



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** \_\_\_\_THE TOTTENVILLE SCHOOL\_\_\_\_

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 31R001

**PRINCIPAL:** DIANE GORDIN EMAIL: DGORDIN@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ERMINIA CLAUDIO

02-29-2012

**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
Diane Gordin	*Principal or Designee	
Cindy Spellacy	*UFT Chapter Leader or Designee	
Eileen Chipura or Lorraine Daly	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
n/a	CBO Representative, if applicable	
Regina Motola	Member/Parent	
Fawn Patti	Member/Parent	
Lisa Zuffante	Member/ Teacher	
Nicole Poveromo	Member/Teacher	
Michelle Moyle	Member/Parent	
Danielle Kutner	Member/Parent	
Marianne Shenton	Member/Teacher	
Amanda Gerardi	Member/Teacher	

## **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.

**Students in grades 3-5 will write a non-fiction piece that includes an opinion with relevant support.**

**65% (182) of grade 3-5 students (280) will be able to write a non-fiction common core standards meeting piece that includes an opinion with relevant support by June 2012.**

### **Comprehensive needs assessment**

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

**After reviewing the CCLS in ELA for writing it was determined that much emphasis is placed on the reading and writing of non-fiction texts. Also, writing persuasive pieces with relevant opinions and text support is CCLS.**

**It was further determined through an analysis of our non-fiction writing pieces that students needed to strengthen their persuasive writing techniques**

### **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.

Activities:

**1. PD was given on the CCLS for ELA**

**2. Teachers collaborated to revise curriculum maps to include additional non-fiction units**

**To begin to address this goal we added an additional nonfiction unit in every grade. One of the nonfiction units specifically revolve around writing opinions as related to real world experiences. For example in grade 4 students will be involved in a unit that is designed to help them to be smarter consumers and study the effect of media on life and their decision making abilities. In grade 3 students will examine how nonfiction can be written in various forms to help persuade people and they will learn to evaluate forms to decide which are the most effective.**

**In grade 5 students will be studying famous speeches to help better understand the effect of language and persuasion on culture and how speeches such as the *I Have a Dream* speech has changed the world.**

**In grade 2, students will have a persuasive unit in nonfiction that revolves around the science curriculum.**

**In grade 1 students will use the science curriculum to study the seasons and write a persuasive piece on the season they like best.**

**In Kindergarten, students will be working on a similar piece revolving around animals and write a nonfiction opinion piece about which animal makes the best pet. All of the units have assessments aligned, have relevant reading strategies incorporated and include the use of technology.**

- 3. New materials were bought (non-fiction texts) for all grades**
- 4. Technology programs were also purchased .i.e. Write to Learn , Pebblego, Pathways**
- 5. All teachers participated in the revision of our curriculum maps and met in regular team meetings to analysis data, evaluate materials and discuss best practices**
- 6. Teachers designed appropriate rubrics, unit tests and pre-post assessment measures to evaluate effectiveness**
- 7. Parents were invited to a CCLS workshop, curriculum conferences and publishing parties. Parents (PTA) were shown the new materials and websites students are using**
- 8. Implementation will take place throughout the 2011-12 school year**

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

- Parents will be invited to publishing parties and/or portfolio days to review this work.**

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.**
  - Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.**
  - The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.**
  - Mentors are assigned to support struggling and un-qualified teachers.**

#### **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.**
- The school has established a pre-school program that focuses on improving the oral language abilities, emergent literacy skills that all students including ELL and SWD s will need in order to ensure a successful transition to the lower elementary school grades**
  - All ELLs will have the services an experienced certified ELL teacher. All SWD students are services as mandated on their IEP and in the LRE**
  - A part time guidance counselor worker was hired to support academics.**

**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.  
*Fair Student Funding (Tax Levy), NYSTL allocation for books, etc. and human resources were used to implement this action plan to target at-risk ELLs and SWD students from Sept. 2011-June 2012 as indicated below:*
  - *Professional instructional materials to support curriculum development during the regular school day.*
  - *Full time ELL teacher*
  - *SETSS and ICT teachers*
  - *Teacher Center Coach*

**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.

**Describe your goal.**

**Improving teacher quality and effectiveness through training on the common core state standards and the Danielson Framework for Teaching**

**100% of teachers will be familiar with the CCSS (Common Core State Standards) and implement at least one task that addresses the CCSS and the Danielson Framework for Teaching by June 2012.**

