



**Department of
Education**

Dennis M. Walcott, Chancellor



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

SCHOOL NAME : DANIEL D. TOMPKINS SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31/R/069

PRINCIPAL: DOREEN E. MURPHY EMAIL: DMURPHY2@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
Doreen E. Murphy	*Principal or Designee	
Irene Nichols	*UFT Chapter Leader or Designee	
Tara Colasanto	*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	
Leila Miniaci	Member/Administration	
Debra Joseph	Member/Teacher	
Bonnie Wartenberg	Member/Teacher	
Cheryl Antypas	Member/Parent	

Margaret Marrone	Member/Parent	
Tara Riveria	Member/Parent	
Tina Sacchetti	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - By June 2012, 100% of all students will have engaged in at least one performance based literacy and one performance based math task that aligns to the Common Core Standards as measured by student work samples.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - With the Common Core Standards coming to the forefront of improving student academic achievement it is vital that staff get familiarized and internalize the new enhanced standards. Teachers will grow accustomed to the process of integrating and transitioning to the new Common Core standards in lessons through steady progression of standards in their planning. This progression will build upon the previous year and develop a competency level for teachers that will ensure full implementation by the 2014 school year. By currently analyzing and incorporating the standards, the teachers and students will have already engrained these standards as part of their everyday academic rigor.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - strategies/activities that encompass the needs of identified student subgroups,
 - staff and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - timeline for implementation.
- Meet with Instructional Cabinet to discuss the expectations for the new Common Core Teams and determine which teachers will become the members and “Turnkey Trainers”. (September 2011).
- Meet with America’s Choice Consultant to discuss the expectations for the appropriate dates with goals for each one. (September 2011)
- Hold grade meetings in September to discuss the expectations surrounding the new Common Core Standards and the impact it will have on their roles as educators by dialoguing the relevance of referring to the terminology, vocabulary, and

learning verbs of the new standards in their daily workshop lessons.

- Teachers will meet during Common Planning periods in which to formulate lessons incorporating Common Core standards that meet the needs of their subgroup children. During the meeting, effective differentiated lessons/varied strategies and materials/resources will be shared amongst teachers to implement with their subgroup students in order to achieve academic success. (*once a week, one full period*)
- Conduct opening meeting with Core Curriculum Team and Literacy and Math Coaches to set goals and create an Action Plan for the school year. (October 2011)
- Ensure that coaches are working collaboratively with team members by modeling lessons and exposing the students to a performance based task in Literacy and/or Math. To evaluate, administration will observe teacher developed units of study in Literacy and Mathematics that is aligned to the Common Core including tasks, activities, and rubrics.(October 2011-June 2012).
- Conduct grade meetings to review the newly designed performance based tasks and asses the ‘pilot” student work samples using the appropriated rubric. (Bi-monthly)
- Ensure that all classroom teachers engage their students in both the Literacy and Math tasks. (estimated March 2012). To evaluate, administration will observe student work samples as well as portfolios.
- Conduct Inquiry meetings to review the student work and dialogue open conversations about successes, weaknesses, and next steps as far as performance is concerned. (estimated April-May 2012)
- The School Leadership Team teachers will discuss and analyze the Common Core Standards implementation and the effectiveness of varies strategies used to reinforce the standards. (September 2011-June 2012)

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g, P.A. or PTA) to share information and respond to parent questions and inquiries.
 - The school will create and distribute Common Core Standards Literature that is translated in all the dominant languages.

- The Literacy and Math Coaches will work on the new Common Core Standards Workshops.
- Parents will be trained on how to use ARIS Parent Link and attain the Common Core library for home usage.
- The School Leadership Team teachers will discuss and analyze the Common Core Standards implementation and the effectiveness of varied strategies used to reinforce the standards.
- Our Math Coach will host Math game nights in which Common Core standard activities will be incorporated.
- To launch the new P.S. 69 Website, we will have a kickoff ceremony where parents along with students can link onto the new Common Core Standards.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - The school will use the BEDS survey as a foundation to identify teachers who need further coursework to achieve a highly qualified status.

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.
 - Temporary Housing Students will have their in school services/interventions continually monitored to ensure progress.

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.

FUNDING: \$14,000 America's Choice Consultant (*Staten Island Foundation Grant of \$7000.00 and \$7000.00 of Fair Student Funding*)

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - By June 2012, 100% of staff members will have had Professional Development in Bloom's Taxonomy and Webb's Depth of Knowledge as measured by Professional Development agendas, minutes and handouts.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - After conducting two years of informal and formal classroom observations, it was determined by the administration and our instructional coaches that there was a need to bring questioning to the forefront of our Academic goals. We noticed that our teachers were asking many short-answers, low level questions to serve as a demonstration of their knowledge attained. We also noticed that many of our teachers had a pre-determined single answer in their minds once questions were posed, even though other options were possible. While having our last Quality Review, the reviewer confirmed our thoughts by stating that a large percentage of our teachers were asking our students low level questions, and were not asking many questions that required the students to "think outside of the box" in a more critical manner.
 - The administration has worked closely with our Inquiry Teams over the last two years to brainstorm ways in which the level of student learning could be maximized in each classroom. By having teachers examine their level of questioning, we feel that we will more effectively be able to deepen student engagement in the classrooms, as well as to help the students to become critical thinkers.
 - The administration is aware that over the course of the last two years, that our teachers have made little progress with planning pivotal questions that ask students to formulate hypotheses or challenge previously held views. We are aware of the gradual incorporation of the Common Core State Standards. We realize that Webb's Depth of Knowledge and Bloom's Critical Thinking Questioning Strategies are the back bone of these new standards. This is another reason why we have brought complex, effective questioning to the forefront of our workshops this year.

Instructional strategies/activities

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

Activity #1

Professional Development: PD will be presented to the teachers on the following topics: Bloom's Taxonomy, Webb's Depth of Knowledge, Incorporating Accountable Talk Prompts into the Workshop Environment, Unpacking the Common Core State Standards and working to incorporate questioning elements into our current curriculum frameworks.

Target Population: All classroom teachers, special emphasis on teachers who work with the ELL and Special Education subgroups, cluster teachers who service children, service providers who work with children

Responsible Staff Members: Principal, Assistant Principals, Literacy and Math Coaches, America's Choice Consultant, Ms. Jackie Dennis, ESL Teacher, Mrs. Kashanian, School Inquiry Team Members, Data Specialist

Steps Taken to Include Teachers in the Decision Making: Teachers will meet in grade level and cross grade level teams to review questions and answers that students were asked and how they responded. 4th and 5th grade teacher teams will also meet to dissect the ELA and Math exams that were given over the last two school years, and will search for trends in how students performed using Webb's Depth of Knowledge as a guideline.

Implementation Time Line: September 2011 through June 2012

Activity #2

Teacher Reflection and Collaborative Feedback Sessions: All teachers will be asked to brainstorm two pivotal questions per workshop. Teachers will be asked to bring these questions with them to monthly grade meetings where they will reflect on the level of each question and how effective their questions were. Teachers will then give each other feedback on the level of their questions and offer constructive criticism on how to revise questions to further impact the level of student achievement in the classroom.

