



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PUBLIC SCHOOL 21 THE MARGARET P. EMERY ELM PARK SCHOOL

DBN 31R021

PRINCIPAL: GINA MORENO

EMAIL: GMORENO@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
Gina Moreno	*Principal or Designee	
Jesse Miller	*UFT Chapter Leader or Designee	
Taralynn Tsamos	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Allison Graham	Member/Teacher	
Theresa Morton	Member/Teacher	
Deanna Russo	Member/Teacher	
Maribel Joyner	Member/Parent	
Karianne Gordon	Member/ Parent	
Trica Clemons	Member/ Parent	
Clara Rivera	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, 100% of all teachers will incorporate the Core Curriculum standards into their daily lesson planning to improve student performance as measured by the School Progress Report

Comprehensive needs assessment

- Developing academic rigor in the classrooms as we implement new city/state Core Curriculum standards as mandated by New York City and New York State.

Instructional strategies/activities

- Organize curriculum planning groups on all grades K-5 where teachers will review, revise curriculum maps, share good practices and different materials to meet each standard
- Monitor student performance by daily informal assessments and summative assessments
- Meet with teachers in regards to how their data from Periodic assessments/classroom assessments should design/determine targeted lesson planning for all students.
- Turn key Staff development presented by Instructional Team after attending network core curriculum meetings
- Weekly Inquiry Team sessions to review student work in class assessment books
- Monitor teacher use of ARIS
- Share webinars on core curriculum standards and curriculum based workshops
- Teacher self evaluation using Danielson
- Use of Teachscape to monitor Teacher performance and provide immediate feedback after formal and informal observations
- Use the Collaborative Learning Curriculum Mapper & instructional Planner - web based software to design curriculum units to core standards

Strategies to increase parental involvement

- Parent workshops will introduce the common core standards and the academic rigor expected in all classrooms
- Parent workshops on school website to become knowledgeable of the curriculum as well as daily homework assignments as they impact on student outcomes.
- Parents invited to monthly Family activity periods to participate in classroom activities so it can be carried over into the homes.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are working in their license areas therefore they are highly qualified
- P.S. 21 has developed a partnership with the neighborhood colleges as a host school for student teachers and student observers
- P.S. 21 maintains monthly staff development sessions during the school day to initiate new techniques and strategies as well as to refresh previous strategies and to share best practices.

Service and program coordination

- Attend network core curriculum standards workshops and training sessions
- Curriculum Mapper Blogs

Budget and resources alignment

- As A Title I School-wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as fair Student Funding (Tax Levy), Title I Funds, Title III Funds to implement this action plan to target from Sept. 2011 – June 2012
- TL Fair Student Funding - Teaching Staff, guidance counselor, afterschool programs, supplies
- Title I - Coach, Professional Development
- Title I: Highly Qualified Teachers - Staff Development
- Title II - Teachers of Visual and Performing Arts- drama, art, music, Social Studies Cluster teacher, Coach
- Highly Qualified Teachers - Staff Development

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, 100 % of all students will demonstrate progress towards achieving levels 3 and 4 on all writing samples required in one school year.

Comprehensive needs assessment

- Data from Acuity and the NYSESLT indicates that an improvement in writing skills is necessary to improve student performance in all subject areas.

Instructional strategies/activities

- Establishing rubrics for each of the writing samples for each grade.
- Additional conferencing with students to improve writing samples.
- Additional staff development with a strong ELL component.
- Introduce TC writing strategies to all teachers during monthly staff development sessions
- An increase of writing done in all subject areas to improve student performance.
- This will include our drama students in grades 3,4,5 writing their own plays to perform for whole school as well as parents.
- Teachers attending common core standards staff development which identifies the need to provide students with writing opportunities in all subject areas.
- Incorporate IIM into daily lessons
- Incorporate web based computer program, Write to Learn, into daily curriculum
- School wide research project - Adopt an Endangered Species of Animals - culminating activity is a class presentation for all grades and parents
- ELL afterschool writing classes

Strategies to increase parental involvement

- P.S. 21 Lending Library time will include writing lessons for parents
- Parent workshops on the importance of being a good writer and identifying skills that are need to be a good writer

- Parent invited to monthly celebrations of good writers
- Parents invited to assemblies where our students will be recognized as Good Writers

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are working in their license areas therefore they are highly qualified
- P.S. 21 has developed a partnership with the neighborhood colleges as a host school for student teachers and student observers
- P.S. 21 maintains monthly staff development sessions during the school day to initiate new techniques and strategies as well as to refresh previous strategies and to share best practices.

Service and program coordination

- College of Staten Island and Wagner College student teachers and services providing additional services for at risk students

Budget and resources alignment

- As A Title I School-wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as fair Student Funding (Tax Levy), Title I Funds, Title III Funds to implement this action plan to target from Sept. 2011 – June 2012
- TL Fair Student Funding - Teaching Staff, guidance counselor, afterschool programs, supplies
- Title I - Coach, Professional Development
- Title I: Highly Qualified Teachers - Staff Development
- Title II - Teachers of Visual and Performing Arts- drama, art, music, Social Studies Cluster teacher, Coach
- Title III: afterschool programs

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2012, there will be a 5 % increase of Parent Involvement in school activities and the Parent ARIS link which will have a positive effect on student performance..

Comprehensive needs assessment

- In reviewing our statistics concerning the number of parents involved in school activities , we understand that there is a need to provide additional ways to encourage students to become an active participant in our school activities which will have a positive effect on student performance.