**Comprehensive needs assessment**

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

**Teachers had minimal knowledge of the CCLS and the Danielson Framework for teaching based upon surveys and PD needs assessments  
This is DOE mandate and instructional expectation for this year.**

**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.

**Activities :**

**Bi-Monthly professional development concentrating on CCLS.**

**Network and Teacher Center provided CCLS training**

**Curriculum mapping sessions to include CCSS in units.**

**Inquiry team work that helps develops strategies to implement CCLS.**

**Professional development focusing on the Danielson Framework for Teaching**

**Weekly Accountable talk sessions for each class**

**All teachers participate in the PD for CCLS**

**Materials were bought for each teacher to refer to (**

**PD by the CEI Network instructional specialist in Math CCLS is on going for 2011-12 school year**

**Principal, Assistant Principal, and coach all attended a two day training provided by CEI on the Danielson Framework for teaching**

**Principal and assistant principal attended training on the use of the Teachscape computer tool that uses the Danielson framework to capture evidence and provide feedback to teachers.**

**Bi-Monthly professional development on Danielson focus areas**

**Additional monthly sessions for un-tenured teachers**

**Observation/feedback data from the Teachscape tool**

**Staff supported by:**

**Administration**

**Network**

**Implementation is on-going for 2011-12 school year**

**Strategies to increase parental involvement**

- Parents workshop was given on the CCLS and both the CCLS and the Danielson Framework is discussed on an on going basis during SLT meetings

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.
  - The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
  - Mentors are assigned to support struggling and un-qualified teachers.

**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.

N/A

**Budget and resources alignment**

Allocations from FSF,

- ***Professional instructional materials to support curriculum development during the regular school day.***
- ***Teacher Center Coach***
- **Per Diem/per session funds to support PD**
- **Network provided PD sessions**

**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.

**100% of students (518) on grades K to 5 will be exposed to a CCLS math tasks and 75% (388) will successfully complete one or more CCLS math tasks by June 2012**

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- **Analysis of the *Everyday Math* units and past unit assessments in math indicated a beginning of an understanding and implementation of CCLS math tasks. Some grades had begun to revise their math curriculum maps to include CCLS type math tasks and grade 3 piloted a program that included more rigorous math tasks with a great deal of success. Problem solving day was introduced in all grades two years ago.**
- **Widespread implantation of CCLS math tasks were a DOE mandate and instructional expectation for this year.**

**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.

**We've completed the upfront pieces:**

**Identify standards**

**Content Focus**

**Skills**

**Big Ideas**

**Essential Questions**

**We've discussed how this unit will be a step forward from previous units on these standards so that the unit is aligned to the CCLS expectations. There is a web that shows the results of this discussion for every grade.**

**We discussed that the unit will have pre-assessments, formative and a cumulative assessment.**

**They will use the pre-assessment they already have for the units**

**We will look at the tasks on the heinemann.com website to decide on tasks that can be used as formative tasks as well as use the books bought**

**"Good Questions" and the K-5 Math Teaching Resources website with the Math Journals.**

**The teachers will also be reading the units posted on the DOE website to get a sense of what the unit will look like. We looked at the units for the grades for K-1 together and the teachers realized that they are on their way.**

**We also discussed that the lesson/activities of the unit will use material from Everyday Math, previous grade specific PD done with me and lessons they have added on the standards topic.**

**All teachers have already received two PD sessions on this and will continue to receive monthly sessions facilitated by the CEI Instructional Math Specialist**

**Strategies to increase parental involvement**

- **Parent workshops on the CCLS in math was presented. In addition, parents can view student work on portfolio celebration days**

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
  - **Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.**
  - **The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.**
  - **Mentors are assigned to support struggling and un-qualified teachers.**

**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.
  - **The school has established a pre-school program that focuses on units of math that reflect the CCLS and math tasks are being designed for this level. Pre-school teacher has attended workshops on CCLS. All students including ELL and SWD s will benefit from these in order to ensure a successful transition to the lower elementary school grades**
  - **All ELLs will have the services an experienced certified ELL teacher. All SWD students are services as mandated on their IEP and in the LRE**
  - **A part time guidance counselor worker was hired to support academies.**

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- FSF and ARRA RTTT funding
- **Professional instructional materials to support curriculum development during the regular school day.**
- **Full time ELL teacher**
- **SETSS and ICT teachers**
- **Teacher Center Coach / Network PD and coaching**