Target Population: All classroom teachers, special emphasis on teachers who work with the ELL and Special Education subgroups, cluster teachers who service children, service providers who work with children

Responsible Staff Members: Principal, Assistant Principals, Literacy and Math Coaches, America's Choice Consultant, Ms. Jackie Dennis, ESL Teacher, Mrs. Kashanian, School Inquiry Team Members, Instructional Team Members

Steps Taken to Include Teachers in the Decision Making: Teachers will collaborate with the PS 69 Instructional Team members so that the team can determine any trends in the types of questioning techniques that are being utilized and/or discussion techniques. The teachers will also be asked during their preobservation conferences with the administration how they feel that they have grown this year in the area of writing questions and the use of discussion techniques and prompts to build the level of conversation in the classroom. The teachers will also give feedback to the administration regarding the questioning template that was distributed to all to aide them in their planning process of pivotal questions.

Implementation Time Line: September 2011 through June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - The Literacy and Math coaches will hold workshops for parents regarding how they can ask their children open-ended, critical thinking questions at home.
 - The Curriculum Courier (newsletter given out during report card time) will highlight effective questioning techniques that teachers are utilizing in the classrooms, as well as parent tips on how to get their children to utilize evidence for a text or prior knowledge to defend their opinions.
 - The Parent Resource center has been created so that parents may have access to the internet and books that may serve as a tutorial for their children.
 - The Parent coordinator will send home a letter with accountable talk prompts, so that parents may begin to hold meaningful discussions with their children regarding issues that pertain to math or ELA in their everyday lives.
 - The Parent Coordinator will hold workshops for parents on how to utilize the ARIS parent link so that they may determine areas of needed remediation for the child.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve these goals.
 - The school will use the BEDS survey as a foundation to identify teachers who need further coursework to achieve a highly qualified status.
 - Principal trials ATR teachers in excess for cycles to determine if they are highly effective, and therefore should be hired on a permanent basis.
 - The student teachers that are placed in our building accompany their supervising teacher to all professional development so that the administration may get a sense of work ethic and knowledge. This experience may help them if they are to become a full time teacher in our school.
 - Newly appointed teachers have been entered into the Mentor Tracking System. They have been given a formal teaching mentor. The mentors will speak to the newly appointed teachers regarding the level of questions being asked in the classroom. They will log 90 minutes of interactions into MTS weekly.

Service and program coordination

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

N/A

Budget and resources alignment

- 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.

N/A

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

- To refine data organization and analysis to ensure that all teachers can identify areas of need for specialized sub-groups of students. (Quality Review Suggestion)
- By June 2012, 100% of classroom teachers will have identified individual students that belong to the following four subgroups: Special Education, English as a Second Language, Hispanic and African American as measured by the data reports of the assessment binder.
- By June 2012, each classroom teacher, cluster teacher, and service provider will have targeted and tracked one to three of their “subgroup” children in relationship to their rate of performance and progress in ELA as measured by the “tracking” graphic organizers.
- By June 2012, a goal folder will have been created and updated for each targeted student as measured by the Goal Folder benchmarks of November, March and June

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - After conducting a three-year trend analysis of student performance data on state assessment, except for the ELL and SWD student groups, which have underperformed all other student groups for the past three years. As a result, we have progress for our ELL and SWD subgroups as a priority goal for the school year.
 - Based on our 2010-2011 Progress Report, P.S. 69 received 1 additional credit (6.6%) out of the possible 15 full points based on the standardized exams in Reading and Mathematics. The data is identifying a need for an increase in **Students Closing the Achievement Gap**. Our goal will encompass the entire school with Inquiry based work by all classroom teachers and service providers to derive lessons (instruction) that incorporate strategies and skills to aid the students towards academic achievement.

Instructional strategies/activities

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

- Devote all Mini-Inquiry Team Meetings to development in the identification of our school's subgroups. (Team meetings: Thursdays 2:35-3:15 twice a month)
- Use Mini-Inquiry Team Meeting to discuss tracking tool as well as importance of designing goals that will target instruction that is based of targeted areas of academic need for our subgroups.
- Meet with Core A and Core B Inquiry team members to determine the Inquiry focus for this year in relationship to school wide reform in the area if refining data to better analysis our population's subgroups.
- Rely on Core Inquiry Team to analyze the school's progress report and determine our next steps for better performance and progress in all students with a special emphasis on our subgroups.
- Utilize Mini-Inquiry team meetings to have staff members discuss their "noticing" of targeted students and share best practices they may be using to address such students.
- Conduct a faculty conference that reviews the Progress Report results and what impact it will have on our daily instruction. (November 2011).
- Revisit the importance of using the ARIS tool on a weekly basis and the importance of sharing resources and/or opening discussions relevant to the line of work that we are doing. (November 2011-June 2012)
- Offer Professional Development sessions (and/or Lunch and Learns) on English as a Second Language Learners and how to differentiate instruction to meet their needs. (Ongoing)
- Have Core inquiry team members track the performance and progress of all subgroups in relationship to the standardized exams. (June 2012)
- Using the Progress Report to create next steps for subgroups and track their strengths and weaknesses in ELA and Math.
- After reviewing the data, creating pull out/push in resources for English as a Second Language to help them strive to their highest potential in 2011-2012 academic school year.
- After reviewing the data, creating a targeted tracking teacher to help assist the tracked students succeed in ELA and Math for the 2011-2012 academic school year.
- Utilizing common planning time to help track targeted students reach their goals for the allotted time allocated for the 2011-2012 academic school year
- Utilizing common planning time to have teacher's tract their targeted students on ARIS and post discussion about what tools they used to help their students reach their annual yearly progress for the 2011-2012 academic school year.
- Using inquiry team leaders to push into classrooms to assist teachers on choosing their targeted students, assist those using ARIS and having teachers write their goals for the 2011-2012 academic school year.
- Using common planning time to have grade wide teacher exam student work and data to see what methods are working/not workings for the 2011-2012 academic school year.
- Using administration, coaches and inquiry team leaders exam teacher work (including curriculum maps, teacher-made assessments and classroom visits to assist them meet their 2011-2012 Instruction Units.
- Using coaches and inquiry team members to observe and turnkey external resources such as Common Core, PD books, mapping

and software programs for the 2011-2012 academic school year.

- Having the administration, coaches and inquiry team define instructional strategies and set achievable goals for 2011-2012.
- Having teachers, inquiry team leaders and clusters monitor student progress with common core standards assessments.

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - The school will use the BEDS survey as a foundation to identify teachers who need further coursework to achieve a highly qualified status.

Service and program coordination

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

N/A

Budget and resources alignment

- 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.

