Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : P.S. 4 MAURICE WOLLIN

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R004

PRINCIPAL: MARC A. HARRIS EMAIL: MHARRIS@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

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
Marc A. Harris	*Principal or Designee	
Michelle Sheherlis	*UFT Chapter Leader or Designee	
Melanie Barr	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Giovanna Miller	Member/Teacher	
Alice Braunstein	Member/Teacher	
Suzanne DiMitri	Member/Assistant Principal	
Diane Molloy	Member/Teacher	
Maria Novak	Member/Teacher	
Stacy Tobin	Member/Teacher	
Nicole Girellini	Member/Parent	
Debra Jennings	Member/Parent	
Danielle Lant	Member/Parent	
Maria Longo	Member/Parent	
Lori Negin	Member/Parent	
Kristin Nicolaou	Member/Parent	
Dawn Reilly	Member/Parent	

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2012, the Students With Disabilities (SWDs) will demonstrate progress towards achieving state standards in ELA as measured by

- A 5% increase in the number of SWDs in Grades 4 and 5 raising their score on the NYS ELA to the next level.
- An overall annual increase of 5% in TCRWP assessment scores for SWDs reading at levels 3 and 4 in grades K-5.

Comprehensive needs assessment

- Results from our NYS Report Card indicate that we did not meet AYP two years in a row.
- Review and comparison of Progress Reports from 2009-10 and 2010-11 with a focus on extra credit points earned for SWDs indicates decreased performance for ICT and SETSS students in ELA;
- State ELA results indicate a 45% point gap in performance at level 3 and 4 between SWDs and general education students among our current 4th and 5 grade students.
- TCRWP results indicate that 71% of general education students are reading at level 3 or 4 while 36% of SWDs are reading at level 3 or 4.
- Report card grades for November 2011 indicate only 12% of our SWDs are performing on or above grade level in writing.

Instructional strategies/activities

- Ongoing through June 2012, classroom teachers will participate in curriculum mapping
    - Teachers will gradually revise maps to reflect the UDL framework in content, instruction, and tasks to better meet the needs of individual students.
    - The amount of non-fiction reading and writing instruction and tasks will be increased.
    - Development of higher order questioning on the part of teachers and students will be a focus for administrative observations.
    - Reading and writing units will be aligned in content to ensure that instruction in one subject supports instruction in the other.
    - Rubrics and assessments that support the CCLS will be developed.
    - Ongoing through June 2012, classroom teachers of grades 3-5 will further develop their expertise in Reciprocal Teaching, Guided Reading and The Comprehension Toolkit through curriculum mapping, collegial discussion, interclass visits, administrative feedback, and coach support.

- Beginning September 2011, teachers will meet in grade level teams to look at student work with a focus on the progress of SWDs.

- Ongoing, in school professional development activities will center on CCLS with a focus on the instructional shifts.

- Beginning September 2011, teachers, coach and administration will participate in professional development workshops offered by our support network and the the ASD Nest Program. These workshops include, but are not limited to:
    - Grade Level workshops focusing on strategies for students with autism
    - Upper/Lower elementary seminars for teachers of students with autism
    - Content area workshops for teachers of students with autism
    - Understanding academics for students with autism
    - CEI-PEA CCLS Tasks
    - Developing Writing Units

- Beginning September 2011, we will have weekly on-site professional development/support from our Network literacy specialist.

Strategies to increase parental involvement

Beginning September 2011 and ongoing:

- Parent workshops will be offered to address topics such as the following: Reading comprehension vs. fluency; Supporting your child in writing; Meeting the demands of CCLS.
- Parent letters will be sent home to introduce new units of study in Reading and Writing. These letters will give an overview of the unit including standards being addressed, a list of skills being taught and suggestions for how to support learning at home.
- Task cards/check lists will accompany at home writing activities.
- School sponsored special events will be centered on literacy and math. Examples of literacy events include a family read aloud, and holiday card making including letters to soldiers.
- Information to familiarize parents with CCLS will be sent home as appropriate items become available.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are highly qualified.
- For future hiring, job fairs will be attended and HR partners will be contacted to ensure hiring of highly qualified teachers.
- Ongoing professional development opportunities will be provided to all staff during the school year. These PD's will be differentiated to provide for the specific needs of staff and students. The PD's may include but not be limited to CCLS, RTI, UDL, and ASD Nest techniques and strategies.

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.

  TL ASD funds are used to pay teacher per session so the entire ASD Nest program staff can meet after school on a weekly basis for case conferencing, meetings with consultants and professional development. The ideas and techniques shared at these meetings directly impact instructional strategies.

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, TL ASD, ARRA RTTT Citywide Inst Exp, TL Children First Network Support, all NYSTL funds,

- OTPS – Curriculum and Instruction, Educational Consultants, Non-Contractual Services for PD, Transportation/Registration of Staff for PD

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2012, the Students With Disabilities (SWDs) will demonstrate progress towards achieving state standards in Mathematics as measured by

- A 5% increase in the number of SWDs in Grades 4 and 5 raising their score on the NYS Mathematics Test to the next level.
- A 5% increase in the number of SWDs in grades K-5 performing at level 3 or level 4 in math as demonstrated by report card grades.

Comprehensive needs assessment

- Results from our NYS Report Card indicate that we did not meet AYP for SWDs in math during the 2010-2011 school year.
- State Math results indicate a 31% point gap in performance at level 3 and 4 between SWDs and general education students among our current 4th and 5 grade students.
- Report card grades for November 2011 indicate that 34% of our SWDs are performing on or above grade level in math.

Instructional strategies/activities

- Ongoing through June 2012, classroom teachers will participate in curriculum mapping
    - Teachers will gradually revise maps to reflect the UDL framework in content, instruction, and tasks to better meet the needs of individual students.
    - Development of higher order questioning on the part of teachers and students will be a focus for administrative observations.
    - Rubrics and assessments that support the CCLS will be developed.
    - Ongoing through June 2012, classroom teachers of grades 3-5 will further develop their expertise in Go Math through curriculum mapping, collegial discussion, interclass visits, administrative feedback, and coach support.

- Beginning September 2011 teachers will develop through their instruction the 8 Mathematical Practices as outlined by CCLS.

- Beginning September 2011 teachers will develop tasks using the DOK framework and Bloom's Taxonomy to ensure a high level of rigor.

- Beginning September 2011, teachers will meet in grade level teams to look at student work with a focus on the progress of SWDs

- Ongoing, in school professional development activities will center on CCLS with a focus on the instructional shifts.

- Beginning September 2011, teachers, coach and administration will participate in professional development workshops offered by our support network and the the ASD Nest Program. These workshops include, but are not limited to:
    - Grade Level workshops focusing on strategies for students with autism
    - Upper/Lower elementary seminars for teachers of students with autism
    - Content area workshops for teachers of students with autism
    - Understanding academics for students with autism
    - CEI-PEA CCLS Tasks

- Beginning September 2011, we will have weekly on-site professional development/support from our Network Math specialist.

