



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME:

DR. SELMAN WAKSMAN

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

11X178

PRINCIPAL:

Ms. DEBORAH LEVINE

EMAIL:

DLEVINE9@SCHOOLS.NYC.GOV

SUPERINTENDENT:

Ms. ELIZABETH WHITE

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
Deborah Levine	*Principal or Designee	
Carolyn Jandelli	*UFT Chapter Leader or Designee	
Gigi Colon	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	N/A
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	N/A
N/A	CBO Representative, if applicable	N/A
Virginia Ferrara	Member/Staff	
Jennifer Streppone	Member/Staff	
Allison Ahl	Member/Staff	
Emily Gunther	Member/Staff	
Christina Macchia	Member/Staff	
Angelica Alcantara	Member/Parents	
Monica Collado	Member/ Parents	
Naomi Delvalle	Member/ Parents	
Katrina Dinham	Member/ Parents	
Carla Pratt	Member/ Parents	
Deleese Jenkins	Member/ Parents	

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 classroom teachers (K-5) will develop a minimum of one literacy and one math task that is embedded in a rigorous curriculum unit that is aligned to the Common Core Learning Standards (CCLS).

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.
 - *The 2010-2011 Quality Review Report recommended:*
 - *development of a more rigorous and engaging curriculum which allows for sufficient access and challenge for all students;*
 - *embedment of differentiated practices and effective questioning techniques into lesson planning to accommodate varied student entry points and elicit higher order thinking.*
 - *Based on the CCLS initiative, there is a need to be proactive in adopting said standards and professionally develop teachers in the areas of depth of knowledge, differentiated instruction, and formative assessments.*

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.
- *Throughout the year, all teachers (general education, special education, and ESL) will be provided professional development on Webb's "Depth of Knowledge", as well as the CCLS in ELA and math.*
- *Using a variety of resources, including the NYC Department of Education's "Common Core Library Tool Kit" as well as our school's UFT Teacher Center, teachers will develop an understanding of how to create rigorous tasks.*
- *Teachers will create at least one literacy and one math task within a rigorous curriculum unit.*
- *Each task will be aligned to a specific standard from the CCLS.*
- *Teachers will design rubrics to assess student performance as well as next steps for instruction.*

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.
- *A "Meet the Teacher" event is held each September at which teachers share with parents the curriculum and expectations.*
- *The Parent Coordinator organizes workshops to keep the parents informed about topics such as the curriculum.*
- *The School Leadership Team serves as the liaison to the parents and keeps the parents informed of the CEP goals.*

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.
- *When necessary, administrative staff attends hiring fairs to identify and recruit highly-qualified teachers;*
- *The payroll secretary will work closely with the Network HR point person to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines;*
- *Potential new hires are apprised of the following supports:*
 - *A mentor is assigned to each first year teacher.*
 - *The UFT Teacher Center provides differentiated professional development as well as additional teacher resources for all teachers.*
 - *The Literacy Coach and Math Coach provide demonstration lessons and differentiated support for all teachers.*
 - *The Special Education Liaison provides support to the special education teachers in areas such as curriculum, assessment, management, and goal writing.*
 - *Administration provides for common planning time.*

Service and program coordination

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

The UFT provides for an on-site teacher center as well as professional development opportunities such as study groups and materials including technology.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Fair Student Funding (Tax Levy) dollars were used to implement this action plan and provide for the following:

- *dedicated position of Literacy Coach/Math Coach;*

- professional instructional materials for teacher use;
- consumable instructional materials for student use.

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 the teaching staff will have participated in at least 4 cycles of formative observations, as per a research based rubric that allows for teacher self-reflection, focused feedback, and next steps.