FUNDING - \$7000.00 Inquiry Teams, \$2000.00 Data Specialist

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - To improve communication between the parents and the school by offering more information about the school's educational goals.(Learning Environment Survey)
 - By June 2012, the P.S. 69 website will be updated, parent-friendly, and utilized by the parent population as measured by the website itself.
 - By June 2012, the newly designed P.S. 69 report card will be utilized as a better communication tool as measured by the November, March, and June "comment" sections on each section of the report cards.
 - By June 2012, the parent communication section of the 2011-2012 Learning Environment Survey will have increased from an 8.5 to a minimum of 8.7.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - After reviewing the results of the 2010-2011 Learning Environment Survey (*parent communication section was recorded as 8.5*) for our school, the administration has realized that we need to improve the level of communication regarding our instructional goals for the school with our parent population (*growth to improve to would be 8.7 expected*). Although our Quality Reviewers did report that our parents felt as they have been kept in the loop about the academics that go on in our school, we do realize that there is always room for improvement in this area.
 - Last May, our Parent Coordinator distributed surveys to our parent population asking them to reflect on how they view the home to school connection to be functioning. When reviewing the data collected, our Parent Coordinator reported that many parents would like to be notified of how we were going to be introducing the common Core State Standards into our existing curriculum and where our curriculum is driven from.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

Activity #1

Bringing technology to the forefront for our parents: We will have a web site team that will be made up of the Assistant Principal, the Parent Coordinator, teachers and parents. The team will work to update the website of our school, and make it a parent-friendly tool that can be used to learn about the instructional goals of our school.

Target Population: Parents of Students in Grades K-5, parents of Special Education Students, Parents of ELL students

Responsible Staff Members: Principal, Assistant Principals, Literacy and Math Coaches, Web Site Team Members, ESL Teacher

Steps Taken to Include Teachers in the Decision Making: Teacher representatives from each grade have submitted suggestions for what they would like to see us place on our website so that the site is parent friendly, and offers parents suggestions of how to work with their students at home. Data specialist has also identified our subgroup students. We plan to post multicultural activities that have gone on in the classrooms, so that the parents may get a sense of how we differentiate instruction in our classrooms to better meet the needs of these diverse groups. The website team has a representative who sits on our School Leadership Team meetings and is able to brief the SLT on the progress of the website team.

Implementation Time Line: September 2011 through June 2012

Activity #2

Our new report card will help our parents to feel more informed: Teacher representatives from each grade have come together with the administration to create a new report card for our students to grade upon. This new report card is much more plentiful than the previous report card utilized by all of the NYC public schools. We have worked diligently to bring elements of our instructional goals into these report cards. We have also adapted the strong learning verbs from the upcoming Common Core State Standards into the new report card, so that the transition process into these new standards will not be so difficult for the parents/guardians.

Target Population: Parents of Students in Grades K-5, parents of Special Education Students, Parents of ELL students

Responsible Staff Members: Principal, Assistant Principals, Literacy and Math Coaches, ESL teacher, Members of the PS 69 Report Card Team

Steps Taken to Include Teachers in the Decision Making: Our teachers have been asked to write a feasible next step that directly ties into our instructional goals under the teacher comment portion for each student. Teacher representatives from each grade have also worked with the Literacy and Math Coaches to add excerpts regarding our instructional goals into The Curriculum Courier newsletter, which will be sent home with each parent during the November conferences.

Implementation Time Line: September 2011 through June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - The Instructional goals for our school will be dissected as part of the agenda of each School Leadership Team Meeting. Team members will be encouraged to provide the administration with additional opinions or information of ways to better help our student population succeed.
 - The Inquiry Team will hold workshops for parents to help the parents to know about the results of our Progress Report. They will explain that our goals were written after we analyzed the Progress Report as a team.
 - During Open School Week, the teachers will make mention of the instructional goals as the parents observe in each classroom.
 - The Principal will make references to these goals during her talk time at each PTA Meeting, as well as in her PTA monthly newsletter entry.
 - The Administration will send out a survey to the parent population after the March report card is given out. This survey will ask the parents about the level of communication that was had thus far into the school year regarding the academic goals of the school.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - The school will use the BEDS survey as a foundation to identify teachers who need further coursework to achieve a highly qualified status.

Service and program coordination

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

N/A

Budget and resources alignment

- 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.
 - Per session hours for Website Team (Estimated \$5,000)
 - \$700.00: Printing of new report cards

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	0	0	0	N/A	0	0	0	26
1	42	0	0	N/A	3	0	0	38
2	32	4	0	N/A	5	0	0	31
3	0	0	0	N/A	3	0	0	31
4	12	1	4		3	0	0	44
5	10	3	0		1	0	0	19
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	<p>A) LEVELED LITERACY INTERVENTION – is a program designed to provide additional support to students in grades 1, 2 and Kindergarten who are struggling with reading and writing. Each potential student is assessed using the Benchmark Assessment System created by Fountas and Pinnell. Their appropriate level for instruction is then used to create a homogeneous group of three children reading on the same level. <i>P.S. 69 currently has 2 LLI instructors, one instructor devotes her full day schedule to LLI, the other instructor devotes a portion of her schedule to LLI.</i> The LLI instructor meets with these students for thirty minutes daily. During the thirty minute lesson students receive instruction in phonemic awareness and effective comprehending strategies during reading and writing. In addition, during each lesson students learn high frequency words and oral language in an effort to develop fluency during reading.</p> <p>The method of delivery is small group instruction. There are three students in each group that meet daily for approximately 18 weeks. Each group is formed based on their instructional reading level as per the Fountas and Pinnell Benchmark Assessment System. The program utilizes leveled reading books that produce a challenge as well as books that are on level to build fluency. Each lesson is leveled and builds on the previous one.</p> <p><i>For the first 18 week session our full day LLI provider has 18 students with a calibration of 15 second graders and 3 first graders. Our part time LLI provider has 2 groups of 3 students each for a combined total of 6.</i></p> <p><i>For the second 18 week session our full day LLI provider has 18 students with a</i></p>

calibration of 9 first grade students and 9 second grade students. Then the LLI provider has 18 students for the second session.

B) READING RECOVERY – Reading Recovery is a short-term research-based early intervention program designed to offer additional support in reading and writing at the first grade level. This program targets hard-to-teach low achieving students who are at risk of literacy failure.

Students receive 30 minutes of daily one-on-one instruction over a period of 12-20 weeks. The aim of this intense program is to accelerate the literacy progress of each student until they reach the level of their peers and can access the classroom literacy program. *The Reading Recovery provider works with 8 students each session. In a school year the Reading Recovery provider will work with a total of 36 students.*

C) WILSON/ORTON GILLINGHAM APPROACH – Target Population: Language-Disabled and Dyslexic Students (Language based)

ORTON: (Reading/Math) *The certified Orton/Gillingham instructor has 16 students in all that will be seen throughout the year based on their IEP's.* Individual or a group of 3 students having difficulty with reading, spelling and understanding language as well as expressing language, learn, using an Orton Gillingham approach. Orton is a multi-sensory alphabetic structured approach to language. It is highly structured and tailored to meet individual needs.

This population has shown very slow progress in acquiring reading skills. Tools consist of hands-on materials to retrain the brain. A multi-sensory approach is needed for students to achieve automaticity. Orton associates letter/letters with sound associates.

WILSON: (Reading) Groups of 6 students

Wilson is based on Orton Gillingham principles. It is a very scripted program with manuals, workbooks, word cards, etc. It is an intervention reading program from Grade 2-12 who have not developed basic decoding and spelling skills.

