided by the school and PTA.

4. Our parent involvement activities are in response to the needs of our parents. The Parent Teacher Association chooses the Community Based Organizations and Agencies to partner with based on the parent survey. Staff members who wanted to ensure that all families, despite language differences, felt included and involved in the school community created our Parent Outreach Team. We carefully consider the language needs of our families by having important documents translated into the preferred home language.

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)	6	7												13
Intermediate(I)	0	8												8

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	6	1												7
Total	12	16	0	0	0	0	0	0	0	0	0	0	0	28

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

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

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

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 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:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: PS 290 Elementary School

School DBN: 24Q290

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mieasia Harris	Principal		11/30/11
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Ellen DeJesu	ESL Teacher		11/30/11
Flor Spariosu	Parent		11/11/11
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Shaun Porter	Coach		11/11/11
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q290 **School Name:** PS 290 Elementary School

Cluster: 5 **Network:** 606

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.

- a. ATS Report – identifies all home languages. We use the RHLA ATS report to view the breakdown of language needs by each grade.
- b. Home language surveys used to identify incoming new admits.
- c. Parents have also expressed the need to receive documents in their native language, which helps us identify their needs. We maintain records of the preferred language of written and oral communication of each scholar in in his/her record folder. Additionally, we keep a record of blue emergency cards that list the preferred language of written and oral communication.

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.

- a. The major translation and oral interpretation findings include: one-on-one parent conferencing, written communication to parents regarding school information, and homework translation.
- b. Findings were reported to our school community during PTA meetings. Based on these findings, our PTA developed a language committee that supports the school with translating documents.
- c. The following is a breakdown of the families' oral and written language needs of our school, as shared with our PTA: Bengali 1, Chinese 6, Mandarin 2, Nepali 1, Tagalog 1, Polish 2, Spanish 29. The rest of our families chose to receive oral and written communication in English.

Part B: Strategies and Activities

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

We provide in-house translation in Spanish. Translation in other languages, as necessary, are provided by the translation unit. All documents to be translated are received by the parties who translate the documents at least two weeks in advance and are translated in a timely manner.

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.

We will provide oral interpretation services for all parent conferences as necessary. Services in Spanish, Mandarin and Polish will be provided in-house. All other oral interpretation services will be provided by an outside contractor.

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 fulfill Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by: identifying their home language, providing language assistance services, translating documents to support all families, and notifying parents of the right to translation services.

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: PS 290 Elementary School	DBN: 24Q290
Cluster Leader: Jose Ruiz	Network Leader: Petrina Palazzo
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> 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="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: # of certified ESL/Bilingual teachers: # of content area teachers:

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: This is a new school that opened its doors in September 2010, as we have only 28 ELLs, we do not qualify for Title III funding because we do not meet the minimum of 30 students.

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:

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:

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.
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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"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		