**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>	11	8	N/A	N/A	5	0	0	0
<b>1</b>	10	6	N/A	N/A	4	0	0	0
<b>2</b>	4	2	N/A	N/A	2	0	0	0
<b>3</b>	3	3	N/A	N/A	1	0	0	0
<b>4</b>	3	3	4	2	2	0	0	0
<b>5</b>	4	5	2	5	2	0	0	0
<b>6</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<b>Small group</b> <b>During the day</b> <b>Pathways,</b> <b>Write to Learn</b> <b>Foundations</b> <b>Linda Mood Bell</b> <b>After school test prep- large group Dec-April</b>
Mathematics	<b>Small group</b> <b>During the day</b> <b>Pathways</b> <b>Go Math</b> <b>After school test prep- large group Dec-April</b>
Science	<b>Science test prep books were bought and used with at-risk children</b> <b>Small group work using <i>Write to Learn</i> informational science passages</b>
Social Studies	<b>Small group work using <i>Write to Learn</i> informational social studies passages</b>
At-risk Services provided by the Guidance Counselor	<b>Small group and individual</b>
At-risk Services provided by the School Psychologist	<b>n/a</b>
At-risk Services provided by the Social Worker	<b>n/a</b>
At-risk Health-related Services	<b>n/a</b>



**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 <b>Debra Maldonado/Nancy Ramos</b>	District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>001</b>
School Name <b>The Tottenville School</b>			

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

Principal <b>Mrs. Diane Gordin</b>	Assistant Principal <b>Mrs. Grace Silberstein</b>
Coach <b>Mrs. Nicole Sini</b>	Coach <b>type here</b>
ESL Teacher <b>Ms. Gerardi</b>	Guidance Counselor <b>Tamara Valles</b>
Teacher/Subject Area <b>Hildy Krull/SETTSS</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Kerry Capurso/ICT</b>	Parent Coordinator <b>Cathy Garbie</b>
Related Service Provider <b>Judy Brooks</b>	Other <b>type here</b>
Network Leader <b>Nancy Ramos</b>	Other <b>type here</b>

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

### D. School Demographics

Total number of students in school	<b>549</b>	Total Number of ELLs	<b>28</b>	ELLs as share of total student population (%)	<b>5.10%</b>
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## Part II: ELL Identification Process

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

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

1. When parents first come to the school they are greeted by the secretary, she then calls the ESL teacher to meet with new parents and informally interview them. Parents are given the HLIS to be filled out. During this time the ESL teacher determines whether or not a student will be tested based on the HLIS and the interview with the parent. If the parent is in need of an interpreter, we set up an appointment to have a formal interview and explain the process which will take place. If a student is eligible for testing an entitlement letter is sent home to the parent letting them know that their child according to the LAB-r will now be receiving services. If the child is not eligible a non-entitlement letter will be sent home letting the parents know that according to the LAB-r their child will not be receiving services. If the HLIS indicates that the home language is Spanish and the child is given the Lab-r the child will also be administered the Spanish LAB. A translator is hired to administer the exam to the students.

The first week of school the ESL teacher looks at the NYSESLAT scores from the spring before. According to the scores the ESL teacher sends home letters to the parents informing them that their child will either be continuing with services or not due to the NYSESLAT (continued entitlement letter or non-entitlement/transition letter). In the spring the ESL teacher runs the ATS reportRLAT, to determine which students are eligible for NYSESLAT testing. During the testing period a checklist is used to ensure that all eligible students are given all four parts of the test.

2. Within the first ten days of school we have a parent orientation meeting and invite all parents whom have students that are eligible for services. Having already interviewed with the parents we are aware of anyone in need of an interpreter, if there is a need we hire one for the meeting. During the meeting we introduce the ESL teacher and the parent coordinator; we want parents to feel comfortable about coming to us if they have any concerns or questions in the future. We also play the orientation video in as many languages as needed. During the video we allow parents (while they are waiting) to ask any questions. When everyone has viewed the video we then go over the parent survey and program selection forms. Parents are informed that the choice is up to them. Our school as of now only have ESL; if they want another program we will do our best to find them a school that can accommodate them. We also inform them know that we keep these forms on file and if at any time there are 15 students in two consecutive grades requesting the same program we will inform them and a program may be started. Our parent orientation is an ongoing process. When a new student enters the school the parent fills out a HLIS and an interview is conducted. If the child is entitled, the ESL teacher will test them and set up a parent orientation. If at any time during the school year an opportunity to open a TBE/DL class arises the parents will notified via phone and/or a letter home to inform them.