Instructional strategies/activities

- Family literacy periods scheduled throughout the year
- Family math periods scheduled once a month during class time
- Monthly writing celebrations to spotlight students that are good writers
- Monthly assemblies celebrating Student birthdays, Students of the Month, Character Counts awards and perfect attendance
- Assembly presentations by performing arts department for grades 3,4,5
- Student presentations/performances at monthly PTA meetings
- Parent Workshops - homework help, ARIS, literacy, math , puberty, bullying, safety, etc.
- Olympic Opening and Closing Ceremonies and annual point system
- Parent Fair - September 1st - prior to opening day of school
- School community International Festival - a celebration of customs and traditions

Strategies to increase parental involvement

- Schedule of parent workshops on School Website in child's home language
- All memos/invitations written in the child's home language
- Provide monthly progress reports to all parents indicating student performance levels
- Provide parents with Student goals sheet at each report card period indicating status of achieving individual student goals
- Raffles of free books, materials , food baskets during parent involvement activities
- School trips inviting parents to participate free of charge
- PTA meetings moved to 7:00 pm for the 2011 -2012 school year.
- Monthly assemblies and family activity periods all scheduled during period 1 as per the request of working

parents

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are working in their license areas therefore they are highly qualified
- P.S. 21 has developed a partnership with the neighborhood colleges as a host school for student teachers and student observers
- Parent coordinator follows up with flyers and phone calls to communicate school activities to all parents

Service and program coordination

- Project Hospitality
- Safety - Fire Department
- Health Care - health Plus
- Jewish Community Center - English classes for parents

Budget and resources alignment

- As A Title I School-wide program school, Conceptual Consolidation will allow us to combine Federal and local funds such as fair Student Funding (Tax Levy), Title I Funds, Title III Funds to implement this action plan to target from Sept. 2011 – June 2012.
- Title I: Parent Workshops, afterschool programs, translations services
- Title I: School Leadership Team
- Title III: Afterschool parent ELL classes

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	23	23	N/A	N/A	2			
1	16	16	N/A	N/A	1			
2	75	75	N/A	N/A				
3	94	94	N/A	N/A	4			
4	68	68	68	68	1			
5	74	74	74	74	1			
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	Starfall computer program ABC Mouse Smartboard activities Voyager I Think Computer Assisted Program During the school day - small group and one-to-one conferencing Good Habits Great Readers On Your Way To English , Headsprout – Computers- individual Acuity Previous year exams Extended day morning sessions
Mathematics	I Think Computer Assisted Program, during the school day , During the school day - small group and one-to-one conferencing Previous year exams Extended day morning sessions Acuity
Science	Previous years exam During the school day - small group and one-to-one conferencing Extended day morning sessions During the school day - small group and one-to-one conferencing
Social Studies	Previous years exam During the school day - small group and one-to-one conferencing Extended day morning sessions During the school day - small group and one-to-one conferencing

At-risk Services provided by the Guidance Counselor	Small group and individual during the school day
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

The Margaret P. Emery Elm Park School

*P.S. 21
168 Hooker Place
Staten Island, New York 10302*

Miss Gina M. Moreno, Principal

School Parent Involvement Policy

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

1. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as math, literacy training, and using technology, as appropriate, to foster parental involvement by:
 - Providing Curriculum Conferences by grade
 - Providing family literacy days
 - Providing family math days
 - Providing a lending library to parents during first and last periods every Tuesday
 - Offering parent workshops on Book Of The Month
 - Offering parent workshops on retrieving data from the computer for Interim Assessments and State Tests

- Offering parent workshops on ECLASS assessments, ARIS and Acuity
 - Distributing math unit assessment letters with notes to parents on child's progress
 - Distributing monthly progress reports for students to inform parents of their academic performance
2. The school will provide opportunities for parents to get involved in their children's education by participating in school events and educational trips that support the curriculum such as:
- Welcome Back to School Opening Information Fair in September before the 1st day of school
 - Academic Fairs: Science Fairs, Social Studies Fairs, Author Studies, Math Games, etc.
 - Class assemblies: student of the month, holiday shows, etc.
 - Class Celebrations
 - Class Trips
 - Health Fair
 - Carnival
 - May Fete
 - Class Animal Adoption Presentation
3. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to all parents in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language the parent can understand:
- School Website which contains a Parent Corner in several languages
 - All school notices are child's home language
 - Staff members are available to serve as translators in the office and during any parent teacher conferences
 - An after school class for non English speaking parents is available to parents to learn to speak English and to understand school policies, procedures and homework hotline.

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent

involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

General Expectations

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities , including ensuring –

- that parents play an integral role in assisting their child's learning;
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in Section 1118-Parent Involvement of the ESEA.

The Margaret P. Emery Elm Park School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 1118 – Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities,

and parents of migratory children. This will include providing information and school reports required under Section 111 – State Plans of the ESEA is an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in language parents understand.

- The school will involve all parents in decisions about how the Title I, Part A funds reserved for parental involvement is spent.

ADOPTION

This School Parental Involvement Policy and the School- Parent Compact has been developed jointly with, and agrees on with parents of children participating in Title I, Part A programs, as evidenced by Gina Moreno.

This policy was adopted by the Margaret P. Emery Elm Park School on October 28, 2011 and will be in effect for the period of one (1) year. The school will distribute this policy to all parents on or before December 1 ,2011.

(Signature of Principal)

(Date)

The Margaret P. Emery Elm Park School

*P.S. 21
168 Hooker Place
Staten Island, New York 10302*

Miss Gina M. Moreno, Principal

School - Parent Compact

The Margaret P. Emery Elm Park School and the parents of the students, participating in activities, services, and programs funded by Title I, Part A of the Elementary Education Act (ESEA) (participating children), agree that this Compact outlines how parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School – Parent Compact is in effect during school year 2011 –2012.