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.
- *The 2010-2011 Quality Review Report recommended:*
 - *the evaluation of the effectiveness of teacher teams to support and enhance professional collaboration that will lead to improved teacher practice;*
 - *increased opportunities for distributed leadership and formalized work sessions with the principal and curriculum team.*

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.
- *Administration will conduct formative observations using a research based rubric.*
- *Said rubric will be shared with staff.*
- *Teachers will participate in a reflective survey as to what professional development offerings they feel they need. Said survey will draw from the formative observation rubric.*

- *Teachers will self-assess and document professional goals as they relate to student achievement.*
- *Administrators will observe teachers formally and informally throughout the year, as per DOE guidelines.*
- *Professional conversations between teachers and administrators will include self-reflection, focused feedback, and next steps.*
- *Common planning periods as well as calendar change dates and faculty conferences will be used for scheduled professional development.*
- *Teachers will engage in collegial conversations during grade level inquiry team meetings as they examine their own practice as it relates to student work.*
- *Intervisitations will be conducted.*

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 School Leadership Team serves as the liaison to the parents and keeps the parents informed of the CEP goals.

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.

- *When necessary, administrative staff attends hiring fairs to identify and recruit highly-qualified teachers;*
- *The payroll secretary will work closely with the Network HR point person to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines;*
- *Potential new hires are apprised of the following supports:*
 - *A mentor is assigned to each first year teacher.*
 - *The UFT Teacher Center provides differentiated professional development as well as additional teacher resources for all teachers.*
 - *The Literacy Coach and Math Coach provide demonstration lessons and differentiated support for all teachers.*
 - *The Special Education Liaison provides support to the special education teachers in areas such as curriculum, assessment, management, and goal writing.*
 - *Administration provides for common planning time.*

Service and program coordination

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

The UFT provides for an on-site teacher center as well as professional development opportunities such as study groups and materials including technology.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Fair Student Funding (Tax Levy) dollars were used to implement this action plan and provide for the following:

- *dedicated positions of Literacy Coach and Math Coach;*
- *professional instructional materials for teacher use;*
- *consumable instructional materials for student use.*

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.

By June 2012, the subgroup Students with Disabilities in grades 3 – 5 will demonstrate progress towards achieving state standards as measured by a 3% increase in students scoring at Levels 3 and 4 on the NYS ELA assessment.

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.

According to the New York State School Report Card - Accountability and Overview Report (dated February 5, 2011), the subgroup Students with Disabilities did not meet AYP in ELA.

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.
- *Rtl team meets once per week for one period. The emphasis is on students with disabilities.*
 - *Team members: Principal, AP, Special Education Coordinator, Intervention Teacher, Guidance Counselor, Math/Literacy Coaches, Psychologist, and Social Worker.*

- *Decisions are made based on hard and soft data provided by classroom teachers.*
- *Data includes: samples of student work/test scores, anecdotal reports, frequency charts.*
- *Pending budget, remediation materials will be purchased to address the learning styles of students with disabilities(e.g. Sound Reading Solutions)*
- *Team decides on academic and/or behavior interventions and duration of intervention strategies based on data collected*
 - o *Tier I: Classroom intervention strategies (e.g. seat change, differentiated instruction, multi-sensory teaching strategies, Orchard Network Program, enrichment field trips, Project Boost participation), positive behavior incentive programs (e.g. links of excellence, class lotteries)*
 - o *Tier II: AIS Literacy/math, participation in extended day, individual conduct reports, guidance conference, and parent outreach*
 - o *Tier III: At-risk SETSS, 1:1 tutorials, Intervention Teacher monitored individual behavior reports, at-risk individual counseling, parent outreach, push-in support, Life Space Crisis Intervention (LSCI), Therapeutic Crisis Intervention (TCI) – intervention strategies used to de-escalate negative behaviors and increase student time on task in the classroom*
- *Team evaluates and monitors the progress of the strategy implemented and makes further decisions based on data.*
- *Articulation and collaboration of all service providers to implement consistent intervention strategies*
- *Consistent monitoring via Educational Planning Conferences (triennials, re-evaluations, and annual reviews)*