Strategies to increase parental involvement

Beginning September 2011 and ongoing:

- Parent workshops will be offered to address topics such as the following: Understanding Go math; Meeting the demands of CCLS.
- Parent letters will be sent home to introduce new units of study in math. These letters will give an overview of the the unit including standards being addressed, a list of skills being taught and suggestions for how to support learning at home.
- Task cards/check lists will accompany at home writing activities.
- School sponsored special events will be centered on literacy and math. One example of math events is a family bingo night,,
- Information to familiarize parents with CCLS will be sent home as appropriate items become available.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are highly qualified.
- For future hiring, job fairs will be attended and HR partners will be contacted to ensure hiring of highly qualified teachers.
- Ongoing professional development opportunities will be provided to all staff during the school year. These PD's will be differentiated to provide for the specific needs of staff and students. The PD's may include but not be limited to CCLS, RTI, UDL, and ASD Nest techniques and strategies.

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.

  TL ASD funds are used to pay teacher per session so the entire ASD Nest program staff can meet after school on a weekly basis for case conferencing, meetings with consultants and professional development. The ideas and techniques shared at these meetings directly impact instructional strategies.

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, TL ASD, ARRA RTTT Citywide Inst Exp, TL Children First Network Support, all NYSTL funds,

- OTPS – Curriculum and Instruction, Educational Consultants, Non-Contractual Services for PD, Transportation/Registration of Staff for PD

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2012 all teachers will begin to implement the three tier RTI Model. We will have a 10% decrease in referrals to the PPT as evidence.

Comprehensive needs assessment

- Based on data provided by the Pupil Personnel Team, we have seen a increase in the number of referrals made to the school assessment team over the past three years rising from approximately 118 in 2008-09 to 121 in 2009-10 and 127 in 2010-11.
- Of the 366 referrals made to the PPT over the past three years, 25% have resulted in referrals to the SAT.

Instructional strategies/activities

Beginning September 2011 and ongoing,

- An extensive checklist will be developed by the Pupil Personnel Team. The checklist will include the tier 1 support indicators that the teacher should have in place prior to making a referral to the PPT.
- Literature to support understanding of the model
- Staff members will attend RTI workshops as offered by our support network and the ASD Nest program. These workshops will be turn keyed to remaining staff members.
- An RTI progress report to promote communication among teachers and parents will be developed.

Strategies to increase parental involvement

Beginning December 2011 and ongoing:

- Parent workshops introducing RTI and how it is used to support students will be offered to begin to familiarize parents with RTI.
- Literature and links to RTI websites aimed at parents will be sent home as they become available.
- A team of parents will be invited to participate in the development of the RTI progress report.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are highly qualified.
- For future hiring, job fairs will be attended and HR partners will be contacted to ensure hiring of highly qualified teachers.
- Ongoing professional development opportunities will be provided to all staff during the school year. These PD's will be differentiated to provide for the specific needs of staff and students. The PD's may include but not be limited to CCLS, RTI, UDL, and ASD Nest techniques and strategies.

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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.

  TL ASD funds are used to pay teacher per session so the entire ASD Nest program staff can meet after school on a weekly basis for case conferencing, meetings with consultants and professional development. The ideas and techniques shared at these meetings directly impact instructional strategies.

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, TL ASD, ARRA RTTT, TL C4E ASD, all NYSTL categories
- OTPS Categories – Curriculum & Staff Development, Educational Consultants, Non-Contractual Services for PD, Transportation/Registration of Staff for PD

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4
By June 2012 overall student attendance will improve from 93.8% to 95.3% as measured by the school Progress Report.

Comprehensive needs assessment

- Analysis of the school Progress Reports indicates a decrease in overall attendance from 94.3 in 2009-10 to 93.8 in 2010-11.

Instructional strategies/activities

- Ongoing, students with perfect attendance for a given month will have their pictures taken and displayed in the school lobby.

- Beginning December 2011, and ongoing:
    - The PTA will offer monthly incentives for the class(es) with the best attendance. These incentives will include treats, books, pencils, etc.
    - A school attendance mascot will be passed around among classes with the best attendance each month.
    - Beginning December 2011, the PTA will hold a monthly raffle at the general PTA meeting. Students will earn a raffle ticket for each week of perfect attendance they have allowing them to earn 4-5 tickets per raffle. Prizes will be family oriented such as movie tickets and restaurant gift cards.
    - The monthly PTA newsletter will include a column focusing on attendance. It will include school statistics, incentives, progress, etc.

- Beginning September 2011, and ongoing the school will track students with chronic absences. Ongoing communication with parents will be maintained for these students and their progress will be noted and recognized.

Strategies to increase parental involvement

- Beginning December 2011, the PTA will hold a monthly raffle at the general PTA meeting. Attendance at PTA meeting will be required to win. The PTA will recognize attendance achievements and provide support and information for parents to help improve attendance for their children.
- The monthly PTA newsletter will include a column focusing on attendance. It will include school statistics, incentives, progress, etc.
- The school will maintain ongoing communication with parents of students who have chronic absences.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are highly qualified.
- For future hiring, job fairs will be attended and HR partners will be contacted to ensure hiring of highly qualified teachers.
- Ongoing professional development opportunities will be provided to all staff during the school year. These PD's will be differentiated to provide for the specific needs of staff and students. The PD's may include but not be limited to CCLS, RTI, UDL, and ASD Nest techniques and strategies.

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 Network Student Services Director will be involved for help in planning professional development for staff and for recommendations of additional resources to be contacted for assistance. The District attendance teachers will be used to assist in cases of extended or excessive absences. After PD, lessons will be incorporated into lessons at each grade related to the importance of excellent attendance.

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, TL ASD, Title I Sth for Non-Title I schools, TL 09 C4E ASD, Title III Translation Services
- OTPS Categories – Professional Services (Translation), Supplies (For incentives),

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	21	18	**N/A**	**N/A**	2	10	30	16
1	31	24	**N/A**	**N/A**	2	12	25	7
2	41	39	**N/A**	**N/A**	2	30	21	6
3	39	34	**N/A**	**N/A**	0	35	14	5
4	76	54	8	6	7	30	10	9
5	43	28	10	9	3	25	10	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	Orton-Gillingham • All classrooms in grades K and 1, throughout the day • Small group during extended time Leveled Literacy Intervention • Small group pull-out during the school day • Small group during extended time At-Risk SETSS • Small group push-in during the school day Lindamood-Bell • Small group during extended day
Mathematics	Great Leaps • One-to-One • During the school day AT-Risk SETSS • Small group • During the school day • Push-in or Pull-out Extended day • During the extended day • Small group • Intensive instruction geared to individual needs
Science	Multiple modality materials • Small group and one-to-one • During the school day • Materials used by Science cluster teachers and classroom teachers to explain scientific concepts. • Includes Foss hands on materials, Harcourt written materials, and other non-fiction literacy materials leveled for each student.