Part I – REQUIRED SCHOOL - PARENT COMPACT PROVISIONS

School Responsibilities

The Margaret P. Emery Elm Park School will:

- continue our instructional strategies including the 129-minute literacy block, daily journal writing and balanced literacy program;
- continue to use the workshop model during our daily instruction;
- continue the 86-minute math block using the curriculum from Everyday Math; using HSP Math as a supplement
- a social studies cluster teacher will provide more in depth instruction in Social Studies;
- a science cluster teacher will provide more in depth instruction in Science;
- a library cluster teacher will provide opportunities for student to research topics as well borrow books for independent reading.
- our arts program will provide enrichment classes such as visual and performing

- arts for all students
- our sports program includes basketball and soccer clinics which include tournaments with neighboring schools. In addition we have a cheerleading squad to perform at all games.
- a guidance counselor will provide Character Counts lessons as well as Respect for all lessons to insure the respect of all cultures, racial and ethnic differences;
- continued provision of intense Academic Intervention Services to all students who are not meeting state standards;
- continue the six dimensions of reading strategies;
- three (3)ELL teachers will provide mandated services to our ELL population;
- provide professional development for all staff;
- continue to provide opportunities for teacher planning e.g., common preps, grade meetings, etc.;
- intensive professional development will be provided in ESL and the new ELL standards;
- review ECLAS, and standardized tests scores to identify at-risk students. Items skills analysis will provide teachers with information for individualized instruction.
- provide teachers with a Class Assessment Book which will organize data to direct instruction, individualize materials and present at parent conferences;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- provided a parent handbook, in child's home language to inform parents of school policies and procedures;
- provide a School Website in all home languages that details school mission statement, bell schedule, policies and procedures, teacher emails, calendars, educational websites, guidance websites, school events, library books (school & public), school memos, nightly homework assignments, ACUITY log in, ARIS login, lunch menus, supply lists, Leadership Team Minutes, Health Issues - Immunization requirements, Head Lice, Bed Bugs, PTA meetings, etc.
- send individual monthly progress reports to parents which will include helpful suggestions to assist student learning;
- provide parent with an opportunity three times per school year to review student progress towards goals established throughout the year
- hold Curriculum Conferences in September to inform parents of the goals for all students in the grade;
- Open School Week provides all parents to visit their child's classroom and observe teaching strategies, implementation of curriculum and child's academic and social behavior;
- provide parent workshops, including topics such as data analysis which will provide an increase in parent awareness of child's academic needs;
- provide students with an after school opportunity to enrich ESL, literacy and math as well as homework help
- provide opportunities for parents to come into the classrooms and work with their child to become aware of curriculum and core standards
- provide parents with an opportunity to come and celebrate student achievements

- such as Student of the Month, Perfect Attendance, Birthday Celebrations, Character Counts, good Writers, Visual and Performing Arts performances
- our school library is also opened two periods a week as a lending library for parents to become involved with reading to their child. Bilingual books sets are available for parents to borrow and use at home.
 - provide parent workshops on parenting skills, understanding educational accountability, technology, safety and health related issues
 - our school message board outside informs parents of all upcoming events at the school.
 - schedule appointments for parent teacher conferences, upon request, to discuss student achievement;
 - Official Parent Teacher Conferences: Teachers will discuss student's performance on interim assessments such as ECLAS, ACUITY and standardized test scores as well as class work, homework, behavior etc. The New York Public Library and Health Plus will be available to offer assistance to parents.
 - schedule monthly Intervention and PPT meetings to discuss individual student behavior and achievement. Parents will be contacted to address their child's needs;
 - provide three report cards in child's home language;
 - encourage parents to participate on class trips and special classroom activities. The class parent is responsible to contact parent volunteers for these activities;
 - our parent coordinator will communicate with parents on school issues and to bring the parent concerns to the administration.
 - incentive program – Saving the Animals Fair - points are earned by all classes for academic achievement as well as student responsibilities, parent involvement. In addition classes will develop classroom presentations about the animals they have adopted to present to the entire school and parents.
 - involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
 - involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;
 - provide information to parents of participating students in an understandable and uniform format, including alternative formats upon request of parents with disabilities, and to the extent practical, in a language that parents can understand;
 - provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet;
 - at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
 - provide to parents an individual student report about the performance of their child on the State assessment in English Language Arts and Mathematics;

- provide each parent timely notice when their child has assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. 71710, December 2,2002)
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School -Parent Compact
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No child Left Behind Act.
- hold a monthly meeting to inform parents of the school participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at monthly PTA meetings, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite all parents to this meeting.

Parent Responsibilities

We as parent, will support our children’s learning in the following ways:

- support my child’s learning by making education a priority by:
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age
- making sure my child’s is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her school activities everyday;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- monitoring the amount of television my children watch;
- volunteering in my child’s classroom;
- participating in the School Leadership Team;
- promoting positive use of my child’s extracurricular time;

- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or school district either received by my child or by mail and responding, as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- express high expectations and offer praise and encouragement for achievement.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- come to school ready to do our best and be the best;
- come to school with the necessary tools of learning- pens, pencils, books etc.;
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school's/class rules of conduct;
- follow the school's dress code;
- ask for help when we don't understand;
- do our homework every day and ask for help when we need to;
- study for test and assignments;
- read at least 30 minutes every day outside school time;
- read at home with our parents;
- get adequate rest every night;
- use the library to get information and to find books that we enjoy reading;
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.

Signatures

School Staff	Print Name	Signature	Date
Miss Moreno			
Mr. Miller			
Mrs. Russo			
Miss Graham			
Miss Morton			
Parent(s)			
Mrs. Tsamos			
Mrs. Rivera			
Mrs. Joyner			
Ms. Gordon			
Mrs. Clemons			
Student (if applicable)			

**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 Debra Maldonado/ Nancy Ramos	District 31	Borough Staten Island	School Number 021
School Name Margaret P. Emery			

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

Principal Gina Moreno	Assistant Principal N/A
Coach Phyllis Eugenio	Coach
ESL Teacher Karla Espinoza	Guidance Counselor Erika O'Grady
Teacher/Subject Area Elsie Sanchez Howell/ESL	Parent Taralyn Tsamos
Teacher/Subject Area Susan Canovas/ S.S.	Parent Coordinator Jennifer Manik
Related Service Provider Lisa Runnels/ SETTS	Other Allison Graham/Grade 2 Teacher
Network Leader Nancy Ramos	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	1	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	1	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		Total Number of ELLs	95	ELLs as share of total student population (%)	%
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Part II: ELL Identification Process

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

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

The LAP is periodically revised as the school year progresses and the population of our school continuously changes. It is shared with all staff members so that they are all aware of its contents, as well as to promote the sense that every member of the P.S. 21 community is a vital part of serving and educating our ESL students.