D. GOOD HABITS, GREAT READERS – Classroom teachers work with students in leveled groups to offer strategies which help them to develop an awareness and understanding of cognitive processes. The teacher will model the strategies that require remediation. These strategies will help the student to comprehend the text more efficiently.

E. GREAT LEAPS – Students work individually with the teacher or teaching scholar for a minimum of ten minutes per day on intense phonics, sight phrase, and fluency instruction. Students will learn strategies that will help them to make significant strides in reading fluency – which will help them to increase their reading level.

F. EXTENDED DAY GROUPS - Another way that we have sought to achieve student

achievement is through our extended day tutorial program. This program begins in September and continues through June for two and one half hours of instruction per week (totaling approximately fifty-two hours of instruction) This program targets students who are performing at a Level 1 or 2. Teachers work with small groups to target skills that students need to have remediated. Groups are configured after a needs assessment is conducted. Children practice test taking strategies in both Math and ELA during these sessions. Teachers also aim to improve writer's workshop skills during these sessions. Groups are reconfigured 3 times per years based on student performance and teacher rating. Teachers work with manipulatives, the New York State Coach books and America's Choice materials which expose students to the format of the State Exams. Teachers also implement the exposure of authentic literature during this time. Teachers use data to help them configure these study groups. We have these groups set up according to ELA and Math strands that the students exhibit weaknesses in. For example, a group of six fourth graders are placed together because they are showing weakness in inferential and critical thinking skills. The children are then matched to an educator who possesses strong skills in their weaknesses. We begin our year with study groups that focus on reading. These groups eventually turnover to math groups as the year progresses.

Inquiry Team members meet with fifteen targeted fourth graders during 37 ½ minutes (extended day). In September, the team analyzes the data from Grade 3 ELA, Ed performance Testing, and classroom teacher evaluations. The students are further grouped according to skills which need the most remediation. In groups of five, students receive additional intervention through various programs such as: Acuity, Ed performance, Rally Education Reading Skill-By-Skill Series and New York Paired Passages. In June, reevaluations of Ed performance Testing, reading levels and report card grade analysis determine success of the students and of the program. Students are continually tracked until the completion of 5th grade (mini-inquiry team).

G. PROJECT LEAP – We have 1 academic intervention provider this year who work with grade 4 and 5 students. Fourth graders who were targeted as being in the school's lowest 1/3 of student achievement by our Inquiry Team are serviced weekly by one of these teachers in a small group setting. This teacher has been able to use the results of Acuity, the ITA's, and the predictive assessment to identify the skills that these students require support with. The teacher has the students work on the acuity website to take part in reading practice lessons. Their results are tracked. New York State coach books are also utilized as a tool of practice

Mathematics	A) SINGAPORE MATH – Classroom teachers work with students in a small group. Teachers are to use math manipulatives to make math concepts concrete and to strengthen problem solving strategies. Through exposure to this concrete, pictorial, abstract math program students will have their weakness addressed.
Science	Science teachers work to prep students for the 4 th grade exam when they work in (small group instruction 4-6 students) focuses on science process skills and inquiry skills which are addressed and incorporated into student’s instruction for grades K -4. Each unit of study is developmentally appropriate and several concepts are used in a scaffolding manner. Manipulating materials, measuring, observing, predicting and identifying causes as well as drawing conclusions is an integral part of this program.
Social Studies	
At-risk Services provided by the Guidance Counselor	<p>Guidance at risk is when a student is suddenly showing signs of difficulty in the classroom. The type of program and strategies differs depending on the individual student. Some examples would be:</p> <ol style="list-style-type: none"> 1. A death in the family or a divorce. We work on coping strategies and expressing feelings. 2. A child has a sudden change in behavior. <i>(Ex. Seems angry and acting out in class by being disruptive)</i>. We work on getting to the root of the anger and model coping mechanisms. <i>(Ex. Relaxation techniques, talking to someone)</i>. 3. A child seems to be feeling down and is isolated from the other children in class. We work on self-esteem and socialization skills. <i>(Ex. How to make friends, how to be a good friend)</i>. <p>At risk counseling is usually one to one counseling. When a child needs to work on his/her socialization skills, he would be put in a mandated group when there is room.</p>
At-risk Services provided by the School Psychologist	<p>Guidance at risk is when a student is suddenly showing signs of difficulty in the classroom. The type of program and strategies differs depending on the individual student. Some examples would be:</p> <ol style="list-style-type: none"> 1. A death in the family or a divorce. We work on coping strategies and expressing feelings. 2. A child has a sudden change in behavior. <i>(Ex. Seems angry and acting out in class by being disruptive)</i>. We work on getting to the root of the anger and model coping mechanisms. <i>(Ex. Relaxation techniques, talking to someone)</i>.

	<p>3. A child seems to be feeling down and is isolated from the other children in class. We work on self-esteem and socialization skills. <i>(Ex. How to make friends, how to be a good friend)</i>.</p> <p>At risk counseling is usually one to one counseling. When a child needs to work on his/her socialization skills, he would be put in a mandated group when there is room.</p>
<p>At-risk Services provided by the Social Worker</p>	<p><i>Provided support to student one on one to address coping skills and assist in identifying feelings and appropriate ways to express himself.</i></p>
<p>At-risk Health-related Services</p>	<p>Guidance at risk is when a student is suddenly showing signs of difficulty in the classroom. The type of program and strategies differs depending on the individual student. Some examples would be:</p> <ol style="list-style-type: none"> 1. A death in the family or a divorce. We work on coping strategies and expressing feelings. 2. A child has a sudden change in behavior. <i>(Ex. Seems angry and acting out in class by being disruptive)</i>. We work on getting to the root of the anger and model coping mechanisms. <i>(Ex. Relaxation techniques, talking to someone)</i>. 3. A child seems to be feeling down and is isolated from the other children in class. We work on self-esteem and socialization skills. <i>(Ex. How to make friends, how to be a good friend)</i>. <p>At risk counseling is usually one to one counseling. When a child needs to work on his/her socialization skills, he would be put in a mandated group when there is room.</p> <p>Nursing Services are provided for students who need medical care during the school day. This service is for students who need nebulizer treatments, seizure medication and diabetic medication.</p>

**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	District 31	Borough Staten Island	School Number 069
School Name Daniel D. Tompkins			

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

Principal Doreen E. Murphy	Assistant Principal Leila Miniaci
Coach Doreen Seaman	Coach Jamie Bacetty
ESL Teacher Jean Kashanian	Guidance Counselor Nicole Stentella
Teacher/Subject Area Nicholas LaCava/Science	Parent Tara Colasanto
Teacher/Subject Area type here	Parent Coordinator Margaret Goodman
Related Service Provider Cynthia Schargen	Other type here
Network Leader Nancy Ramos	Other type here

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	931	Total Number of ELLs	38	ELLs as share of total student population (%)	4.08%
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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. 