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.*
- *A "Meet the Teacher" event is held each September at which teachers share the curriculum and expectations with parents.*
- *The Parent Coordinator organizes workshops to keep the parents informed about topics such as the curriculum and parenting skills. She also maintains an information board in the main lobby of the school building.*
- *Parents are invited to events in which student successes are highlighted (e.g. Honor Roll celebration, Citizen of the Month, Open School Week).*
- *The City Wide Standards of Intervention and Discipline Measures Handbook (The Discipline Code) is given to families each September.*
- *Teachers keep parents informed of their child's academic/behavior progress via verbal and written communication (e.g. calls, e-mails, notes home, behavior reports, report cards)*
- *When warranted, parents are invited to meet with members of our RtI team to discuss an academic/behavior intervention plan for their child.*
- *The School Leadership Team serves as the liaison to the parents and keeps the parents informed of the CEP goals.*

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.
- *When necessary, administrative staff attends hiring fairs to identify and recruit highly-qualified teachers;*
- *The payroll secretary will work closely with the Network HR point person to ensure that non-highly qualified teachers meet all required documentation and assessment deadlines;*
- *Potential new hires are apprised of the following supports:*
 - *A mentor is assigned to each first year teacher.*
 - *The Intervention teacher helps support struggling teachers.*
 - *The UFT Teacher Center provides differentiated professional development as well as additional teacher resources for all teachers.*
 - *The Literacy Coach and Math Coach provide demonstration lessons and differentiated support for all teachers.*
 - *The Special Education Liaison provides support to the special education teachers in areas such as curriculum, assessment, management, and goal writing.*
 - *The Rtl team, SAPIS worker and administrator provide support to all teachers.*
 - *Administration provides for common planning time.*

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.
- *Our SAPIS worker helps support positive student behavior through her program sessions with whole classes, counseling sessions with small groups and/or individuals, and school-based programs such as Peer Leadership, Red Ribbon Week, Respect for All, and Boys and Girls Clubs.*
- *Community based organizations such as Learning Source and Sports and Arts provide after school care, homework help, and activities for students.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Fair Student Funding (Tax Levy) dollars were used to implement this action plan and provide for the following:

- *dedicated position for Intervention;*
- *dedicated positions of Literacy Coach and Math Coach;*
- *professional instructional materials for teacher use;*
- *consumable instructional materials for student use.*

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	AIS= 15	AIS= 15	N/A	N/A	-	-	-	-
1	Ext. Day= 26 AIS= 10	Ext. Day= 26 AIS= 10	N/A	N/A	-	-	-	-
2	Ext. Day= 20 AIS= 12 At-Risk SETSS= 1	Ext. Day= 20 AIS= 12 At-Risk SETSS= 1	N/A	N/A	1	-	-	-
3	Ext. Day= 25 AIS= 11 At-Risk SETSS= 1	Ext. Day= 25 AIS= 13 At-Risk SETSS= 1	N/A	N/A	-	1	-	3
4	Ext. Day= 31 AIS= 23 At-Risk SETSS= 1	Ext. Day= 31 AIS= 23 At-Risk SETSS= 1	Ext. Day= 31 AIS= 23	Ext. Day= 31 AIS= 23	-	-	-	3
5	Ext. Day= 29 AIS= 22	Ext. Day= 29 AIS= 22	Ext. Day= 29 AIS= 22	Ext. Day= 29 AIS= 22	1	-	-	3

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
<p>ELA</p> <ol style="list-style-type: none"> 1. Mandated Extended Day 2. AIS (Grades 3-5) 3. AIS (Grades K-2) pending budget 4. At-Risk SETSS 	<ol style="list-style-type: none"> 1. All teachers provide small group instruction to identified students (grades 1-5) on test sophistication, oral language, and vocabulary development. Maximum ratio is 10:1 for general education and 5:1 for special education. Said service is provided 2 times per week after school for an additional 100 minutes per week. 2. Two teachers provide small group instruction during the school day to identified students (general education and special education) 1 period per week. 3. One F-status teacher will provide small group instruction during the school day to identified students (general education and special education) 1 period per week. 4. The SETSS teacher offers small group instruction during the school day to provide a Tier II intervention to identified at-risk students.
<p>Mathematics</p> <ol style="list-style-type: none"> 1. Mandated Extended Day 2. AIS (Grades 3-5) 3. AIS (Grades K-2) pending budget 4. At-Risk SETSS 	<ol style="list-style-type: none"> 1. All teachers provide small group instruction to identified students (grades 1-5) on math remediation and test sophistication. Maximum ratio is 10:1 for general education and 5:1 for special education. Said service is provided 2 times per week after school for an additional 100 minutes per week. 2. Two teachers provide small group instruction during the school day to identified students (general education and special education) 1 period per week. 3. One F-status teacher will provide small group instruction during the school day to identified students (general education and special education) 1 period per week. 4. The SETSS teacher offers small group instruction during the school day to provide a Tier II intervention to identified at-risk students.