Social Studies	Leveled texts • Small group and individual • During the school day • Used in the classroom in to reinforce instruction at reading levels appropriate to each students
At-risk Services provided by the Guidance Counselor	Small group and individual counseling on an “as needed” at risk basis. Duration of counseling can last for a few weeks to several months depending on need and circumstances.
At-risk Services provided by the School Psychologist	Interventions including medium term counseling of students. Assessments and consultations with parents to select viable alternative actions. Observations of students and consultations with staff and parents to recommend interventions prior to referrals.
At-risk Services provided by the Social Worker	Observations and interventions including counseling and consultations with school staff and parents. Referring parents to outside agencies for support. Facilitate parent workshops on a variety of topics.
At-risk Health-related Services	Asthma education program, Obesity-HOP education program, Epi-pen training and education for staff, students and parents. Immunization review for students at risk of exclusion. Referral to outside resources as necessary.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: __31R004_____ **School Name:** ___Maurice Wollin Elementary School_____

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: **X** Improvement Year 1 ☐ Improvement Year 2 ☐ Corrective Action Year 1 ☐ Corrective Action Year 2
☐ Restructuring Year 1 ☐ Restructuring Year 2 ☐ Restructuring Advanced

Category: **X** Basic ☐ Focused ☐ Comprehensive

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

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

For the past two years, P.S. 4's SWD subgroup did not meet AYP in ELA. This was based on the results on the NYS ELA Assessment. A comprehensive needs assessment, conducted to determine other pertinent data for this plan and for the CEP, indicated results that included:

- The Progress Reports from 2009-10 and 2010-11 with a focus on extra credit earned for SWD's shows decreased performance for ICT and SETSS students in ELA.
- NYS ELA results indicate a 45% point gap in performance at levels 3 and 4 between SWD's and general education students in our current 4th and 5th grades.
- TCRWP results indicate that 71% of general education students are reading at levels 3 and 4 while 36% of SWD's are reading at level 3 and 4.
- Report card grades for the first marking period this year indicate that only 12% of the SWD's are performing at or above grade level in writing.

Based on this analysis, annual goal #1 in the current CEP is to increase the performance of SWD's in ELA and to decrease the gap with general education students.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

- Professional development will be provided to staff by the Network Special Education coach and Literacy specialist.
- Classroom teachers will participate in curriculum mapping for the purpose of the following with a focus on raising performance of SWD's:
    - Revising maps to reflect the UDL framework in content, instruction, and tasks to better meet the needs of individual students.
    - Increasing the non-fiction reading and writing instruction and tasks.
    - Development of higher order questioning techniques on the part of teachers and students will be a focus for administrative observations.
    - Reading and writing units will be aligned in content to ensure that instruction in one subject supports instruction in the other.
    - Developing rubrics and assessments that support the CCLS.
    - Classroom teachers of grades 3-5 will further develop their expertise in Reciprocal Teaching, Guided Reading and The Comprehension Toolkit through curriculum mapping, collegial discussion, interclass visits, administrative feedback, and coach support.
- Teachers will meet in grade level teams to look at student work with a focus on the progress of SWDs.
- Ongoing, in school professional development activities will center on CCLS with a focus on the instructional shifts.
- Teachers, coach and administration will participate in professional development workshops offered by our support network and the the ASD Nest Program. These workshops include, but are not limited to:
    - Grade Level workshops focusing on strategies for students with autism

- Upper/Lower elementary seminars for teachers of students with autism
- Content area workshops for teachers of students with autism
- Understanding academics for students with autism
- CEI-PEA CCLS Tasks
- Developing Writing Units

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

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

Part I: School ELL Profile

A. School Information ⓘ

Cluster Leader/Network Leader Nancy Ramos/William Colavito	District 31	Borough Staten Island	School Number 004
School Name Maurice Wollin			

B. Language Allocation Policy Team Composition ⓘ

Principal Marc Harris	Assistant Principal Suzanne DiMitri
Coach Melissa Grandner D'Angelo	Coach only 1 coach on staff
ESL Teacher Mariel Covino	Guidance Counselor Cindy Valle
Teacher/Subject Area Kathy Oehm, Kindergarten	Parent
Teacher/Subject Area Katie Alcantara, Second Grade	Parent Coordinator currently seeking new hire
Related Service Provider Ruby Freeman	Other Lori Sotnick, Asst. Principal
Network Leader	Other Diane Milgrom, ESL Teacher

C. Teacher Qualifications ⓘ

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

Number of certified ESL teachers	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	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	793	Total Number of ELLs	27	ELLs as share of total student population (%)	3.40%

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.

Paste response to questions 1-6 here

1. At registration, parents are administered the HLIS in the parent's language of choice. An ESL teacher is present to explain the HLIS to the parent. The ESL teacher conducts an informal oral interview with the parent and child in English to identify those students who may be eligible for LAB R testing. Staff who are fluent in the family's native language are also present to conduct an informal oral interview with the child in the native language. If necessary, the school will utilize the DOE Over-the-Phone Interpretation services to facilitate this process. The parent then completes the HLIS form. Through this process, the ESL teacher is able to identify those children who are eligible for LAB R testing. Next, an ESL teacher individually administers the LAB R to students who are eligible for LAB R testing within the first ten days of enrollment. Students who are Spanish dominant and do not score proficient on the LAB R are then administered the Spanish LAB within the first ten days of enrollment. In the event that the ESL teacher is unavailable to conduct the initial screening, administer the HLIS, and/or administer the LAB R and/or Spanish LAB, a trained pedagogue such as Ruby Freeman may complete the ELL identification process described above within the first ten days of enrollment.

For any child newly enrolled at PS 4, the original HLIS is included in the child's cumulative record folder, and a copy is kept on file in the Main Office. If a student is identified as an ELL based upon his or her LAB R score, a copy of the HLIS is also kept on file in the ESL Compliance Binder in the ESL Room. The ESL Teachers also ensure that the original HLIS of all transfer students is sent to PS 4 from the child's previous school and that it is placed in each child's cumulative record folder at PS 4.

On the first day of the school year each September, the ESL teachers obtain the NYSESLAT Scores and Modality Breakdown Report (RNMR) from ATS to evaluate the progress of ELLs that had taken the NYSESLAT in May of the previous school year. Overall NYSESLAT proficiency results are examined and a modality analysis is conducted in order to identify the language areas in need of improvement. Based on this information, ELLs are grouped by proficiency and begin receiving Pull Out services.

2. On the day that it has been determined that the child is an English Language Learner based on the score the child received on the LAB R, the parent receives the Entitlement Letter (Appendix C), Parent Brochure, and the Parent Survey and Program Selection Form (Appendix D) in the language that the parent indicated in Part 3 Parent Information section of the HLIS. The Entitlement Letter includes the date, time and place for the Parent Orientation for Newly Enrolled ELLs. All information shared (oral and written) is made available in the parents' languages of choice, either with the assistance of staff members fluent in the parents' native languages or through the use of the DOE Over-the-Phone Interpretation service.