Paste response to questions 1-6 here

1. Our pupil intake team has attended EPIC workshops and as such is trained in admission procedures for ELL students. Our team consists of the ESL teacher, pupil accounting secretary, parent coordinator, assistant principals and bilingual paras. We are fortunate to have paras who speak Spanish, Arabic, Albanian, Russian and Italian. Upon initial registration, our school secretary distributes the appropriate HLIS in a language that the parent understands. Our ESL teacher examines each survey and indicates the proper OTELE code and signs the form. If a language other than English is indicated the ESL teacher, along with a translator may conduct an interview with the parent and child to assess the level of English acquisition and prior education. The LABR is then administered, by the ESL teacher, within 10 school days, to the pupils meeting the criteria for taking the LABR. LABR exams are handscored at the school in order to determine English Language Proficiency level. A record of handscores is maintained at the school. The Spanish LAB is administered to all new admits who are Spanish speaking and have been found to require ESL services. All ELLs requiring the NYSESLAT are identified as they have been receiving ESL services for the entire year. The RLAT and RLER report are used to double check for NYSESLAT eligible students. Parents are notified when the exam will be given and also receive the NYS NYSESLAT Parent Information Brochure. Our ESL teacher administers the NYSESLAT and as such assures that all components are taken by each eligible student. We capture all absent students and follow all the testing requirements. Our ESL teacher and Testing Coordinator work together to establish appropriate schedules, modifications and/or locations for testing.

2. Our school strives to assure that every parent knows the program choices available to them. When a child is determined to be an ELL (hand scores LABR) his/her parents are invited to attend an orientation meeting. Initially, one is given in the morning and the other in the evening during our "Back to School" meeting. Letters are distributed in appropriate languages and follow up calls are made by bilingual school staff. Videos describing the 3 program choices, as well as multilingual parent brochures are available. Translators are available at orientation and if we cannot provide a translator in a particular language, we use the Over The Phone Interpretation Service. Also the parents are given computer web links to various ELL resources. Parents are advised of their prerogative to choose a bilingual or TBE/DL program. If the parent survey indicates one of the above choices, the ESL teacher makes note of this and keeps count. We will inform the parents, in writing, if their program selection becomes available.

3. Our ESL teacher sends out entitlement letters within the first ten days of school. Follow up phone calls and approaching parents at arrival or dismissal assures their return. At orientation, parents receive help in completing the Parent Survey and Selection Form. If they did not attend orientation, then telephone interviews are conducted and/or meetings are suggested and set up. Parent Survey and Selection Forms are signed by the parent. A copy is placed in the student's cumulative record folder and a copy is placed in a folder and kept in a central location for monitoring purposes. If a parent does not express a programmatic preference in any of the ways mentioned above, the default program is transitional bilingual. If there are 15 students on two contiguous grades who share the same home language and no program is selected, the school will open a bilingual class.

4. For our ESL classes, students are initially grouped by grade with differentiated instruction geared towards all levels of ELLs. When additional minutes are mandated, students combine with varied grades. The RNMR report, along with interim assessments and classroom teacher consultation provide the necessary data to drive instruction. New admits are immediately brought to the attention of the ESL teacher if they are first time entrants to the New York City school system or ATS indicates they are eligible for services. Placement information is sent to the parents, in their native language.. If a new entrant exceeds the LABR cut score, the parent is also notified that their child is not eligible for services. All parents are notified of their child's eligibility to be tested and the results of the LABR/NYSESLAT. Continued entitlement letters are distributed the first week of school. The parent completes a "tear off" to indicate that they are aware that their child will continue to receive ESL services. Also, the computer generated parent letters were distributed to all students who took the NYSESLAT.

5. Our tracking of parent surveys and selection indicates that ESL is the overwhelming choice of our parents. For example, over the past 2 years 100% of our parents selected ESL. Our parent surveys are readily available for review. The original survey is placed in the child's permanent record folder, while a copy is kept in an active binder by the ESL teacher. If necessary the HIBE or RBPS reports in ATS may be checked to ensure continuity of services and compliance with parent choice.

6. Our ESL program is aligned with and reflects 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):
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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	1	1	1	1	1	1								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	38	Newcomers (ELLs receiving service 0-3 years)	26	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	26		5	12		1				38
Total	26	0	5	12	0	1	0	0	0	38

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

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	1	4	3	3	1								16
Chinese		1	1	2	1									5
Russian														0
Bengali														0
Urdu			1											1
Arabic		2	3		3									8
Haitian														0
French														0
Korean	1			1										2
Punjabi														0
Polish														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
Albanian					1									1
Other			1	1	2	1								5
TOTAL	5	4	10	7	10	2	0	38						

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

I.P.S. 69 provides instruction to English Language Learners (ELLs) through an ESL program implemented in Kindergarten through 5th grade. Our ESL teacher provides services in 7 “chunks” of time: morning tutorials, 5 periods of pull-out /push-in services and extended day activities. All mandated minutes are provided during the school day. Extended day activities provide remediation and/or enrichment. Our ESL program seeks to provide the means for successful participation and achievement in the classroom. This is achieved in several ways:

- a)The “pull-out” technique allows for the creation of a safe, non-threatening environment in which to both practice basic language skills and become familiar with cultural/school expectations. The students are heterogeneously grouped, most often by grade.
- b)The “push-in” program provides “on the spot help”, not only to the ELL in the classroom but to the teacher working with limited English speakers. The ELL receives guidance while involved in regular classroom activities. Confidence is bolstered as participation increases.
- c)The “co-teaching” approach allows for small group instruction, across the curriculum, in order to facilitate comprehension of content material and provide for continuity of instruction. In the ESL classroom the ELL works on the same tasks and lessons as his peers.

The type of model used is determined by the needs of the students. We have one full time, fully certified ESL teacher. Supervisors fully support our ESL program and offer assistance, suggestions, and accommodations.

New immigrants receive intensive small group instruction using various ESL strategies such as modeling, scaffolding, repetition,

A. Programming and Scheduling Information

and rephrasing. Our other ELL students continue to receive support in oral language development while simultaneously receiving instruction in reading and writing. We have extensive classroom libraries and other materials which foster learning of the N.Y.S. comprehensive core curriculum in literacy and math. Our use of Rigby's English In My Pocket and On Our Way to English as well as Scott Foresman Accelerating English Language Learning has proven successful. Computer use is aligned with content area instruction i.e., Edmark's Mighty Math, Imagination Express and Baileys Book House. The Learning Company's Reader/Writer Rabbit and Laureate Learning Systems Language of Daily Living provide additional support.

Lessons and assessments are aligned with the performance standards. The language of instruction is English. Our ELLs participate in all school activities (i.e. holiday shows, science fairs, class trips, etc.) Many ELLs attend after school center programs. They also receive small group tutoring sessions during morning study groups and individualized remediation or enrichment during our mandated extended day. After school homework help is available as well as targeted remediation in content areas. AIS Is also an option for our ELLS. An F-status teacher also provides additional support.