1. English Language Learners in our school are identified upon registration. English Language Learners at P.S. 21 and parents/guardians are greeted by a licensed ESL teacher for an informal oral interview in English and their native language followed by completing the required Home Language Survey. Parents are accommodated with language support during the intake process. They are interviewed in their native language and are guided through the completion of the required HLS. Parents who struggle reading their native language are supported by step by step oral reading of the questions on HLS. A licensed pedagogue records their responses on the HLS.

According to the Home Language Identification Survey (HLIS) form, if the child speaks a language other than English at home and primarily communicates, understands, reads, and writes in their native language, the parent is notified and the child is administered the LAB-R. The Lab-R is administered by an ESL licensed teacher. The Lab-R indicates if they're entitled to ESL services. If so, the Spanish Lab-R is administered by a licensed Spanish speaking ESL teacher. This test allows the ESL teacher to determine their native language proficiency. Once the LAB-R assesses the child as qualified for ESL services, the parents are then invited to a Parent orientation. They are provided with information in their home language about different programs offered to English Language Learners -(Transitional Bilingual Education, Dual Language and Freestanding ESL.) We clarify and encourage all questions and concerns about their choices. At that time, they can make an informed decision about which program is best for their child. This information is provided in video and in written material form. After addressing all parent concerns and questions, the parents fill out a Parent selection form selecting the program of their choice. These documents are reviewed by the team to evaluate the parent selection of services and place the child in a supportive program. Parents are informed that they are entitled to place their child in a Bilingual class with students that have the same native language and grade level if there are sufficient numbers of entitled students requesting this program in our school. The parents are also informed that if there are not sufficient numbers of students to form a TBE or DL program in our school, they can be assisted in locating a school which provides their choice program. If parents choose not to transfer their child, the student will remain in our school and be placed in the ESL program. At this time, P.S. 21 has provided ESL services to all mandated ELL students as requested by parents/guardians and in compliance with ESL mandates and regulations. The students and their parents are acclimated to both the building and school routines by the Parent Coordinator. P.S. 21 follows CR-Part 154 and honors the parent's selection after this Parent Orientation and consultation with educators in the parent's native language. The evaluation of the HLIS, the administration of the LAB-R, and the Parent Orientation are all completed within the required ten day period of the child first coming to school at P.S. 21.

1c. The following reports are used to determine NYSESLAT eligibility: RLER, RLAT, RNMR. Students are tested by grade and strand. The Speaking is administered individually. The Listening, Reading, and Writing component is administered in small groups by grade and modality. Students that have IEP's are accommodated according to their individual testing modifications. All testing strands are administered in separate locations. We ensure that there are no interruptions by eliminating our bell system, no announcements, a

testing sign on the door, and rerouting traffic patterns in the hallways.

2. After discussing the three program options, ESL teachers review parent selection forms and evaluate the selections. If a parent chose TBE or DL, our school will notify them in writing if there are sufficient numbers to form a TBE or DL program. Licensed pedagogues will follow-up by calling and communicating in their native language of the new options available to their child.

3. ELL parents are invited to an orientation meeting at the beginning of each school year to meet the teachers and to learn about the variety of programs available for English Language Learners – Transitional Bilingual Education, Dual Language and Freestanding ESL. In addition to viewing a video, parent conferences with teachers in their native language are scheduled for parents to understand the programs. Parents will make an informed decision for the placement of their child. Parents will complete the Parent Survey and Program Selection forms at that time. Parents are informed of their child's entitlement through the distribution of entitlement letters. These letters are sent home immediately to the families through the classroom teacher. Licensed pedagogues conduct follow-ups such as phone calls, additional letters notifying them of alternate dates to ensure that parent surveys and program selection forms are completed.

4. Parent orientation meeting invitations are sent to all new admits throughout the school year. These invitations are sent in both English and the family native language. In the event that a parent does not attend the original orientation meeting, attempts will be made by phone to reschedule the meeting. These attempts are documented. Also, P.S. 21 is a small community school with no bus transportation; therefore all parents/guardians come to the building daily for arrival and dismissal of all students. This provides us with a wonderful opportunity to seek a parent/guardian to reschedule a meeting. P.S. 21 knows that the default program for children requiring ELL services is Transitional Bilingual Education, this is why every effort is made in order to inform the parents of their options, before their child is placed in this program without their consent. At this time, P.S. 21 has a Parent Selection form on file for all ELL students. All of the Parent Selection forms, along with the Home Language Surveys, are organized by grade and are on file in the main office in the children's cumulative folders, in binders in the principal's office, and also in the ESL office. This is so that if a question ever arises about a child's Home Language, or a parent's program selection, the appropriate documentation is readily available. Continued entitlement letters for students who did not test out of the NYSESLAT are distributed to the classroom teacher. A record of continued entitlement letters are maintained in a compliance binder located in the ESL office

5. After reviewing the parent selection forms in the past few years we've noticed that the parents have requested ESL as their first choice. None of our parents have selected TBE or DL programs as their first choice for the past few years at this time. In addition to our Parent Coordinator, two of our licensed ESL teachers speak Spanish, which is the predominate native language spoken by the families attending P.S. 21. They are in constant communication with parents via phone conversations or daily conferences at arrival and dismissal times.

6. After reviewing the Parent Surveys and Program Selection forms over the past few years, all parents have selected a Freestanding ESL program for their children. Students are placed immediately on the day of enrollment in the appropriate class. Parents may not opt out of ESL instruction. The ESL Freestanding ESL program is aligned with all parent requests.