<p>Science</p> <p>1. Mandated Extended Day</p> <p>2. AIS (Grades 4-5)</p>	<p>1. All teachers provide small group instruction to identified students (grades 1-5) on general science knowledge, science through literacy, and test sophistication. Maximum ratio is 10:1 for general education and 5:1 for special education. Said service is provided 2 times per week after school for an additional 100 minutes per week.</p> <p>2. Two teachers provide small group instruction during the school day to identified students (general education and special education) 1 period per week. Said instruction will occur during ELA AIS with a focus on non-fiction reading.</p>
<p>Social Studies</p> <p>1. Mandated Extended Day</p> <p>2. AIS (Grades 4-5)</p>	<p>1. All teachers provide small group instruction to identified students (grades 1-5) on general social studies knowledge, social studies through literacy, and test sophistication. Maximum ratio is 10:1 for general education and 5:1 for special education. Said service is provided 2 times per week after school for an additional 100 minutes per week.</p> <p>2. Two teachers provide small group instruction during the school day to identified students (general education and special education) 1 period per week. Said instruction will occur during ELA AIS with a focus on non-fiction reading.</p>
<p>At-risk Services provided by the Guidance Counselor</p> <p>1. At - Risk</p>	<p>1. The guidance counselor provides 1:1 counseling to students on as needed basis.</p>
<p>At-risk Services provided by the School Psychologist</p> <p>1. At - Risk</p>	<p>1. The school psychologist provides 1:1 counseling to students on as needed basis.</p>
<p>At-risk Services provided by the Social Worker</p> <p>1. At - Risk</p>	<p>1. The social worker provides 1:1 counseling to students on as needed basis.</p>

At-risk Health-related Services

1. At - Risk

1. The school nurse provides asthma education to students with asthma in grades 3-5.
5. Said education consists of six 45 minute sessions.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 11X178 **School Name:** Dr. Selman Waksman

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

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

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

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

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

Students with Disabilities in Grades 3 – 5 did not make annual yearly progress in ELA for 2 years.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - *Rtl team meets once per week for one period. The emphasis is on students with disabilities.*
 - *Team members: Principal, AP, Special Education Coordinator, Intervention Teacher, Guidance Counselor, Math/Literacy Coaches, Psychologist, and Social Worker.*
 - *Decisions are made based on hard and soft data provided by classroom teachers.*
 - *Data includes: samples of student work/test scores, anecdotal reports, frequency charts.*
 - *Pending budget, remediation materials will be purchased to address the learning styles of students with disabilities(e.g. iReady Computer Program)*
 - *Team decides on academic and/or behavior interventions and duration of intervention strategies based on data collected*
 - *Tier I: Classroom intervention strategies (e.g. seat change, differentiated instruction, multi-sensory teaching strategies, Orchard Network Program, enrichment field trips, Project Boost participation), positive behavior incentive programs (e.g. links of excellence, class lotteries)*
 - *Tier II: AIS Literacy/math, participation in extended day, individual conduct reports, guidance conference, and parent outreach*
 - *Tier III: At-risk SETSS, 1:1 tutorials, Intervention Teacher monitored individual behavior reports, at-risk individual counseling, parent outreach, push-in support, Life Space Crisis Intervention (LSCI), Therapeutic Crisis Intervention (TCI) – intervention strategies used to de-escalate negative behaviors and increase student time on task in the classroom*
 - *Team evaluates and monitors the progress of the strategy implemented and makes further decisions based on data.*
 - *Articulation and collaboration of all service providers to implement consistent intervention strategies*