3. All parents receive an entitlement letter either in English or their native language the same week in which we assess the students. The parent survey and the program selection forms are filled out at the end of the orientation meeting. If a parent is not able to attend we set up a one on one meeting to explain the process and the three programs available. If the parents work during the day and they can not come to school we have a phone meeting and send the forms home to be filled at. We also have a follow up phone meeting to make sure they understand the forms and to ensure that the forms are returned. As per CR part 154 if we can not get a form returned for the student and we have outreached to the parents every way possible the default for the student is TBE.

4. We use the parent survey and the program selection forms to decide which program the child will be placed in. Our school only offers ESL and our parents usually choose this as their first choice. We do however make them aware that in the future if the opportunity presents itself for us to open either a bilingual or dual language program they will be notified. The LAP is a living

document. It is shared with all staff during staff meetings. All staff articulate what is on the LAP and are held accountable for the ELL's in our building.

5. Our parent's choose the ESL program, many of our students have siblings and/or family members whom have had ESL in our school and they like this program. Also in speaking with the parents I have found that many of them feel their children speak their native language at home and their focus at school should be English. We currently have 9 new ELL's this year. Out of the 12 parents, 9 chose ESL as their first choice on the parent selection form. Two of them chose dual language and one chose transitional bilingual education.

6. Yes, we watch and keep track the parent program choices for future program offerings. The ESL teacher has a copy of the forms and reviews them at the beginning of the year to see if other programs can be started.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	12	3	3	8	1	1								28
<b>Total</b>	12	3	3	8	1	1	0	0	0	0	0	0	0	28

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	1

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

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
Dual Language										0
ESL	21		3	6		3	1		1	28
Total	21	0	3	6	0	3	1	0	1	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
<b>TOTAL</b>	<b>0</b>													

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

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

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

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

**This Section for Dual Language Programs Only**

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

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	2	3	7		1								23
Chinese														0
Russian	1													1
Bengali														0
Urdu	1													1
Arabic		1		1	1									3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	12	3	3	8	1	1	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.
  - a. What are the organized models? We have a pull out program for all ELL students with a first time push-in for kindergarten. The groups are taken for 50 minute blocks. Our kindergarten push-in group is made up of 12 students. Our first and second grade group has 6 students and are served by the pull-out model. Grades 3, 4 and 5 are seen together in a group of 10 students. When possible in the future more ELL's will be grouped in classes together to allow for the push-in model. We are doing research and also trying out a push-in program this year. We will have more collaborative team teaching in the future. We are also working on having the ESL teacher push-in to the content area classes.
  - b. What are the program models? The students are grouped together by grade. Students work in groups that are homogeneous and heterogeneous depending on the activity. We use ongoing assessments to help us regroup students to enhance their instructional outcomes.
2. Students are given mandated time according to the CR Part 154. To ensure this we have a full time ESL teacher.
3. The content areas of science and social studies are delivered by cluster teachers that have received professional development in ESL. Visual aids and materials in native languages are made available whenever possible. Cluster teachers have use of laptops and smartboards. The ESL teacher receives curriculum guides and curriculum maps for content areas. The ESL teacher also supports the content areas by using language and instruction specific to science and social studies. The use of non-fiction books in the ESL room also lends itself to content area instruction.
4. We know that ELLs are appropriately evaluated in the native language because we use DOE certified translators to evaluate all children that have been referred and need to be evaluated in either their native language or bi-lingually.
5.
  - a. SIFE-We currently do not have any SIFE children and have not in the past. However, if a child is admitted to the school and is SIFE we will place this students, if possible, in a classroom that has another child whom speaks the same language. We will also place this students with an ESL group that will allow them to use the English they have but will also increase their proficiency. Classrooms are also equipped with technology programs that incorporate real photographs and language building tools to assist the student. Small group instruction will used in the classroom as well as the ESL room.
  - b. Plan for newcomers- Our students are given the opportunity to take after school programs in literacy, ELA and math. We also have leveled reading programs that are used in all classrooms; these programs do have a Spanish component for those students that are native Spanish speaking. We have many software programs that are used in the classroom and can be used at home. Newcomers, when possible are placed in classes with students who speak the same native language.
  - c. Plan for ELL's receiving service 4 to 6 years- As stated in our extension of services, our ELL's require additional help in writing and reading in small group instruction. Our ESL teacher has met with classroom teachers to collaborate goals for these students. We use individualized data to create assessments and practice exams for these students. We also provide after school literacy programs. In the ESL class students also use NYSESLAT prep materials. Our 4th and 5th grade ELL's are using computer program called Write to Learn.