The ESL teachers, Parent Coordinator, and staff fluent in the parents' native languages conduct the Parent Orientation. Parents view the New York City Department of Education Orientation Video for Parents of Newly Enrolled English Language Learners in their language of choice. Further questions and concerns are addressed by the ESL teachers, Parent Coordinator, and staff fluent in the native languages of the parents to ensure that all parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL). If necessary, the school will utilize the DOE Over-the-Phone Interpretation services to facilitate this process.

Parent are encouraged to indicate their first, second and third programs or choice, even if the program is not currently offered at PS 4. At the current time, the families of fewer than 15 ELL students across two contiguous grades who speak the same home language have requested TBE or DL as their first choice on the Parent Survey and Program Selection Form. It is explained to the parents that once sufficient numbers are reached a TBE and/or DL class will be opened. Alternatively, the parents are provided a transfer option if their first program of choice is not currently offered at PS 4, with the understanding that the parents would be notified if a TBE and/or DL class were to open based upon sufficient requests and that the family would also be provided the option to transfer their child back to PS 4 and into the TBE or DL class should the parents wish to do so. Parents may decline the transfer option and keep their child in PS 4 with the understanding that the child will be placed in ESL services, as opposed to TBE or DL, until such time that sufficient numbers are reached and a TBE or DL class is opened. The parents then complete the Parent Survey and Program Selection Form in the language of their choice and submit it to the ESL teachers.

Once a parent completes the Parent Survey and Program Selection Form, the original is filed in the child's cumulative record folder and a copy is kept on file in the ESL Compliance Binder in the ESL Room. The ESL Teachers also ensure that the original Appendix D of all transfer students is sent to PS 4 from the child's previous school and that it is placed in each child's cumulative record folder at PS 4.

The ESL Teachers utilize Appendix K in order to maintain a record of each parent's first, second, and third program of choice, as indicated on the completed and signed Parent Survey and Program Selection Form, as well as the ELPC function in ATS to maintain a record of each parent's first program choice. Once the families of 15 ELL students across two contiguous grades who speak the same home language have requested TBE or DL as their first choice on the Parent Survey and Program Selection Form, a TBE or DL class will be opened. Beginning in the Fall of 2011, data collected from the Parent Survey and Program Selection Form is entered on the ELPC function on ATS.

3. The ESL teacher prepares and distributes the Entitlement Letters and Parent Survey and Program Selection Forms in each parent's language of cho n section of the HLIS on the day that it is determined that the child is an ELL based upon his d on the Program Selection side of Appendix D that the form is to be returned to the ESL teac ientation. If a parent does not attend the Parent Orientation, the ESL Teacher or a staff member who is fluent in the parent's native language contacts the parent by phone in order to schedule a make-up session. If necessary, the school will utilize the DOE Over-the-Phone Interpretation service to facilitate this process. Since PS 4 does not have sufficient numbers of students to sustain a Transitional Bilingual Education program, students whose parents do not return the form are placed in our Freestanding English as a Second Language program until a make-up session can be scheduled and the parent can make an informed decision about program choice. Again, all oral and written information at the make-up session will be made available in the parent's language of choice as indicated on the Parent Information section of the HLIS. Staff fluent in the parent's native language will assist in interpretation or the DOE's Over-the-Phone Interpretation service will be utlized if necessary.

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 ⊙

4. Once an ELL has been identified, the parent attends the Parent Orientation and is informed of the three program choices available in their native language if requested. When a parent selects ESL, the child is serviced through a combination of Push In and Pull Out ESL services.

As stated above, parents are encouraged to indicate their first, second and third programs or choice, even if the program is not currently offered at PS 4. At the current time, the families of fewer than 15 ELL students across two contiguous grades who speak the same home language have requested TBE or DL as their first choice on the Parent Survey and Program Selection Form. Once sufficient numbers are attained a TBE and/or DL class will be opened. Parents who indicate that TBE or DL are their first program choice are provided a transfer option if their first program of choice is not currently offered at PS 4, with the understanding that the parents would be notified if a TBE and/or DL class were to open based upon sufficient requests and that the family would also be provided the option to transfer their child back to PS 4 and into the TBE or DL class should the parents wish to do so. Parents may decline the transfer option and keep their child in PS 4 with the understanding that the child will be placed in ESL services, as opposed to TBE or DL, until such time that sufficient numbers are reached and a TBE or DL class is opened.

5. During the 2009 - 2010 and 2010-2011 school years, the trend in program choice that parents requested was ESL. In the 2011-2012 school year, the trend continued, with 6 families selecting ESL as their primary program choice. One family selected TBE as their first program choice. To date, all parents who have selected TBE or DL as their first program choice have declined the transfer option

offered by the school and have instead decided to keep their child enrolled at PS 4, with the understanding that the child will be placed in the ESL program until such time that sufficient numbers are attained in order to implement a TBE and/or DL program.

Parent Program Selection Choices, 2009-2012

	ESL	TBE	DL
2009-2010	5	0	2
2010-2011	7	0	0
2011-2012	6	1	0

6. The only program model offered at this point in time is ESL, which is aligned with the overwhelming majority of our parent requests. However, The ESL Teachers continue to utilize Appendix K in order to maintain a record of each parent's first, second, and third program of choice, as indicated on the completed and signed Parent Survey and Program Selection Form, as well as the ELPC function in ATS to maintain a record of each parent's first program choice. Once the families of 15 ELL students across two contiguous grades who speak the same home language have requested TBE or DL as their first choice on the Parent Survey and Program Selection Form, a TBE or DL class will be opened. Additionally, to build alignment between parent choice and program offerings, administration may budget for a TBE and/or DL class in the future and encourage teachers to obtain bilingual extensions.

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 ⊙	No ❄	If yes, indicate language(s):
Dual language program	Yes ⊙	No ❄	If yes, indicate language(s):

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

ELL Program Breakdown

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	**Newcomers (ELLs receiving service 0-3 years)**	25	**Special Education**	7
SIFE	0	**ELLs receiving service 4-6 years**	2	**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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	25	0	5	2	0	2	0	0	0	27
Total	**25**	**0**	**5**	**2**	**0**	**2**	**0**	**0**	**0**	27
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

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

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

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	0	0	0	0	0	0	0	0	**0**	**0**
Chinese	0	0	0	0	0	0	0	0	**0**	**0**
Russian	0	0	0	0	0	0	0	0	**0**	**0**
Korean	0	0	0	0	0	0	0	0	**0**	**0**
Haitian	0	0	0	0	0	0	0	0	**0**	**0**
French	0	0	0	0	0	0	0	0	**0**	**0**
Other	0	0	0	0	0	0	0	0	**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): 0	Number of third language speakers: 0
Ethnic breakdown of EPs (Number): African-American: 0 Asian: 0 Hispanic/Latino: 0 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish	1	3	1	3	0	0	0	0	0	0	0	0	0	**8**
Chinese	0	1	0	0	1	0	0	0	0	0	0	0	0	**2**
Russian	0	0	1	0	0	0	0	0	0	0	0	0	0	**1**
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Arabic	1	2	1	0	1	1	0	0	0	0	0	0	0	**6**
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
French	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Polish	0	0	0	0	1	0	0	0	0	0	0	0	0	**1**