- *Consistent monitoring via Educational Planning Conferences (triennials, re-evaluations, and annual reviews)*
-

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**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/Ben Soccodato	District 11	Borough Bronx	School Number 178
School Name Dr. Selman Waksman			

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

Principal Deborah Levine	Assistant Principal Jennifer Streppone
Coach Jody Stracci, Literacy	Coach Jonathan Dascal, Math
ESL Teacher Majda Zayed	Guidance Counselor Debra Penate
Teacher/Subject Area Virginia Ferrara/Sp. Ed.	Parent Gigi Colon
Teacher/Subject Area	Parent Coordinator Yvette Vasquez
Related Service Provider	Other
Network Leader Ben Soccodato	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	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	420	Total Number of ELLs	9	ELLs as share of total student population (%)	2.14%
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Part II: ELL Identification Process

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

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

1. When an ELL student is admitted (at the time of registration) the pupil accounting secretary calls for the certified ESL teacher (Ms. Zayed, TESOL) who interviews and assists the parent/guardian in completing the Home Language Identification Survey (HLIS). In addition, the Language Assessment Battery-Revised (LAB-R) is administered to every ELL student, new to the Department of Education System, within 10 days of admission to our school. The ESL teacher, with the cooperation of the Test Coordinator (Ms. Ferrara) and the principal (Ms. Levine) make special arrangements with a qualified teacher to administer the Spanish LAB Test for those whose native language is Spanish and who do not pass the English LAB-R Test. All identified ELLs, including those exempt from ESL services as indicated on their IEPs, are scheduled to take the New York State English as a Second Language Achievement Test (NYSESLAT) each spring. The ESL teacher makes sure that all students receiving ESL services take the NYSESLAT. In the case of absenteeism, make-ups are offered.

2. If a new registrant's dominant language is other than English, the Parent Coordinator, in conjunction with the certified ESL teacher, explains to the family that the Department of Education has three program choices available (Transitional Bilingual Education, Dual Language, and Freestanding ESL). If the parent/guardian would like the Dual Language or Transitional Bilingual, the Parent Coordinator intervenes to help the family find a school with such services. The trend that appears is that all parents of incoming ELL students choose the Freestanding ESL program that our school offers. The option letters of the students in our program support this statement. It is important to note that since we have such a small number of ELLs, our Freestanding ESL program is the only viable way for us to provide said services. Parents of ELLs are also given the Department of Education's Bilingual Education and English as a Second Language Program guide. Also, within 10 days of starting school, the ESL teacher offers an orientation for the parents whose children are identified as ELL students. During this orientation, the parents have the opportunity to learn more about their options in choosing the right program for their children. A video detailing the 3 program choices is shown in both English and Spanish. Our bilingual parent coordinator is present during this orientation to offer any help for the parents in making their choices. She also helps with language interpretation. Parents are also informed that when 10 to 15 ESL students per grade are on register, the school's plan is to open a bilingual class. Parents will be contacted when a bilingual program is offered.

3. Parent entitlement letters are distributed to the parent/guardian at the time of registration. Parent Survey and Program Selection forms are given and completed at the school at the time of registration with the help of the ESL teacher. The original is placed in the student's folder. The ESL teacher maintains a copy. Invitation letters to the orientation workshop are sent home in both English and Spanish. Tear-offs to this orientation are collected so that the school knows that the parent is informed about the orientation. If a tear-off is not received, a phone call is made to the home. Furthermore, Program Selection Forms are given to parents at the end of the orientation. The ESL teacher maintains copies of said forms. If a form is not returned, the student is placed in our ESL program. The ESL teacher continues to make outreach to families via phone and/or letter.