## A. Programming and Scheduling Information

- d. We currently have one ELL student who has completed 6 years of services. This student also has an IEP and has made progress throughout her academic career. We are working with the student to better improve her writing and reading comprehension skills. The program Write to Learn will be used in her classroom to give her additional help in reading and writing. There is also a Special education teacher in her classroom 2 periods a day to ensure that she meets her academic goals this year.
6. We use different programs to target specific needs of our ELL-SWD's. "Visualizing and Verbalizing" and "Talkies" are two programs that the ESL teacher and some classroom teachers use to develop language comprehension. The student learns how to connect to and interpret meaning for both oral and written language. These programs enhance the ability to recall facts, get the main idea, infer, conclude, predict and evaluate. We have also included the computer program Pathways into our curriculum for grades K-5.
7. The needs are met within the least restrictive environment through the use of ICT classes and/or SETTSS programs. These programs allow the maximum amount of time in the general education setting. Students receive standard level instruction, as well as remedial and ESL instruction in small groups throughout the day.

### 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:				

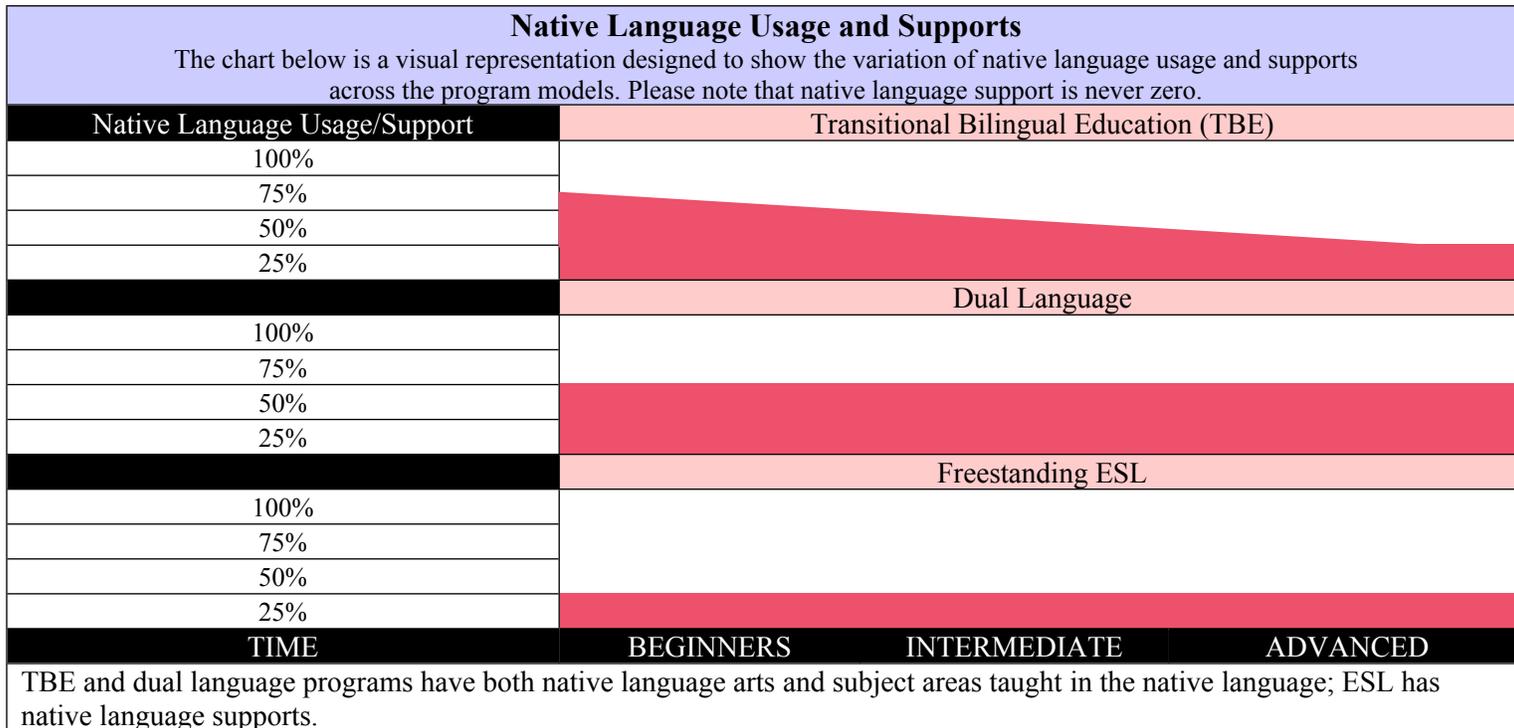
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
<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