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
Albanian	2	1	1	0	0	0	0	0	0	0	0	0	0	4
Other	1	0	1	1	2	0	0	0	0	0	0	0	0	5
TOTAL	**5**	**7**	**5**	**4**	**5**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**27**

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1. Our ELLs are serviced through a combination of Pull Out and Push In services. Please see Appendix 2: Program Delivery for English Language Learners (ELLs) for sample student schedules.

a. Our ELL students are serviced through a combination of Pull Out and Push In services in order to ensure that students receive the full amount of their NYS CR Part 154 mandated number of units of service of support as determined by individual proficiency level according to to the 2011 NYSESLAT. The ESL Teachers collaborates with the classroom teachers in order to plan and implement instruction during scheduled Push In periods. For Pull Out services, students are grouped heterogeneously within a three grade span. Each group receives one period of Pull Out each day.

In order to move our current ELLs into a Push In model for the 2011-2012 school year, administration structured this year's class lists so that all of the ELLs on a grade will be placed in the same classroom, to the fullest extent possible. In this way, the ESL teachers may service the majority of students through a Push In model.

b. Students of mixed proficiency levels are serviced by grade for Push In ESL. Students are grouped heterogenously within a three grade span for Pull Out services.

A. Programming and Scheduling Information

2. Students are grouped heterogenously across a three grade span for one period of Pull Out ESL each day. The remaining minutes of service per week are met through Push In services, in order to ensure that students receive the full amount of their NYS CR part 154 mandated number of units of service of support.

a. Explicit ESL instructional minutes are delivered through a combination of Push In and Pull Out services to ensure that the specific mandate for each student is met. All ELA work done at PS 4 is presented in the workshop model using a comprehensive literacy approach for instruction. This will comprise the explicit ELA instruction for ELLs. Materials in the students' native languages such as books, bilingual dictionaries and glossaries are utilized in the ESL classroom to provide mandated native langauge support.

3. The ESL teachers are state certified in ESL instruction. In addition, they are licensed in Early Childhood and Elementary Education by New York State. For the 2011-2012 school year, PS 4's ESL program continues to utilize Avenues, a research-based, comprehensive ESL curriculum by Hampton Brown that is aligned to current grade level New York State learning standards and bridges language, literacy, and content in order to better support academic progress. The current ESL instructional program incorporates the use of sheltered instruction and scaffolding in the content areas, differentiation strategies, TPR, hands-on activities, manipulatives, pictures, music and movement, frequent access to online educational websites and interactive language learning software on the Smart Table and desktop computers, and employs a broad range of ESL and literacy strategies to support the ELL students. Additionally, in an effort to raise performance levels in reading across all grades, PS 4 has purchased an extensive, leveled ESL library from Rigby: On Our Way to English. The collection includes texts for Guided Reading, periodic assessments, and teacher guides. The Rigby resources complement Avenues, the ESL curriculum that is currently in place.

Classroom teachers collaborate with the ESL teachers to ensure that content presented in the English language is differentiated and made comprehensible to ELLs through scaffolding, appropriate application of ESL language learning methods, and research-based ESL strategies, such as those described above. The ESL program includes a Push In component that has been implemented to ensure that students receive the necessary support during content area instruction. Additionally, the ESL Teachers collaborate with the AIS teachers and related service providers who service ELLs to ensure that appropriate strategies, methods, and approaches are utilized in the ESL program.

4. Students who are Spanish dominant and do not score proficient on the LAB R are administered the Spanish LAB. At the present time, PS 4 does not have sufficient numbers in order to sustain a TBE or DL class. However, in the event that the school should open a TBE or DL program, native language assessments such as EL SOL, ELE Spanish Reading Test, or Chinese Reading Test or other research-based, formal assessments in the language of instruction in the TBE or DL program other than English will be utilized to appropriately evaluate students in their native language(s).

5. Instruction is scaffolded and differentiated based on the individual child's English language proficiency in each of the four modalities, as well as what is developmentally appropriate for the child's age and grade level. The coach, AIS teachers, and related service providers offer assistance in differentiating instruction to meet the needs of a multi-age class with mixed-proficiency levels and diverse needs to ensure that appropriate, research-based strategies, methods, and approaches are integrated into the ESL program.

a. We are currently not servicing any SIFE students. In the event that we need to service to a SIFE student, the student will be assessed and provided with the required ESL instruction in addition to any other intervention services found necessary. Additional services may include one on one tutoring through the Reading Volunteer Program, Academic Intervention Services, participation in the Leveled Literacy program, inclusion in the Extended Day program, parent support workshops or other available support services. Additionally, the ESL Teachers, classroom teachers, coach, AIS teachers, and/or related service providers would collaborate to develop a differentiated instructional plan to ensure that the academic and language learning needs, as well as any additional special needs, of all SIFE students are addressed.

b. Newcomers receive targeted, differentiated instruction in the four modalities through Push In and Pull Out services, as well as benefit from collaboration among the ESL Teachers, classroom teachers, coach, AIS teachers, and related service providers to ensure that the academic, linguistic, and other special needs are addressed. Newcomers who are in the testing grades receive additional academic and linguistic support through participation intervention services available at the school such as the Extended Day program, Leveled Literacy

A. Programming and Scheduling Information

program, AIS and Reading Volunteer program. Newcomers in testing grades will also receive the testing accommodations mandated for ELLs by New York State, which will also be extended to former ELLs for up to two years after scoring proficient on the NYSESLAT. Parent meetings of current and former ELLs in the testing grades will also be conducted in the parents' languages of choice to ensure that parents are aware of the testing requirements and to address their questions and concerns. Since NCLB now requires ELA testing for ELLs after one year, ELLs in this subgroup will receive additional services based upon his or her academic and linguistic needs, such as one on one tutoring through the Reading Volunteer Program, participation in an AIS program, participation in related service(s), inclusion in the Extended Day program, participation in the Leveled Literacy program, parent support workshops or other available support services.

c. Examination of students' results in the four modalities as assessed by the NYSESLAT indicates that the area of least proficiency for ELLs receiving 4-6 years of service is in reading and writing. Targeted instruction in these areas will be delivered to these students. The ESL teachers and classroom teachers work in collaboration with the coach, AIS teachers and related service providers to improve ELL progress in reading and writing by developing individual goals for each of these students based on analysis of performance on the NYSESLAT and classroom performance. Both the ESL teachers and classroom teachers provide differentiated instruction designed to enable each student to achieve individual goals related to academics, language, and other special needs. Additional services are provided based on an individual-needs basis, including AIS and participation in the Extended Day program.

d. We are currently not servicing any Long Term ELL students. In the event that we need to service a LTE student, the student will be provided with the required amount of ESL instructional minutes based upon proficiency level as determined by the LAB R or NYSESLAT in addition to any other intervention services found necessary. Services may include one on one tutoring through the Reading Volunteer Program, Academic Intervention Services, inclusion in the Extended Day program, parent support workshops or other available support services. Additionally, the ESL teacher, classroom teachers, coach, related service provider(s) and AIS teachers would collaborate to ensure that the academic and language learning needs, as well as other special needs, of all LTE students are addressed.