2. Based on LABR and NYSESLAT data, the students receive the mandated minutes; beginners and intermediate 360 minutes, advanced 180 minutes. Intermediate and beginner students attend mixed grade ESL classes in order to receive mandated minutes. Our staff is aware of NYS regulations regarding ELLs. NYSESLAT, as well as interim assessments data analysis, drives instruction and remediation. Our ELLs also participate in varied enrichment activities based on interest and/or talent One of our "bottom lines" is to enhance our Schoolwide Enrichment Model by studying and exploring Howard Gardner's Multiple Intelligence Theory. This affords us the opportunity to further focus on how our ELLs learn and to also determine their strengths and talents. By participating weekly in an interest based activity (MIM - Minds in Motion) our ELLs are fully integrated into our school culture. Our professional development activities include techniques for classroom teachers to deliver comprehensible information to ELLS. Our math and literacy blocks allow for small group, individualized attention with a focus on differentiated instruction.

3. Content area instruction is delivered in English by either the classroom teacher or content specialist. All of our teachers are trained in meeting the needs of ELLs. By using ESL strategies, such as modeling, scaffolding and peer collaboration, content becomes comprehensible. Our content specialists and coaches often attend workshops offered by the Office of English Language Learners. Also, our ESL teacher collaborates with both the content area and classroom teacher to determine comprehension gaps. The ESL teacher can then address these issues during the ESL class by using visuals, rephrasing and same language tutors.

4. ELLs are formally evaluated in their native language when the Spanish LAB is administered. In other instances, we rely on report card grades from other schools (or countries), prior assessment results, and parental input.

5. Plan for SIFE – Our plan for any future SIFE admits includes assessment of their needs, providing state mandated ESL periods, grouping based on language level, relevant materials and any other interventions deemed necessary. AIS, After School Programs, providing a language buddy, reaching out to parents in their native language are all considered and implemented as needed.

- o Plan for Newcomers – Newcomers are fully integrated into our school community. Newcomers are often given same language “buddies” to address immediate concerns. They are also given additional ESL and/or AIS periods. Books on tape and computer activities (such as Edmarks Mighty Math series and Imagination Express series), enrich their transition. These students also benefit from participating in various Title III programs (homework help, test prep, push in teacher). These programs, along with differentiated, small group instruction during literacy and math blocks prepare ELLs for our academically rigorous curriculum and state tests.

- o Plan for 4-6 year ELLs – ELLs receiving 4 – 6 years of ESL services have not acquired the academic language, reading skills and writing ability necessary to succeed on state exams. In order to address these deficits we hire a push-in teacher, encourage participation in after-school activities, tutorials, study groups and use high interest materials (Modern Curriculum Press Quick Reads and Reading for Comprehension) to provide practice. Our Title III Programs offer additional support. Monitoring the progress of ELLs by the Inquiry Team keeps our staff aware of and involved in creating meaningful, standards based lessons for our ELLs. Item analysis of the ELA provides insight as to the specific reading comprehension skills which must be practiced.

- o We are a K -5 school and have not had students who have completed 6 years of ESL.. However, in the event that this occurs, their needs would be met. Teacher input, item skills analysis of questions on assessments and parent interviews would guide us further to create targeted interventions. The student would be monitored closely to determine whether he is learning and progressing. We are flexible and open to changing strategies to assure success.

- o Plan for Special Education – Identification of ELLs with special needs is immediate. Our health coordinator, along with the IEP teacher and speech teacher, notify the ESL teacher of new admits in alternate placements. The ESL teacher then examines the IEP and

A. Programming and Scheduling Information

home language form. Language needs are determined and necessary interventions are put in place. AIS teachers, using the Wilson technique, along with after remedial strategies are used. Our special education ELLs are mainstreamed with our general education ELLs during ESL.

6. Our teachers use America's Choice strategies and grade level materials. We have extensive classroom libraries, with an emphasis on non-fiction. Science and social studies are the major topics of these books and as such help prepare the ELLs for content area study. Our teachers use QTEL strategies developed by A. Walqui. Research shows that these strategies not only increase comprehension but also accelerate language acquisition. We are beginning to implement the language and tasks outlined by the Common Core Standards.

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%	Ed ELLs are in CTE classes which provide ample opportunity for interaction with general ed students. They reap the benefits of peer tutoring and good language and behavior models.		
75%	All our ELLs participate fully, in all classroom and school activities. They are considered assets to our school progress and performance.		
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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.
17. What language electives are offered to ELLs?

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

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

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. Our entire staff including principal, assistant principals, paras, guidance counselors, occupational, physical and speech therapists, secretaries and parent coordinator participate in on-going staff development sessions. ELL specific issues are addressed in workshops conducted by coaches, support specialists and ESL teachers. These sessions are held on staff development days and after school. ESL specific topics are also discussed during faculty conferences. Our onsite teacher center offers ELL related materials and research.

September – Identification of ELLs
 October – Multicultural issues and the ELL student
 November – States of language acquisition
 December – ESL techniques and methods
 January – Ideas for classroom teachers

Other workshops, not yet completed will follow for the months February – June. Our ESL teacher as well as classroom teachers attend QTEL apprenticeship sessions and other ELL related professional development. They then turnkey the information for our staff. Classroom teachers often observe ESL methodologies in the ESL classroom. Our staff development often includes an ESL component where our ESL teacher supports the workshops presented by our literacy and math coaches. This support includes discussions about scaffolding of instruction, use of collaborative activities and experiments/manipulatives. We have also implemented “Lunch and Learn” and “Study Groups” with our ESL teacher. Our staff is trained in utilizing effective ESL strategies into daily activities, group lessons, content area instruction and assessments. Cultural implications, laws governing ESL and other issues are also discussed.

2. In order to assist our staff in their efforts to support ELLs as they transition from one grade level to the next, we hold articulation meetings during the June clerical days. Classroom teachers, our guidance counselor, as well as our ESL teacher, have the opportunity to discuss ELL students-their progress, reading and math levels, language needs, social issues and any other topics deemed relevant. This enables the future teacher to differentiate instruction for ELLs from day one. Personnel and students from our intermediate school come and speak to our 5th graders. These students attend an orientation session at our local intermediate school, I.S. 72.

3. Collaboration between staff is valued and as such common preps, by grade, have been initiated. Effective planning, meaningful discussion and Professional Development time are a result of these common meeting times. All of the above Professional Developments meet and surpass the 7.5 hours of ESL mandated training. Records of ELL training for our staff is kept in a binder by our ESL teacher.

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%	
25%	

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

Our aim is to establish mutual trust and respect between ELL parents and our staff. The parents of ELL students are encouraged to not only become familiar with our school procedures but to also become active participants in school events. We hold informative orientation sessions in the fall for newly enrolled ELLs as well as continuing ELLs to discuss issues relevant to the upcoming school year (schedules, school events and meetings, expectations, calendar etc.), and in spring for incoming enrolled kindergarten students and any new entrants. Additionally, in spring, parents are invited to learn about state exams and the requirements for their children. We provide translators as well as translated versions of various forms and letters. During parent orientation, administrators are introduced, and a tour of the building is given. Our staff provides a warm, respectful and welcoming atmosphere. Our ESL teacher provides adult English classes. Many parents have taken this opportunity to improve their own language skills and as such become positive education role models for their children. The NYC translations services are used to inform parents of mandated assessments and expectations. Our PTA is diverse and reaches out to ELL parents in an effort to encourage membership. Most of our parents attend parent-teacher conferences because we provide translators for both the afternoon and evening conferences. ELL parents are encouraged to attend literacy and math workshops given by our coaches. Our PRO Team (Parents Reaching Out) initiative has proven to be quite successful. In an effort to “buddy” our newcomer parents with truly bilingual, experienced parents, we reached out and enlisted the help of parent volunteers. They often act not only as the liaison but also offer support and explanations to newcomers. They raise their comfort level and as such hasten the adjustment period related to recent immigration and/or first exposure to New York City schools. The above procedures assure that we meet the needs of ELL parents. Our progress report consistently rates our school an A in Communication and Engagement. Our ELL parents are given parent survey forms in their native language and as such are strongly represented in our progress report.