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):
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Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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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
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2	2	2	2	2	2								12
Total	2	2	2	2	2	2	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	95	Newcomers (ELLs receiving service 0-3 years)	50	Special Education	21
SIFE	0	ELLs receiving service 4-6 years	44	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	50	0	7	44	0	14	1	0	0	95
Total	50	0	7	44	0	14	1	0	0	95

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

C. Home Language Breakdown and ELL Programs

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

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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	22	15	10	22	16	6								91
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1												1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		1	1										3
TOTAL	23	16	11	23	16	6	0	95						

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?

A. Programming and Scheduling Information

1a- ESL Push –In Services are provided by an ESL certified teacher who provides instruction in English using ESL methodologies and scaffolding techniques. The amount of time is determined by the New York State English as a Second Language Achievement Test. Students are heterogeneously grouped by grade level with mixed proficiency levels within each group.

1b- In order to provide our upper grade students with transitional support for middle school, our 4th & 5th grade students travel together as a group to each class. An ESL teacher travels with them and provides services in the content areas.

2- In order to maximize English acquisition for ELL's, the ESL Push-In teacher and classroom teacher devote time to planning for instruction together. All ELL students receive a minimum of 9 periods per week (42 1/2 mins per/period) of instructionally mandated minutes by an Licensed ESL teacher. This ensures that all students not only meet but some exceed their mandated minutes. The classroom environment is print rich and reflects evidence of a rigorous instruction in Literacy and Math in English. Students receive all instruction in English using ESL methodologies. The ESL teacher provides high quality instruction in English utilizing scaffolding strategies in the delivery of the lessons. Every lesson incorporates language goals embedded in the plan and a concentrated focus is placed on developing vocabulary. In addition students have access to bilingual books in the classroom as well as the school library. Students can also broaden their native language skills using electronic listening devices, such as the Leap Pad.

After assessing incoming students with LAB-R, we find that, generally, our students have good listening and speaking skills, but difficulty making gains in proficiency in areas of reading, comprehension, writing, sentence structure and punctuation. After establishing proficiency levels, students are then partnered with native speaking peers whose skills are stronger in any given strand.

2a- Due to our large ELL population, we have focused our efforts on developing literacy within a structured ESL program. Teachers are encouraged to use ESL teaching strategies in all content areas. The Balanced Literacy Program will serve as their primary source of literacy instruction as it incorporates ESL methodologies and strategies whenever appropriate. The Balanced Literacy Program will develop strong literacy skills in both languages through the exposure of authentic literature in read-alouds, shared readings and accountable talk. Thus all students will develop listening, speaking, reading and writing skills in English.

School – Wide Instructional Component

3. Balanced Literacy Program

Our literacy curriculum adheres to the Balanced Literacy Program. In particular the reading and writing curriculum follows the Teachers College workshop model. This model addresses the needs of our ELL population by providing them with on-going opportunities to read, write and speak in order to help them gain fluency. Students participate in the following learning experiences:

- Read Aloud and Accountable Talk provides a structure for meaningful conversation and authentic discussions related to text. The read aloud fosters oral language development, and enhances listening and speaking in the second language.
- Reader's/Writer's Workshop – At the beginning of each lesson the teacher clearly defines the teaching point. The ESL teacher observes for deficiencies and provides a focus lesson. Then, they provide scaffolding support during active engagement. Both the ESL and the Classroom teachers confer individually with students and conduct small group (6 – 8 students) strategy lessons to meet the needs of the ELL students.
 - o Shared Reading: teacher scaffolds comprehension through repetition, visuals, accountable talk and focus on oral language development.
 - o Interactive Writing: teacher shares the task of composing written messages with children focusing on the writing process

Mathematics Workshop Model

The balanced Mathematics Program is implemented utilizing Everyday Mathematics Program in all grades. This program is taught in English. A Math Block is implemented daily school wide in all classes. Manipulatives develop math concepts and are incorporated throughout all grades with an emphasis on problem solving.

Everyday Math Program is a researched based program created by the University of Chicago School Math Program. It is a curriculum which emphasizes conceptual understanding, while developing basic math skills. The program helps the students learn concepts and skills through repeated exposure and distributed practice. Furthermore, concepts and skills are not taught in isolation but rather built and integrated within problem contexts.

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%	

A. Programming and Scheduling Information

meaning.

The ELL student is supported in their native language with the use of technology such as the LEAP FROG PADS. ELL students have

B. Programming and Scheduling Information--Continued

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

8- Academic Intervention Services

Our guidance counselor provides service to our AIS population in the form of ERSS (Educational Related Support Services).

For students who have not met Standards or are at risk the following programs have been provided: (pending funds for appropriate allocations)

- Extended Day Session – a morning program which provides small group instruction based on performance levels and instructional goals of individual students.
- Academic Academies- Grades 3 - 5 – After school Program – utilizing a balanced literacy approach for reading. Teachers use flexible grouping to target specific skills. They utilize a variety of materials which include books and test preparation materials. The mathematical problem solving skills are emphasized in small group work.
- ELL After-School Program – Grades K-5 to strengthen Mathematics and English Literacy development using ESL approach integrating literacy and mathematics. The ELL After School Program uses “On Our Way To English” and Leap Frog which includes a Guided Reading Component in order to scaffold students' needs throughout small group instruction. Test preparation materials, such as Getting Ready for the NYSESLAT are incorporated into daily routines to assist students on assessments.

Literacy & Math Support

- We will continue to use the Workshop Model incorporating language goals, scaffolding techniques and developing vocabulary.
- We will continue to schedule one Library period per class per week to develop Library skills as well as a child's special interests.
- We will continue to support school wide projects such as Book of the Month and Author Studies to develop students interest as well as to promote conversations throughout the school.
- We will continue to enforce our School Wide Writing Process in which all students create 7 writing samples. We will focus on, allowing students to create stories, creating web pages ,editing them and bringing their work to publication.
- Title I Math and Reading teachers will provide push-in services to students in regular classes. This provides us with the opportunity to reduce class size as well as to create additional guided reading and writing groups during the literacy block and guided math groups during the math block.
- On Our Way To English., Leap Frog, Story Town ,Voyager, Breakthrough to Literacy, Foundations , Early Emergent Reading Sets, Benchmark Early Explorers Books and Getting Ready for the NYSESLAT will be used to support and provide additional interventions.
- Computer Assisted programs such as Headsprout, River Deep and Acuity. Teachers at P.S. 21 are beginning to use SMART boards to enhance computer instruction.