6. ELLs who have been identified as having special needs have been placed in accordance with his/her IEP, which indicates specific ESL instruction in addition to any special education services needed. ESL instruction is differentiated in order to meet the special needs of individual students, increase academic achievement, and support language acquisition. Paraprofessionals assigned to Special Education ELLs may accompany their students during pull out ESL services. Additionally, the ESL teachers, classroom teachers, paraprofessionals, coach, related service providers, and AIS teachers collaborate to ensure that the academic and language learning needs of all ELL-SWD students are addressed, as well as other special needs. Additional services to which ELL-SWDs are entitled include one on one tutoring through the Reading Volunteer Program, participation in the AIS program, inclusion in the Leveled Literacy program, participation in related service(s), inclusion in the Extended Day program, parent support workshops and/or other available support services.

Special Education teachers implement the same literacy and content curricula as their General Education counterparts. Daily academic content area instruction in the classroom is differentiated according to ability and incorporates the use of research-based academic and language learning strategies that have been found to be successful with ELLs with special needs, as well as scaffolding techniques, manipulatives, visuals, realia, hands-on activities, TPR, and music and movement to facilitate the acquisition of language and content area knowledge. The ESL Teachers and classroom teachers of ELL-SWDs collaborate to ensure that research-based ESL language learning strategies are integrated into each lesson to support student achievement of both academic and linguisitic goals.

7. 7. PS 4 uses curricular, instructional, and scheduling flexibility to meet the diverse academic and linguistic needs of ELL-SWDs within the least restrictive environment. All ELL-SWDs are placed in the least restrictive environment according to the requirements indicated on the most current IEP of each child. The ELL-SWDs whose IEPs require a paraprofessional are assigned a paraprofessional in the

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL

are able to achieve curricular goals through support provided through scaffolded instruction that incorporates ESL teaching methods, differentiated learning strategies and other research-based instructional practices that have been proven to be successful in making content comprehensible and further supporting English language acquisition for ELL-SWDs. Scheduling flexibility in the ESL program allows for the ESL Teachers to provide Push In services duri

Courses Taught in Languages Other than English ⓘ

B. Programming and Scheduling Information--Continued

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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.
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10. In an effort to raise performance levels in the area of reading, PS 4 has purchased an extensive, leveled ESL library from Rigby: On Our Way to English. The collection includes texts for Guided Reading, periodic assessments, and teacher guides. The research-based Rigby resources complement Avenues, the ESL curriculum that is currently in place. This school year, PS 4 has also purchased a Smart Table for the ESL classroom. The ESL classroom also has two desktop computers and access to laptop computers. PS 4 intends to increase the use of technology in its ESL program through the use of interactive software designed to improve the language and literacy skills of ELLs. One such software program is Kidspiration, a research-based, interactive program which builds and strengthens word recognition, vocabulary, comprehension and written expression through the use of graphic organizers and other visual learning techniques. These additions to the ESL program will benefit our ELLs across all subgroups.

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

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

1 - 5: N/A - PS 4 does not offer a DL program.

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

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.

Paste response to questions 1-3 here

1. PS 4 provides Professional Development and support for all school staff. The ESL teachers will each develop personal professional development plans for the 2011-2012 school year which will be supported by the administration. In addition, professional development for all personnel working with ELLs will take place during available time throughout the year including designated professional development days, monthly faculty and grade conferences, preparation periods, and after school workshops. Additionally, staff members may participate in professional development sessions presented by organizations such as NYS TESOL, NYSABE, or the Manhattan-Staten Island BETAC.

Below is a tentative calendar of in-house Professional Development scheduled for the 2011-2012 school year. PD workshops will be developed and implemented by the ESL teachers. Classroom teachers, cluster teachers, related service providers, AIS teachers, coach, paraprofessionals, adminstrators, secretaries, and parent coordinator will be encouraged to attend.

November - December: Incorporating ESL strategies into Instruction in the Classroom
March - April: Strategies for preparing ELLs for upcoming state exams including NYS ELA, NYS Math, and NYSESLAT (Parents of ELLs will also be encouraged to attend this session)
June: Strategies for assisting ELLs in maintaining progress throughout the summer break (Parents of ELLs will also be encouraged to attend this session)

2. Staff members such as 5th grade classroom teachers and others who work with 5th grade ELL students may participate in professional development sessions held either at school or presented by organizations such as NYS TESOL, NYSABE or the Manhattan-Staten Island BETAC that focus on assisting ELLs as they transition from elementary school to middle school. Arrangements may be made to have PS 4 staff, including the ESL Teachers, accompany the Grade 5 ELLs, former ELLs, and their parents on a visit to the middle school to which the students will transition the following year, during which time the students and parents would take a tour of the building and meet the staff, including the middle school ESL Teacher.

3. As per Jose P., all staff will receive at minimum 7.5 hours of ELL training (10 hours for Special Education teachers that work with ELLs) through participation in Professional Development sessions with issues related to ELLs, either in-house or provided by organizations such as NYS TESOL, NYSABE or the Manhattan-Staten Island BETAC.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
parents? 100%	
3. How do you evaluate the needs of the pa 75%	
4. How do your parental involvement activ 50%	

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?

Paste response to questions 1-4 here

1. Currently, PS 4 is actively seeking a new Parent Coordinator, as our previous Parent Coordinator accepted a position as a Special Education teacher in September 2011. The ESL Teachers will work closely with the new Parent Coordinator to reach out to our ELL families and encourage parental involvement. Once hired, PS 4's new Parent Coordinator will distribute all school bulletins, notices, and permission forms in both English and the native languages of our families. Staff fluent in the native languages of our families are available to interpret when necessary. These measures ensure that the parents of ELLs will be kept abreast of all activities in which parental involvement is encouraged. Such activities include, but are not limited to, the following: attendance at parent-teacher conferences, participation in the PTA, class parent roles and responsibilities, and attendance at monthly school assemblies and other in-house activities.

Common translated signs that have been downloaded from the DOE's Translation Resources website are displayed prominently in the Main Office.

The ESL teachers maintain a binder of all DOE -produced ELL Parent Information surveys, informational documents, and notifications relevant to the ELL identification and placement process in the available translated versions. If the translation of other critical, school-issued surveys, informational documents and notifications cannot be completed in-house by a school staff member or parent volunteer, services offered by the DOE Translation and Interpretation Unit are utilized. The ESL teachers are responsible for completing and submitting Translation Request Forms to the DOE Translation and Interpretation Unit. The ESL teachers aim to submit the Translation Request Forms and the file(s) to be translated to translations@schools.nyc.gov as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

When necessary, the school obtains translation services in additional languages via external, DOE-contracted vendors. Again, the ESL teachers aim to submit requests as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

In the event that a staff member is not available to interpret for a parent, the school utilizes the DOE Over-the-Phone Interpretation Services available through the Translation and Interpretation Unit at 718.752.7373 ext. 4. If necessary, the school will apply its translation/interpretation funding allocations in order to contract LIS to cover interpretation needs.