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Additional Information

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

Paste additional information here

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

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. Our entire staff including principal, assistant principals, paras, guidance counselors, occupational, physical and speech therapists, secretaries and parent coordinator participate in on-going staff development sessions. ELL specific issues are addressed in workshops conducted by coaches, support specialists and ESL teachers. These sessions are held on staff development days and after school. ESL specific topics are also discussed during faculty conferences. Our onsite teacher center offers ELL related materials and research.

September – Identification of ELLs

October – Multicultural issues and the ELL student

November – States of language acquisition

December – ESL techniques and methods

January – Ideas for classroom teachers

Other workshops, not yet completed will follow for the months February – June. Our ESL teacher as well as classroom teachers attend QTEL apprenticeship sessions and other ELL related professional development. They then turnkey the information for our staff. Classroom teachers often observe ESL methodologies in the ESL classroom. Our staff development often includes an ESL component where our ESL teacher supports the workshops presented by our literacy and math coaches. This support includes discussions about scaffolding of instruction, use of collaborative activities and experiments/manipulatives. We have also implemented “Lunch and Learn” and “Study Groups” with our ESL teacher. Our staff is trained in utilizing effective ESL strategies into daily activities, group lessons, content area instruction and assessments. Cultural implications, laws governing ESL and other issues are also discussed.

2. In order to assist our staff in their efforts to support ELLs as they transition from one grade level to the next, we hold articulation meetings during the June clerical days. Classroom teachers, our guidance counselor, as well as our ESL teacher, have the opportunity to discuss ELL students-their progress, reading and math levels, language needs, social issues and any other topics deemed relevant. This enables the future teacher to differentiate instruction for ELLs from day one. Personnel and students from our intermediate school come and speak to our 5th graders. These students attend an orientation session at our local intermediate school, I.S. 72.

3. Collaboration between staff is valued and as such common preps, by grade, have been initiated. Effective planning, meaningful discussion and Professional Development time are a result of these common meeting times. All of the above Professional Developments meet and surpass the 7.5 hours of ESL mandated training. Records of ELL training for our staff is kept in a binder by our ESL teacher.

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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

Our aim is to establish mutual trust and respect between ELL parents and our staff. The parents of ELL students are encouraged to not only become familiar with our school procedures but to also become active participants in school events. We hold informative orientation sessions in the fall for newly enrolled ELLs as well as continuing ELLs to discuss issues relevant to the upcoming school year (schedules, school events and meetings, expectations, calendar etc.), and in spring for incoming enrolled kindergarten students and any new entrants. Additionally, in spring, parents are invited to learn about state exams and the requirements for their children. We provide translators as well as translated versions of various forms and letters. During parent orientation, administrators are introduced, and a tour of the building is given. Our staff provides a warm, respectful and welcoming atmosphere. Our ESL teacher provides adult English classes. Many parents have taken this opportunity to improve their own language skills and as such become positive education role models for their children. The NYC translations services are used to inform parents of mandated assessments and expectations. Our PTA is diverse and reaches out to ELL parents in an effort to encourage membership. Most of our parents attend parent-teacher conferences because we provide translators for both the afternoon and evening conferences. ELL parents are encouraged to attend literacy and math workshops given by our coaches. Our PBO Team (Parents Reaching Out) initiative has proven to be quite successful. In an effort to “buddy” our newcomer parents with

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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)	1	1	3	1	1	0								7
Intermediate(I)	1	2	4	1	2	0								10
Advanced (A)	3	1	3	5	7	2								21
Total	5	4	10	7	10	2	0	0	0	0	0	0	0	38

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	B		0	0	1	0	0							

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	1	8			9
5		1	1		2
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			1						1
4			7		2				9
5			2						2
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			2						2
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

Our staff uses data to inform decision making and drive instruction. Ongoing assessment allows us to not only evaluate student learning and growth but to also effectively target instruction.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/4/11
	Assistant Principal		11/4/11
	Parent Coordinator		11/4/11
	ESL Teacher		11/4/11
	Parent		11/4/11
	Teacher/Subject Area		11/4/11
	Teacher/Subject Area		11/4/11
	Coach		11/4/11
	Coach		11/4/11
	Guidance Counselor		11/4/11
	Network Leader		11/4/11
	Other		11/4/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **31R069** School Name: **Public School 69R**

Cluster: **5** Network: **CEI-PEA**

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

Part A: Needs Assessment Findings

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.

We use several methods in order to assess our school's translation needs:

- a. Compile data from Home Language Identification surveys and LEP language report (RHLA)
- b. Parent input at orientations
- c. Parent coordinator input
- d. Determine literacy of our parents to decide if oral as well as written clarifications and explanations are necessary (survey)

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.

Our major language groups are Spanish and Arabic. Traditionally, our parent population is quite literate in their native language and as such written translations often suffice in providing essential information. Oral translators are useful at orientations, PTA meetings, Parent-Teacher conferences and at meetings for mandated services (i.e., special ed, speech, resources room etc.).

Our school community is aware of our translation capabilities through newsletters, word of mouth, and kindergarten registration, orientations meetings, and signs posted at our main entrance which indicate our ability to translate.

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.

Our school will provide translations of relevant documents by utilizing the Department of Education website for translation, as well as translations software. Our staff and parent volunteers are also able to offer assistance. Our "PRO TEAM" (Parents Reaching Out Team-Pro) is a network of bilingual parents who have volunteered to do both written and oral translations. Report cards are distributed in the languages determined to be necessary.

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.

Oral translations, as needed, will be provided by school staff and parent volunteers. The NYC over the phone translations service is also utilized.

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>.

We have utilized and posted many signs provided by the Translation and Interpretations unit to inform parents of their right to translation services and upcoming events and meetings. We fulfill the requirements of Chancellor's Regulation-A663 by providing interpretation and translation services to all parents who request documents (as indicated in registration materials) in a language other than English. Our multilingual staff, along with parent volunteers and the TI Unit meet our needs. We provide critical documents (Bill of Rights, Safety Plan, Behavior Mandates, Special Education issues) in the parent's language of choice. We also refer parents to the DOE's website where pertinent information is posted in the nine most common languages spoken in New York City.

Materials to encourage and promote parental participation in their child's education will be purchased. We hope to increase parent capacity to improve their children's achievement. Parents are encouraged to attend Adult English Classes offered by our ESL teacher. Our parents have expressed a desire to be able to help their children with homework, reports and projects. As a result, bilingual libraries will be purchased, as well as "how to" books and software to enhance parent language acquisition and participation.