All of the aforementioned programs are pieces that help to make the overall ESL curriculum at P.S. 21 scaffolded, grade level appropriate, and academically rigorous for all ELLs.

9- Students that have reached a level of English Proficient as indicated on the NYSESLAT will receive continued support as they transition from mandated ESL instruction. These students continue to participate in our extended day session and are monitored by the guidance counselor. Each month the progress of these students is evaluated at Pupil Personal Team Meetings. These students are also given the two-year testing accommodations as per allowance by NYS on the state exams. These students are also invited, where space allows, to participate in the Title III After School programs for additional support.

10- Presently, we are proud to offer an extensive ESL program including morning extended day sessions, small group instruction in the classroom as well as leveled bilingual libraries in all classrooms. We are also offering an intensive afterschool Writer's Workshop program

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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11- At this time we do not see a need to discontinue any services for our ELL students.

Courses Taught in Languages Other than English ⓘ

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)?

Math:

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.

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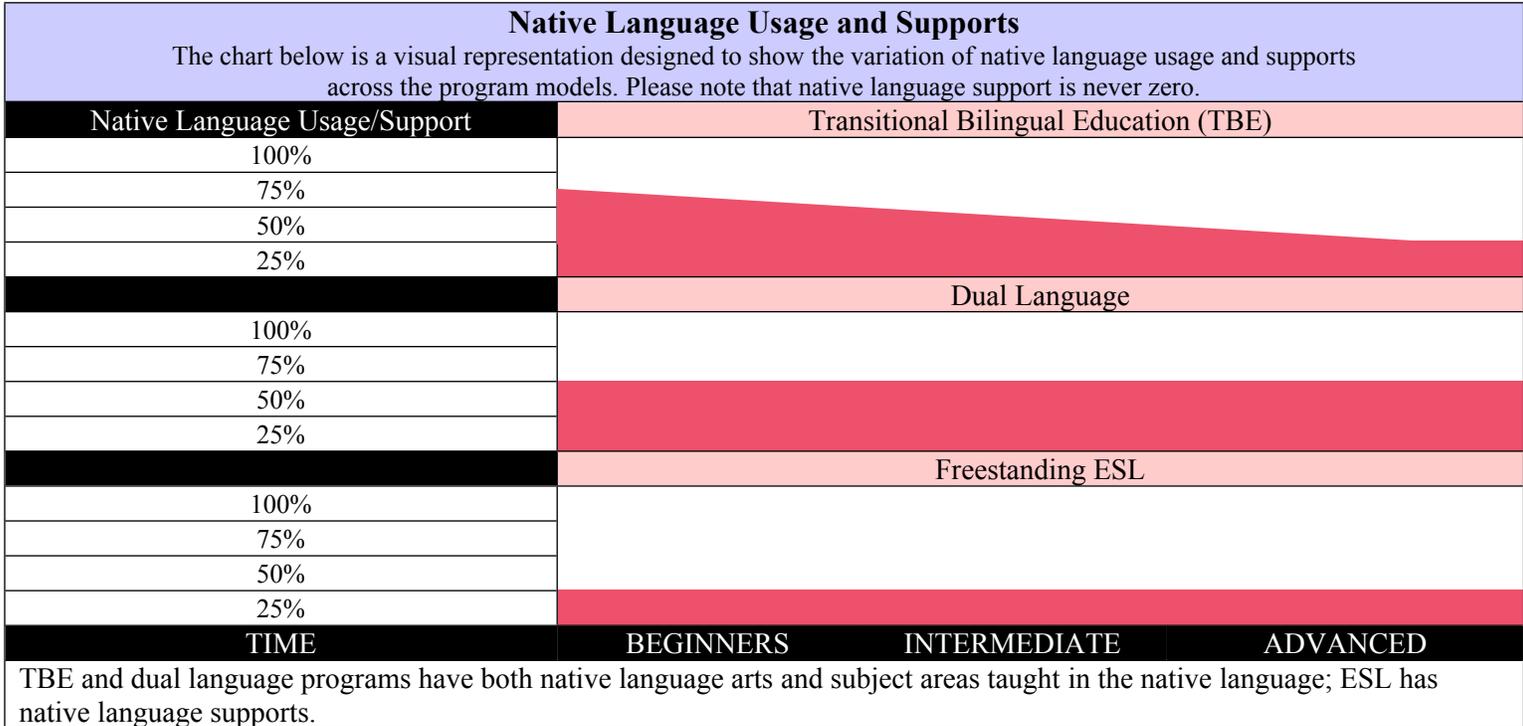
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



- B. Programming and Scheduling Information--Continued**
- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
 - Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
 - What new programs or improvements will be considered for the upcoming school year?
 - What programs/services for ELLs will be discontinued and why?
 - How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 - What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
 - How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
 - Do required services support, and resources correspond to ELLs' ages and grade levels?
 - Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
 - What language electives are offered to ELLs?
- 8- Academic Intervention Services
- Our guidance counselor provides service to our AIS population in the form of ERSS (Educational Related Support Services). For students who have not met Standards or are at risk the following programs have been provided: (pending funds for appropriate allocations)
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- ELL After-School Program – Grades K-5 to strengthen Mathematics and English Literacy development using ESL approach integrating literacy and mathematics. The ELL After School Program uses “On Our Way To English” and Leap Frog which includes a Guided Reading Component in order to scaffold students' needs throughout small group instruction. Test preparation materials, such as Getting Ready for the NYSESLAT are incorporated into daily routines to assist students on assessments.