In the event that interpretation services are required for on-site central events in which the parents of ELLs are participating, the ESL teacher will be responsible for completing and submitting Interpretation Request Forms to the DOE Translation and Interpretation Unit to translations@schools.nyc.gov.

1. Parents of ELLs are invited to participate in the PTA , Parent-Teacher conferences, and Parent Coordinator workshops. During the 2011-2012 school year, the ESL teachers and Parent Coordinator will also conduct workshops for parents of newly enrolled ELLs. Additionally, workshops on topics such as the NYSESLAT and strategies for supporting the academic success of the ELL child at home may be presented.

2. PS 4 continues to partner with Learning through An Expanded Arts (LEAP) program and the Center for Arts Education.

3. Parent needs are evaluated through utilizing the Learning Environment Surveys, which are offered in English as well as the home language, as well as Parent Coordinator surveys distributed in English and the home languages of our families.

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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?

Paste response to questions 8-17 here

8. PS 4 offers a range of intervention services in ELA and math. Classroom teachers may recommend ELLs in need of academic support for the Extended Day program, Academic Intervention Services, Leveled Literacy program, and/or the Reading Volunteer program. All of these services are open to ELLs and offered in English. Additionally, all students at PS 4 have Renzulli Learning accounts, an English-language interactive software differentiated based upon individual student interest and ability level. Parent support workshops are also offered periodically, at which interpretation and translation services are available to ensure that parents receive all oral and written information in their language of choice. All ELLs in need of intervention may participate in any or all of these available services. Newcomers, SIFE students, LTEs, and ELLs with special needs will be recommended based upon individual needs.

9. PS 4 provides continuing transitional support for up to two years after an ELL reaches proficiency on the NYSESLAT. In accordance with the NYSED requirement, former ELL students are entitled to the mandated two year extension of testing accommodations. Teachers of ELLs who have reached proficiency on the NYSESLAT continue to employ research-based ESL strategies in the classroom. Additionally, the ESL Teachers periodically meet with the former ELLs and teachers of former ELLs to informally monitor progress, assess needs, and offer academic and linguistic support if necessary. PS 4 will not receive Title III funds this year, based upon the total number of ELLs enrolled last year. However, in the event that the school is granted Title III funds in the future, former ELLs will be invited to participate in all Title III programs offered.

10. In an effort to raise performance levels in the area of reading, PS 4 has purchased an extensive, leveled ESL library from Rigby: On Our Way to English. The collection includes texts for Guided Reading, periodic assessments, and teacher guides. The research-based Rigby resources complement Avenues, the ESL curriculum that is currently in place. This school year, PS 4 has also purchased a Smart Table for the ESL classroom. The ESL classroom also has two desktop computers and access to laptop computers. PS 4 intends to increase the use of technology in its ESL program through the use of interactive software designed to improve the language and literacy skills of ELLs. One such software program is Kidspiration, a research-based, interactive program which builds and strengthens word recognition, vocabulary, comprehension and written expression through the use of graphic organizers and other visual learning techniques. These additions to the ESL program will benefit our ELLs across all subgroups.

11. PS 4 continues to provide the same programs and services for ELLs that have been in place from previous years. However, PS 4 will not receive Title III funds this year, based upon the total number of ELLs enrolled last year, and will therefore not implement a Title III program during the 2011-2012 school year.

12. All ELLs and former ELLs may participate in all before- and after-school programs and supplemental services, including Extended Day, Reading Volunteer Program, Leveled Literacy and AIS programs. All school bulletins, notices and permission forms, including those that pertain to school programs, are distributed in English as well as the native languages of our ELL families, which ensures that equal access to all school programs is afforded to our ELLs and that their full participation in such school programs is encouraged and supported by all school staff.

13. For the 2011-2012 school year, PS 4's ESL program continues to utilize Avenues, a research-based, comprehensive ESL curriculum by Hampton Brown that is aligned to current grade level New York State learning standards and bridges language, literacy, and content in order to better support academic progress. The current ESL instructional program incorporates the use of sheltered instruction and scaffolding in the content areas, differentiation strategies, TPR, hands-on activities, manipulatives, pictures, music and movement, frequent

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

1 - 5: N/A - PS 4 does not offer a DL program.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
    a. 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?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. Classroom teachers utilize TCRWP, running records, conference notes and teacher observations to assess the early literacy skills of ELLs. The current reading level as indicated by TCRWP assessment for each ELL is as follows:

October 2011
Kindergarten: 5 students total
aa: 5 students

First Grade: 7 students total
A: 1 student*
B: 2 students*
C: 3 students*
D: 1 student
(* students reading below grade level)

Second Grade: 5 students total
A: 1 student*
D: 1 student*
F: 1 student*
G: 1 student*
I: 1 students
(* students reading below grade level)

Third Grade: 4 students total
K: 4 students*
(*students reading below grade level

Fourth: 5 students total
C: 1 student*
K: 1 student*
M: 1 student*

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.

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.

Paste response to questions 1-3 here

1. PS 4 provides Professional Development and support for all school staff. The ESL teachers will each develop personal professional development plans for the 2011-2012 school year which will be supported by the administration. In addition, professional development for all personnel working with ELLs will take place during available time throughout the year including designated professional development days, monthly faculty and grade conferences, preparation periods, and after school workshops. Additionally, staff members may participate in professional development sessions presented by organizations such as NYS TESOL, NYSABE, or the Manhattan-Staten Island BETAC.

Below is a tentative calendar of in-house Professional Development scheduled for the 2011-2012 school year. PD workshops will be developed and implemented by the ESL teachers. Classroom teachers, cluster teachers, related service providers, AIS teachers, coach, paraprofessionals, adminstrators, secretaries, and parent coordinator will be encouraged to attend.

November - December: Incorporating ESL strategies into Instruction in the Classroom
March - April: Strategies for preparing ELLs for upcoming state exams including NYS ELA, NYS Math, and NYSESLAT (Parents of ELLs will also be encouraged to attend this session)
June: Strategies for assisting ELLs in maintaining progress throughout the summer break (Parents of ELLs will also be encouraged to attend this session)

2. Staff members such as 5th grade classroom teachers and others who work with 5th grade ELL students may participate in professional development sessions held either at school or presented by organizations such as NYS TESOL, NYSABE or the Manhattan-Staten Island BETAC that focus on assisting ELLs as they transition from elementary school to middle school. Arrangements may be made to have PS 4 staff, including the ESL Teachers, accompany the Grade 5 ELLs, former ELLs, and their parents on a visit to the middle school to which the students will transition the following year, during which time the students and parents would take a tour of the building and meet the staff, including the middle school ESL Teacher.