## 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. •Ell's in testing grades are part of our targeted group for the inquiry team
  - They receive individualized acuity assessments and practice exams
  - They receive informal observations by inquiry team members
  - They are given small group instruction for guided reading writing and math
  - After school programs for literacy and math
  - Fundation program for grades K and 1
  - Raz-kids computer program allows students to work in English and/or Spanish with a leveled library
  - Words their way for ELL's is used during ESL class
  - NYSESLAT prep materials
  - School Enrichment Model program for grades 3-5

9. Students receive AIS for literacy and math and are also encouraged to attend after school literacy and math programs. All former ELL's

## 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.
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11. What programs/services for ELLs will be discontinued and why?
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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
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- After school programs for literacy and math
- Foundation program for grades K and 1
- Raz-kids computer program allows students to work in English and/or Spanish with a leveled library
- Words their way for ELL's is used during ESL class
- NYSESLAT prep materials
- School Enrichment Model program for grades 3-5

9. Students receive AIS for literacy and math and are also encouraged to attend after school literacy and math programs. All former ELL's receive 2 years of testing accommodations which include separate location and time and a half. If the child is literate in their home language they are also able to use a bilingual dictionary and glossary. For the ELA the students will also receive a third reading of the listening passage.

10. Classrooms have been set up with smart boards where children can go online and have more access to visual aids. Many materials are also available in their native language. We have started to use a push-in program for kindergarten. Our 4th and 5th grade classrooms are using a new computer program, Write to Learn which includes summary writing, essay writing and reading skills. The program give real time feedback to students on their reading comprehension and writing skills. there is also added content and built in language support for ELL's. We have also included as a supplemental tool a computer program called Measuring Up. The program has state specific instructional and assessment materials. These materials teach and support the state standards as well as prepare students for rigorous state assessments.

11. N/A

12. All students are given the opportunity to attend after school programs. A letter is sent home to notify parents of the after school programs, what they include and the dates in which they will be given. The after school programs include UAU, test prep and band. If a parent is unable to pay for a program the school will work with the family to give the student the opportunity to attend. During the school day fourth and fifth grade students attend a 10 week ballroom dancing program which is funded by the PTA, all students in these grades participate. Grades 3-5 also have an SEM program once a week for the entire school year, all ELL's are also involved in this program. The students are given the opportunity to choice between 5 to 7 groups to be in. The groups spend 10 weeks researching a topic and presenting it to their peers and families.

13. Smart boards, laptops and desktops are in all classrooms to increase the use of visual aids and language support. The classes are setup with programs that allow all of the ELI subgroups to improve language skills. The students are given usernames and passwords that allow the program to individualize activities, assessments and readings for each student. As stated above we added the Time to Know program to our school for 4th and 5th grade. This program gives students immediate feedback on their writing and allows them to edit and revise what they have written. Some of the programs used the classrooms also have a Spanish component. The content areas are also taught using hands-on activities in addition to a variety of visuals. The differentiated instruction allows for an enhanced academic experience for all students.

14. In the ESL classroom have access to a native language library. Buddies are used to support beginning English students in the classroom and throughout the day. Computer programs in classrooms and in technology are used to support native language

15. Students are given support by grade, age and English ability. The groups of the students change during the year according to the needs of the students. The ESL teacher is given the curriculum map and guides for all grades and receives resources for all grades.

## 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)?
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11. N/A

12. All students are given the opportunity to attend after school programs. A letter is sent home to notify parents of the after school programs, what they include and the dates in which they will be given. The after school programs include UAU, test prep and band. If a parent is unable to pay for a program the school will work with the family to give the student the opportunity to attend. During the school day fourth and fifth grade students attend a 10 week ballroom dancing program which is funded by the PTA, all students in these grades participate. Grades 3-5 also have an SEM program once a week for the entire school year, all ELL's are also involved in this program. The students are given the opportunity to choice between 5 to 7 groups to be in. The groups spend 10 weeks researching a topic and presenting it to their peers and families.