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- We will continue to use the Workshop Model incorporating language goals, scaffolding techniques and developing vocabulary.
- We will continue to schedule one Library period per class per week to develop Library skills as well as a child's special interests.
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- We will continue to enforce our School Wide Writing Process in which all students create 7 writing samples. We will focus on, allowing students to create stories, creating web pages ,editing them and bringing their work to publication.
- Title I Math and Reading teachers will provide push-in services to students in regular classes. This provides us with the opportunity to reduce class size as well as to create additional guided reading and writing groups during the literacy block and guided math groups during the math block.
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All of the aforementioned programs are pieces that help to make the overall ESL curriculum at P.S. 21 scaffolded, grade level appropriate, and academically rigorous for all ELLs.

9- Students that have reached a level of English Proficient as indicated on the NYSESLAT will receive continued support as they transition from mandated ESL instruction. These students continue to participate in our extended day session and are monitored by the guidance counselor. Each month the progress of these students is evaluated at Pupil Personal Team Meetings. These students are also given the two-year testing accommodations as per allowance by NYS on the state exams. These students are also invited, where space allows, to participate in the Title III After School programs for additional support.

10- Presently, we are proud to offer an extensive ESL program including morning extended day sessions, small group instruction in the classroom as well as leveled bilingual libraries in all classrooms. We are also offering an intensive afterschool Writer's Workshop program for our struggling ELL students who are deficient in their writing skills.

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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)?
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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)	8	10	4	3	0	1								26
Intermediate(I)	4	2	12	9	5	1								33
Advanced (A)	6	0	5	6	7	8								32
Total	18	12	21	18	12	10	0	0	0	0	0	0	0	91

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		0	1	0	0	0							
	I		5	0	1	1	0							
	A		9	6	12	10	1							
	P		2	4	9	5	5							
READING/ WRITING	B		6	3	2	1	0							
	I		4	5	18	2	1							
	A		5	3	2	12	5							
	P		1	0	0	1	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	0	0	0	3
4	0	14	1	0	15
5	1	5	0	0	6
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		1		0		0		3
4	4		11		1		0		16
5			5		1		0		6
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		3		3		0		6
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

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: <u>PS 21</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gina Moreno	Principal		1/1/01
N/A	Assistant Principal		1/1/01
Jennifer Manik	Parent Coordinator		1/1/01
Karla Espinoza	ESL Teacher		1/1/01
Taralyn Tsamos	Parent		1/1/01
Elsie Sanchez Howell/ESL	Teacher/Subject Area		1/1/01
Lisa Runnels/SETTS	Teacher/Subject Area		1/1/01
Phyllis Eugenio	Coach		1/1/01
	Coach		1/1/01
Erika O'Grady	Guidance Counselor		1/1/01
Nancy Ramos	Network Leader		1/1/01
Allison Graham	Other <u>Grade 2 Teacher</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31 **School Name: The Margaret P. Emery Elm Park**

Cluster: 5 **Network: 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.

Currently P.S. 21 consists of a 20 % student population of ELL students, whose language is predominantly Spanish. In addition 43% of our parents speak languages other than English in the home.

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.

Upon registering a child at P.S. 21 the parent/guardian is greeted by the parent coordinator and an ESL teacher . At that time the Home Language survey is completed which determines the primary language spoken by the child and the parent. In addition, during the month of September the official teacher identifies whether the parent requires language assistance to communicate effectively with the school.

Part B: Strategies and Activities

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

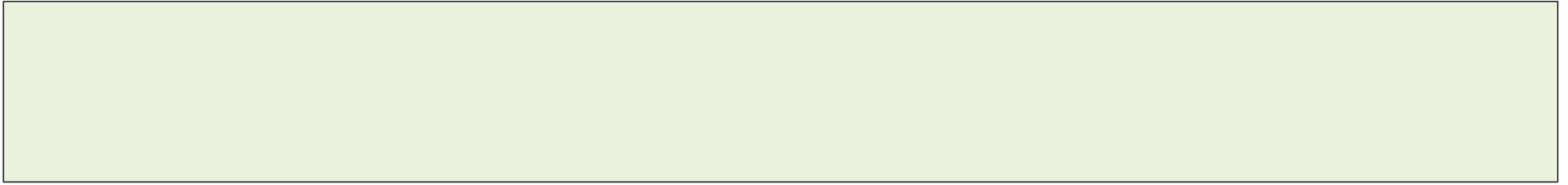
In the event that written communication is needed to address the needs of a parent, the staff at P.S. 21 consists of a bilingual parent coordinator, a bilingual school assessment team, a bilingual PTA executive board, three bilingual paras as well as six teachers that speak Spanish as a second language and a guidance counselor that speaks conversational Spanish. There is always someone available in house to translate a written document in a timely fashion. In addition, our school website has a translation component where we can submit a document and it can be translated immediately. Large documents such as our parent guide have been emailed to the translation division of the Department of Education. They have been translated and returned ready to print in a timely manner.

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

The staff at P.S. 21 consists of a bilingual parent coordinator, a bilingual School Base Support Team, six bilingual teachers, three bilingual paras, a guidance counselor that speaks conversational Spanish. In addition, we have a bilingual PTA executive board. There is always a in house staff member available to address the parent need. During fall and spring parent teacher conferences staff members are assigned to each grade to provide translation services.

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>.

1. The bilingual P.S. 21 parent coordinator is available to parents in school as well as on a cell phone.
2. Bilingual teachers, paras, School Base Support Team, guidance counselor are available to parents at all times.
3. Bilingual PTA executive board members are available to parents
4. All notices, memos, letters are translated in English and Spanish
5. School Website translation component provides all information in a variety of languages. Computers are available for parent use in our school library as well as the parent office. Parent workshops include using the website.
6. Parent ESL classes provided by school staff as well as outside agencies such as the Jewish Community Center.
7. Bilingual staff are assigned to assist during parent teacher conferences for interpretation services.



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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Margaret P.Emery Elm Park	DBN: 31R021
Cluster Leader: Mildred Cordova	Network Leader: Nancy Ramos
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 95 Grades to be served by this program (check all that apply): <input type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P.S. 21 will provide an after school program for grades K-5 ELL students as they are preparing for the NYSESLAT exam. The students will meet for one-hour sessions from 3:15 to 4:15 PM .