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: Daniel D. Tompkins	DBN: 31R069
Cluster Leader: Nancy Ramos	Network Leader: Nancy Ramos
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: during school
Total # of ELLs to be served: <u>38</u> Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 2 # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P.S. 69 is located in the Heartland Village neighborhood of Staten Island, New York. We have approximately 930 students. Our ELL population fluctuates between 35-60 students. Entitled students in grades K -5 participate in one of 3 ESL instructional programs outlined in our LAP and Title III overviews. We are committed to providing a quality, standards based education for our ELLs. Our expectations for their achievement is on par with our expectations for our monolingual students.

Our Title III LEP Program is geared towards meeting the needs of our school community. Upon examination of our 2011 NYSESLAT Modality Report and ELA results and discussions with teachers and parents, we have determined that ELLs in grades 2 to 5 would benefit from further instruction in the 4 modalities, with a concentration in reading and writing. We believe our supplemental programs will further strengthen the home-school connections and as such our students, parents and teachers will benefit from participating in the programs outlined below.

S.O.S. - Signs of Success Grades 2 - 4

In order to reinforce reading comprehension and/or math skills introduced during the school day, our ESL students will attend review sessions after school. These supplemental instructional support services will be held for one hour two times a week. Our students will benefit from this small group guided intervention as they practice and subsequently acquire the skills necessary for classroom achievement and success.

We anticipate reaching 5 - 10 students in each session. The language of instruction is English.

B.L.A.S.T. – Grades 3, 4 and 5

Bridging, Language and Social Traditions – This initiative aims to support students who have passed or are on the verge of passing the NYSESLAT. This instruction focuses on achievement in academic content areas, clarifying expectations and generally assuring a smooth transitional phase.

The students selected benefit from a pull-out period one day a week where they practice essential reading and writing skills. The next day a push-in model is used to focus on in class assignments and immediate clarification of lessons presented.

Further remediation is an outgrowth of classroom teacher observation of an ELL who is in need of immediate reinforcement, re-teaching and/or modeling.

We will purchase various components of the National Geographic Language, Literacy and Vocabulary

Part B: Direct Instruction Supplemental Program Information

series.

F Status Teacher- Grades 2, 3 and 4 - two days a week

An F status teacher will be hired to provide supplemental support to our ELLs in grades 2, 3,4 and 5. The rationale for implementing this initiative includes:

A. Feedback from classroom teachers (anecdotal, exam results, classwork) who indicated that their ELL students would benefit from immediate, clear and sustained support not only during our balanced literacy block, but also during content area lessons.

B. Analysis of the NYS ELA and NYSESLAT exams shows that our ELLs need reading comprehension and writing support. The presence of an additional teacher will facilitate the comprehension of core reading skills both during guided reading and the follow up of independent work.

The F status teacher will provide individualized writing support by using ESL methodologies which include modeling, repetition, scaffolding, analyzing exemplary work and using graphic organizers to visually represent text. Our ELLs will begin to internalize excellent writing processes.

Project Leap Test Prep (Grades 3, 4 & 5)

Project Leap test prep focuses on understanding the demands of the questions and directions, of the NYS ELA and Math exams, increasing vocabulary fluency and writing of short response answers.

Based on student need, as determined by teacher analysis of data, students may receive ELA and/or Math test prep sessions.

Test prep sessions will be available to our 3rd, 4th, and 5th grade ELL students and transitional students who must take the ELA. We will serve about 20 students during the school day.

NYSESLAT test prep is offered in March and April (2 mornings a week 7:15 a.m. to 8:15 a.m.) to ELLs based on the recommendation of the ESL teacher. Interim assessment and in classroom observations drive this decision.

We will hire 2 ESL certified teachers. We purchased the Attanasio NYSESLAT test prep series.

Our language instruction program is driven by individual student needs and supplements mandated services. Enrichment, remediation and transitional support will be given to identified students. Teacher input and assessment results will determine our students' focus.

We have selected the above interventions because they meet the needs of our ELL population. All activities are in English.

Part C: Professional Development

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:

On-going PD offered by our ESL teacher, Mrs. Kashanian, gives teachers the opportunity to not only enhance prior knowledge but to also initiate topics for future workshops. Our PD is researched based and relevant to student/teacher needs. ELL issues, techniques, strategies and data are discussed in an effort to include ELLs in all aspects of classroom practices. Our entire staff and support personnel will participate in on-going professional development dealing with ESL issues at no cost to the program.

Our ESL teacher participates in researched based, high quality staff development. Our entire staff will participate in on-going staff development sessions. ELL specific issues will be addressed in these workshops that will be conducted by support specialists, coaches, and ELL teachers. These sessions will be held during the Professional Development time throughout the school year.

We plan to hold Lunch and Learn meetings and morning study groups so that teachers may examine and discuss research based articles pertaining to ELL students. In this way our Professional Learning Communities will implement strategies which are relevant and have proven successful.

Identification and Placement of ELLs – November

Stages of Language Acquisition – December

ESL techniques and strategies for the classroom teacher – January

Newcomer ELLs in the Classroom – February

Cultural Issues – March

Testing Regulations/Modifications for ELLs - April

Our ESL teacher, as well as classroom teachers, will be sent to high quality, research based ESL conferences and workshops.

Our professional development activities are aligned with our instructional program. Title III teachers have attended sessions about delivering high quality test prep, the unique needs of ELLs relating to homework and "what works" at each level/stage of language acquisition.

Part D: Parental Engagement Activities

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:

Orientations sessions are held in the fall and spring and as needed for ELL parents. Translators will be provided as needed.

In an effort to empower parents and raise their confidence level, our ESL teacher will conduct Adult English Classes for parents of our students, beginning in February 2012.

Our adult English class is conducted by our fully certified ESL teacher on Wednesday afternoon from 3:30 – 5:30. About 8 -12 students attend each session which runs on a 10 week cycle. The language of instruction is English. This is an essential service which enables parents to better participate in their child’s education. Workbooks, CDs, newspapers and readers will be purchased. We use New Readers Press English No Problem and Challenger 1 Adult Reading.

PRO Team (Parents Reaching Out) English speaking parents have volunteered to “buddy up” with Non-English speakers to help explain school notices, events and expectations. These bilingual parents have proven to be an essential asset in helping our ELL parents feel comfortable and competent in handling and navigating school/community related questions and issues.

Part E: Budget

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

Allocation Amount: \$11200

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 	11,000.00	\$6480.00 Signs of Success 2 teachers x 2 sessions per week x x \$47.00 Parent Classes -\$2500.00 1 teacher x 16 classes x \$47.00 Project Leap - \$2000.00 (more money to be supplemented)

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none">High quality staff and curriculum development contracts.	0	n/a
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.	\$200.00	\$200.00 National Geographic Language, Literacy and Vocabulary
Educational Software (Object Code 199)	0	n/a
Travel	0	n/a
Other	0	n/a
TOTAL	\$11,200.00	\$11,200.00