13. Smart boards, laptops and desktops are in all classrooms to increase the use of visual aids and language support. The classes are setup with programs that allow all of the ELI subgroups to improve language skills. The students are given usernames and passwords that allow the program to individualize activities, assessments and readings for each student. As stated above we added the Time to Know program to our school for 4th and 5th grade. This program gives students immediate feedback on their writing and allows them to edit and revise what they have written. Some of the programs used the classrooms also have a Spanish component. The content areas are also taught using hands-on activities in addition to a variety of visuals. The differentiated instruction allows for an enhanced academic experience for all students.

14. In the ESL classroom have access to a native language library. Buddies are used to support beginning English students in the classroom and throughout the day. Computer programs in classrooms and in technology are used to support native language

15. Students are given support by grade, age and English ability. The groups of the students change during the year according to the needs of the students. The ESL teacher is given the curriculum map and guides for all grades and receives resources for all grades.



## D. Professional Development and Support for School Staff

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

1. The ELL teacher as well as the classroom teachers is given training in ELL strategies by a turnkey process. Each year the ELL teacher attends 3-5 trainings regarding new and upcoming strategies to aid all staff in the academic enhancement of ELL's. On the first two days of school there was professional development on how to collaborate with parents of ELL's and instructional strategies. In June, on Brooklyn/Queens day another professional development will take place to go over additional strategies and CCLS affects the ELL's in our school.

2. We give the students a description of school choices and the programs they provide, the handbook is also available in Spanish. Our neighboring school I.S. 34 has a workshop for our teachers to help them guide the students. Our guidance counselor is always available to see students who have any fears or concerns about the transition. The guidance counselor encourages students (and parents) to visit a new school ahead of time to learn the location of his/her new classroom, lunchroom, bathroom etc to give him/her confidence and alleviate some anxiety. Some schools may have transition programs which pair new students with current students through a variety of interactive activities. When a child transitions to a new grade or classroom, teachers should be sure to go over responsibilities/class rules/needed supplies early on so a child knows what is expected and can be properly prepared. Parents can also be encouraged to volunteer in new schools/classrooms. Also teachers and staff should try to keep it positive before/during times of transition through encouragement and reassurance. Talk about what things the new school/grade has to offer. If a child expresses fears, acknowledge these feelings and make sure he/she has someone to talk to.

3. All of our senior staff members have had 7.5 hours of ELL training. Teachers new to the school this year have been asked if they have received training in the past. For those teachers that did not meet the requirement the ELL teacher will provide staff development appropriate to their grade and students needs. the coach has the information on file.

## 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. Parents are invited to many academic and social activities that take place at our school

\*Publishing parties

\*SEM fair

\*Holiday fair

\*Special assemblies

\*Award ceremonies

\*PTA meetings

\*Open School week

\*Curriculum conferences

\*Community Service squad parent volunteers

2. N/A

3. Parents are asked to attend orientation meetings and classroom curriculum conferences at the beginning of the school year where a translator is available to discuss their specific needs and concerns. HLIS are looked at whenever a child is admitted to school, if another language is indicated the school contacts the parent to see if any translation, written or oral, is needed. The parent coordinator is aware of all translation needs in the school and provides translation for PTC, school meetings and notices that are sent home.

4. We try to give parents many opportunities to be involved in their child's academic life. We provide translators when needed, send home notices in native languages when requested and encourage parents to contribute to our school in any way possible. Our goal is to build a school community and extend that to the Tottenville community through the help of our parents.

# 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)	7													7
Intermediate(I)		2	1	2										5
Advanced (A)	5	1	1	6	1	2	0							16
Total	12	3	2	8	1	2	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	1					1							
	I													
	A	2	3	5	1	1								
	P	1	1	2	1		1							
READING/ WRITING	B	1					1							
	I	2	1	2										
	A	1		5	1	1								
	P		3	1	1		1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		1	1		2

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

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

1. For our younger grades we use DRA. We are able to assess students for reading levels, phonemic awareness, reading readiness skills and language skills. We use this data to make up guided reading, guided writing and strategy groups. The data is a tool for us to see where the student's strengths and weaknesses are so we can group and plan accordingly. The DRA results show that our kindergarten students are scoring 2s and 3s. Our first grade students, two of them are on level 2 and one is on a level 4. The second grade students are both on