3. As per Jose P., all staff will receive at minimum 7.5 hours of ELL training (10 hours for Special Education teachers that work with ELLs) through participation in Professional Development sessions with issues related to ELLs, either in-house or provided by organizations such as NYS TESOL, NYSABE or the Manhattan-Staten Island BETAC.

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?

Paste response to questions 1-4 here

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1. Currently, PS 4 is actively seeking a new Parent Coordinator, as our previous Parent Coordinator accepted a position as a Special Education teacher in September 2011. The ESL Teachers will work closely with the new Parent Coordinator to reach out to our ELL families and encourage parental involvement. Once hired, PS 4's new Parent Coordinator will distribute all school bulletins, notices, and permission forms in both English and the native languages of our families. Staff fluent in the native languages of our families are available to interpret when necessary. These measures ensure that the parents of ELLs will be kept abreast of all activities in which parental involvement is encouraged. Such activities include, but are not limited to, the following: attendance at parent-teacher conferences, participation in the PTA, class parent roles and responsibilities, and attendance at monthly school assemblies and other in-house activities.

Common translated signs that have been downloaded from the DOE's Translation Resources website are displayed prominently in the Main Office.

The ESL teachers maintain a binder of all DOE -produced ELL Parent Information surveys, informational documents, and notifications relevant to the ELL identification and placement process in the available translated versions. If the translation of other critical, school-issued surveys, informational documents and notifications cannot be completed in-house by a school staff member or parent volunteer, services offered by the DOE Translation and Interpretation Unit are utilized. The ESL teachers are responsible for completing and submitting Translation Request Forms to the DOE Translation and Interpretation Unit. The ESL teachers aim to submit the Translation Request Forms and the file(s) to be translated to translations@schools.nyc.gov as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

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2. PS 4 continues to partner with Learning through An Expanded Arts (LEAP) program and the Center for Arts Education.

3. Parent needs are evaluated through utilizing the Learning Environment Surveys, which are offered in English as well as the home language, as well as Parent Coordinator surveys distributed in English and the home languages of our families.

4. Based on the needs of the parents as indicated in the Learning Environment Survey and surveys distributed by the Parent Coordinator, parental involvement activities are created to educate and encourage parents in supporting their child’s education at home.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	0	1	1	0	0	0	0	0	0	0	0	0	9
Intermediate(I)	2	2	2	1	0	1	0	0	0	0	0	0	0	8
Advanced (A)	3	2	2	3	0	2	0	0	0	0	0	0	0	12
Total	12	4	5	5	0	3	0	0	0	0	0	0	0	29

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

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	0	0	2	1	2	0	0	0	5

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math 0	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other 0	0	0	0	0
Other 0	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
    a. 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?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. Classroom teachers utilize TCRWP, running records, conference notes and teacher observations to assess the early literacy skills of ELLs. The current reading level as indicated by TCRWP assessment for each ELL is as follows:

October 2011
Kindergarten: 5 students total
aa: 5 students

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D: 1 student
(* students reading below grade level)

Second Grade: 5 students total
A: 1 student*
D: 1 student*
F: 1 student*
G: 1 student*
I: 1 students
(* students reading below grade level)

Third Grade: 4 students total
K: 4 students*
(*students reading below grade level

Fourth: 5 students total
C: 1 student*
K: 1 student*
M: 1 student*

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

School Name: Maurice Wollin		School DBN: 31R004	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		
	Other		
	Other		
	Other		

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 31R004 **School Name: Maurice Wollin**

Cluster: Nancy Ramos **Network: CFN 533**

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.

At registration, all parents are administered the Home Language Identification Survey. The parent may select to complete the form in either English or the native language. An ESL teacher and Parent Coordinator are present to explain purpose of the HLIS to the parent. If necessary, school staff fluent in the parent's native language are available to assist in interpretation, or the DOE Over-the-Phone Interpretation Service may be utilized.

In Section 3 of the HLIS, the parent indicates the language(s) that s/he would like to communicate both orally and in writing with school staff. The ESL teachers use data obtained from Section 3 of the HLIS in order to pre-assess which language(s) will be needed for the current school year. The ESL teachers then update the record of parent language preferences, which is maintained and continually updated by the ESL teachers throughout the school year. Primary language information is shared with the administration, Parent Coordinator, School Leadership Team, and Pupil Accounting secretary. Classroom teachers of students whose parents have selected to communicate in another language are notified. The ESL teachers are responsible for providing translated school notices and forms, as well as arranging for any interpretation services that may be required at face-to-face meetings such as Parent Teacher Conferences and IEP meetings.

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

We currently have 27 ELLs and need to provide translation and interpretation in Spanish, Russian, Polish, Chinese, and Arabic. The parents of our ELLs who speak Albanian, Greek, Italian, and Korean have indicated in Section 3 of the HLIS that they prefer to communicate in English with school staff. The ESL teacher maintains a record of which parents have selected to communicate in another language. This information is shared with the administration, Parent Coordinator, School Leadership Team, and Pupil Accounting secretary. Classroom teachers of students whose parents have selected to communicate in another language are notified.

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.

Common translated signs that have been downloaded from the DOE's Translation Resources website are displayed prominently in the Main Office.

The ESL teachers maintain a binder of all DOE -produced ELL Parent Information surveys, informational documents, and notifications relevant to the ELL identification and placement process in the available translated versions. If the translation of other critical, school-issued surveys, informational documents and notifications cannot be completed in-house by a school staff member or parent volunteer, services offered by the DOE Translation and Interpretation Unit are utilized. The ESL teachers are responsible for completing and submitting Translation Request Forms to the DOE Translation and Interpretation Unit. The ESL teachers aim to submit the Translation Request Forms and the file(s) to be translated to translations@schools.nyc.gov as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

When necessary, the school obtains translation services in additional languages via external, DOE-contracted vendors. Again, the ESL teachers aim to submit requests as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

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

School staff or parent volunteers who are fluent in the native languages of our families are often available to assist in oral interpretation. In the event that a staff member or parent volunteer is not available to translate, the school utilizes the DOE Over-the-Phone Interpretation Services available through the Translation and Interpretation Unit at 718.752.7373 ext. 4. If necessary, the school will apply its translation/interpretation funding allocations in order to contract LIS to cover interpretation needs.

In the event that interpretation services are required for on-site central events in which the parents of ELLs are participating, the ESL

teachers will be responsible for completing and submitting Interpretation Request Forms to the DOE Translation and Interpretation Unit to translations@schools.nyc.gov .

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

In order to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, each parent/guardian who is in need of language assistance will receive a copy of the DOE's Bill of Parent's Rights and Responsibilities in the primary language, including information regarding the parental right to translation and interpretation services. Signs indicating the availability of translation and interpretation services will be prominently displayed in the Main Office. In addition, the school's safety plan will include procedures for ensuring that parents will not be prevented from communicating with school staff solely due to a language barrier.