Classes are scheduled as follows:

Kindergarten Students: November 17th – April 3rd (Tuesdays only)

Students in Grades 1 & 2: January 26th – April 5th (Thursdays only)

Students in grade 3 - October 13th - December 22nd (Thursdays only)

Students in grades 4 & 5 - November 22 - December 20th (Tuesdays only)

Writers Workshop: November 2nd - January 18th (Wednesdays only)

The Title III program will target beginner, intermediate and advanced ELL students who are in need of academic English Language Development. Classes will be provided in English with ESL strategic instruction incorporated in all lessons. The program will address the areas of Listening, Speaking and Writing. Teachers will use sheltered English in order to develop academic vocabulary necessary for a solid foundation in which to scaffold further instruction. The teaching staff will only include certified ESL teachers. Esl teachers will also incorporate the Rosetta Stone program to help Ell's with language development. This program uses core lessons to develop fluency followed by reading/writing/speaking activities for our new-comers and struggling Ell's. Students have the opportunity to view a variety of visuals reflecting cultural diversity and help them with their challenges of learning to read in comprehension and fluency. Therefore Ell's will have an opportunity to put into practice and become more proficient in technology-aligning with CCLS emphasis on college-and-career readiness.

Student will develop portfolios to measure student achievement. Materials included will be reading records, reading conference notes, writing samples and writing conference notes.

A supervisor will oversee instruction, scheduling, coordination of program activity and professional development. Principal will assume the responsibilities of the program supervisor.

Instructional materials will include ELL – Leveled Reader collection from Story Town published by Harcourt School Publishers which will supplement the regular classroom reading program. Also in the

Part B: Direct Instruction Supplemental Program Information

series is a writing journal for 5th grade ELL students. Test Prep books, Getting Ready for the NYSESLAT and Beyond, Attanasio & Associates. Smart Boards, Rosetta Stone.

Measureable outcome: 5% of all students tested will increase a level on the NYSESLAT.

In addition to preparing our Ell's for the NYSESLAT, P.S.21 will offer an afterschool Math Test Prep program. This program will target our Ell's in grades 3-5 who are facing tremendous challenges and struggling in the area of mathematics. ESL teachers will use strategies aligned with the CCLS (learned from PD's) to prepare students for the upcoming Math State Test.

MATH TEST PREP CLASSES: 3/5, 3/12, 3/19, 3/26, 4/2 (MONDAYS 3:15-4:15)

A supervisor will oversee instuction, scheduling, coordination of program activities and professional development. Pricinpal will assume responsibilities of the program supervisor.

Measurable Outcome: 5% of all students tested will show progress on the NYS Math Test.

Part C: Professional Development

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

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

Begin description here: Proposed Supplemental Professional Development Activity #1

This year our ESL teachers will participate in several PD opportunities to support our ELL'S in their journey of learning. They will attend a Literacy Conference (From Theory to Practice ELL's & CCSS) which will include workshops such as *Unwrapping the Standards & Aligning Instruction for ELL's *Supporting Our Ell's in Whole School Program *Using Visuals and the Power of Talk to Help Ell's Write a Standards-Based Creative Non-fiction Text. (11/8) Esl teachers will also attend 2 sessions of PD- (Supporting Ell's in the Mainstream/Finding Language in Curriculum) which will focus on strategies to support Ell's in the mainsteam classroom aligning CCLS. (11/29 &12/14) Additional PD includes (Developing Standards for Math Practices for ELL's) which is an ongoing event that focuses on developing the core learning standards for mathematical practice for Ell's. (11/1, 11/30, 12/13, 1/19, 2/13, 3/12).

Measurable Outcome: Ell teachers will learn new strategies to enable English Language Learners to develop sufficient understanding of mathematical and literacy concepts in order for them to demonstrate progress and success.

Part C: Professional Development

Proposed Supplemental Professional Development Activity #2

This year we are scheduling additional Smartboard training to implement the use of slates and Smart projectors which allow any book to become an interactive device as a means of instruction for our ELL's. In addition teachers will schedule training from ODELL.

Measurable Outcome: ELL teachers will learn additional technological strategies and methodologies to share with P.S.21 staff.

Proposed Supplemental Professional Development Activity #3

This year, our ESL teachers will have the opportunity to take part in ongoing webinars, including (How technology in Early Education can help students with ELA needs (11/8).

Measurable Outcome: ELL teachers will incorporate technology into their teaching to help ELL students show progress in ELA.

Part D: Parental Engagement Activities

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

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

Begin description here: Proposed Parent Involvement Activity # 1

We see it essential to create a school wide understanding of our policy in order to provide a solid foundation of support to our ELL students.

Our Title III program will also have an after school Parental Support Workshop component provided by a certified teacher from P.S. 21 staff. Topics will address homework help, school policies and procedures, school website, testing information as well as utilizing technology to access assessment tools. An orientation meeting will introduce parents to the program as well as address any parent requests and concerns. We will increase parental awareness of school activities and places to obtain support for the curriculum. This parent-school partnership will support ELL students' efforts to achieve high levels of state. All information will be distributed in the parent's home language.

This opportunity will provide parents with technological support and introduce them to computer games that will contribute to student achievement.

Teachers will model how to find and use test prep materials with their children to support student

Part D: Parental Engagement Activities

achievement with the use of SMARTboards.

The parents will meet once a week for one-hour sessions from 3:15 to 4:15 PM from October 4th - November 1st - (Tuesdays only).

Part E: Budget

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$6705	Supervisor \$43.93 + fringe X 40 hours = \$2200 Teachers \$41.98 + fringe X 90 = \$4505
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$1435	Folders, construction paper, pencils Xerox paper
Educational Software (Object Code 199)	\$3060	Rosetta Stone: Levels 1 - 5 (3 site licenses per level)
Travel		
Other		
TOTAL	\$11,200	