### 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.

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

### New York State Regents Exam

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

### Native Language Tests

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

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

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

- For our younger grades we use DRA. We are able to assess students for reading levels, phonemic awareness, reading readiness skills and language skills. We use this data to make up guided reading, guided writing and strategy groups. The data is a tool for us to see where the student's strengths and weaknesses are so we can group and plan accordingly. The DRA results show that our kindergarten students are scoring 2's and 3's. Our first grade students, two of them are on a level 2 and one is on a level 4. The second grade students are both on level 2 and 3. Our third grade students are on level 2 but two of them are at risk on a level 1. The two at risk students are ESL as well as special education and receiving services. Our fourth grade student is at risk according to DRA and is also in special education and receiving services. Our fifth grade student is on a level two and is receiving additional instructional services.
- Our ELL students have revealed an increase of NYSESLAT grades consistently throughout previous years. Our ELL students also receive passing grades on state exams. On average our ELL students receive a score of a high 2 or 3 on math and the ELA. In content areas such as science and social studies our ELL students also receive high 2 or 3 on these state assessments. The LAB-r this year indicates that our students range from beginner to advanced level.
- As stated in the extension of services our students struggle most with writing. We have set up time for the ELL teacher and classroom teachers to meet and discuss specific strategies that will enhance the students writing skills. We also encourage our ELL students to participate in our after school literacy programs. This year we have added a writing computer program in the fourth and fifth grade classrooms. This program gives feedback on students writing and teaching them the skills they need to reach language proficiency. 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.

## Part VI: LAP Assurances

<b>School Name: <u>PS 001</u></b>		<b>School DBN: <u>31R001</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mrs. Diane Gordin	Principal		11/4/11
Mrs. Grace Silberstein	Assistant Principal		11/4/11
Mrs. Cathy Garbie	Parent Coordinator		11/4/11
Ms. Amanda Gerardi	ESL Teacher		11/4/11
	Parent		11/4/11
Mrs. Kerry Capurso	Teacher/Subject Area		11/4/11
Mrs. Hildy Krull	Teacher/Subject Area		11/4/11
Mrs. Nicole Sini	Coach		11/4/11
	Coach		11/4/11
Ms. Tamara Valles	Guidance Counselor		11/4/11
Ms. Nancy Ramos	Network Leader		11/4/11
	Other		11/4/11
	Other		1/1/01
	Other		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: **31R001** School Name: **PS 001**

Cluster: **CFN 533** Network: **CEI-PEA**

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

**Part A: Needs Assessment Findings**

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

Our data is collected at the beginning of the school year and also during the year when we have new admits. When a child is admitted to the school the parents fill out a HLIS. If the home language is a language other than English a pedagogue meets with the parent to determine if written and/or oral translations are necessary throughout the school year. Within the first 10 days of an ESL child being admitted to the school we also have a meeting with the parents which also gives the ESL teacher an opportunity to speak to the parents and find out if translations are going to be needed written and/or orally. To assess the school's written translation we have most parent notices and letters translated through the Board of Education's over the phone translation @ translations@nycboe.net. To assist the non English speaking parents oral needs we bring in a translator through Legal Interpreting Services (LIS). A translator is hired for parent teacher conference, parent workshops and any one on one conferencing.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The major findings in our school is that the majority of our translations are needed in Spanish with a small need for Arabic and Russian. Our findings are reported to the community via the school website, letters home, Parent Teacher Association meetings and the School Leadership Team meetings. By speaking to the ESL teacher we learned that many of the ELL students parents do not understand, read or write English. A translated notice went home to all non English speaking parents, in their native language, advising them of the translation services we would offer.

## Part B: Strategies and Activities

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

Written translation services will be provided by the Department of Education Translation and Interpretation unit [translations@schools.nyc.gov](mailto:translations@schools.nyc.gov). When ample notice is given documents will be translated online in the parents native language and distributed. This process can take about a week. If we do not have enough time we will call over the phone translations. As a last resort we will ask a staff member to please help if applicable.

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.

Most oral translations are provided by Legal Interpreting Services (LIS). We provide translators, in the native language needed, for PTA meetings, (when the parent notifies us that they will be in attendance), Parent Teacher Conferences, Parent Orientation meetings and any other meetings that the parent needs. In an emergency situation we will ask a staff member to help if applicable.

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>.

Regarding Section VII of Chancellor's Regulations A-663, there will be a meeting with the ELL parent to determine the primary language spoken in the home and if the parent needs translating assistance. Also, the meeting will determine what type of ELL services the parent would like the child to be enrolled in. The school will keep proper records on file of the child's home language. Depending on the parent needs the school will send notices in the home language. All school documents shall be translated in the home language if needed. Copies of all translated documents shall be kept on file.