4. The only program offered at PS 178X is a Freestanding ESL program. This is primarily due to the small number of ELLs we have. If, after initial communication, the parent/guardian would like the Dual Language or Transitional Bilingual, the Parent Coordinator intervenes to help the family find a school with such services. The ESL teacher sends out letters to parents informing them of the NYSESLAT results. If a student passes the test, a discontinuation of service letter is sent out. If a student does not pass the test, a continuation letter is sent. In this letter, the parents are informed of their child's level as well as the ESL service being offered. The ESL teacher invites the parents to an ESL Orientation and are always welcome to call and meet with her for further clarification.

5. The trend that appears is that most parents choose the Freestanding ESL program that our school offers.

Program Type/Parent Choices

	Freestanding ESL	Transitional Bilingual	Dual Language
2011-2012	09	0	0
2010-2011	21	0	0
2009-2010	24	0	0
2008-2009	23	0	0

6. As previously stated, the program models offered at our school are aligned with 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 <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	4	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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	5	0	3	4	0	3	0	0	0	9
Total	5	0	3	4	0	3	0	0	0	9

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	1	0	0	0	0	0	0	0	0	0	0	0	0	1
TOTAL	2	2	0	2	1	2	0	9						

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?

1. Instruction is delivered via the push-in and pull-out models. The ESL teacher pushes in at least one period per day for each grade level. She also pulls out students and works with them in a small group setting. These students are often the newcomers and/or students at the beginning level. The small groups do not exceed five or six and hail from no more than two consecutive grade levels. Instruction is delivered in 50 minute blocks for each group.

2. The ESL teacher provides instruction in English (ELA) to each student according to the mandated number of instructional minutes required based on the proficiency level in the English language. For beginners and intermediates, 360 minutes is provided, and for advanced, 180 minutes is provided (push-in and pull-out models). The pull-out model group includes students who are either from the same grade or from no more than 2 consecutive grade levels. The groups are homogeneous in terms of their proficiency level. The ESL teacher also utilizes her prep periods as well as the mandated extended day instructional periods in offering ESL services for the ELL students. In addition, when classes are organized, the school tries to place the ELL students in a particular grade in the same classroom (when feasible). This allows for easier scheduling of the push-in model, thus ensuring that ELL students receive their mandated units of instruction. When ELL students hail from two classes on a particular grade, the ESL teacher will combine both groups of students and provide instruction via a push-in model in each classroom, alternating the host classroom. It is important to note that instruction by the ESL teacher is not delivered via the students' native language. When possible, though, we will place a non-English speaking student with a teacher who speaks the same native language.

A. Programming and Scheduling Information

3. The ESL teacher, who is fully and permanently state certified in TESOL, uses activities in the ESL program encouraging language acquisition by analyzing the students' learning styles. Visual, auditory, tactile, and kinesthetic approaches are used to help the students acquire the English language and become proficient. The ESL teacher uses the Globe Science Program as well as the SEED Program from the New York Botanical Garden. As an aid in delivering content area instruction in Social Studies, the curriculum is delivered within the classroom, with support from the ESL teacher in terms of best practices. The ESL teacher also pushes in to the classroom and conducts small group lessons in the above content areas. In addition, the ESL teacher uses the Rigby Program, the Into English Program and the REACH program with her students. She scaffolds her instruction using visual aids, realia, and technology (Smartboard and websites such as Brain Pop) to enhance student learning. She also uses modeling, bridging, and schema building. The Point of Entry Model encourages active participation that facilitates the learning process. A print-rich environment aids the ELL students in gaining English language proficiency. Instruction using the four modalities of reading, writing, listening, and speaking is used. The ESL teacher continues to focus on developing language skills aligned with the standards to help the ELL population achieve the same high standards as their peers. When warranted, AIS services are provided either during the school day or in our mandated extended day instructional periods.
4. To ensure that ELLs are appropriately evaluated in their native language, the LAB-R is administered by a teacher who speaks the native language of the ELL student. We also provide native language state and city tests when needed.
- 5.
- A. When SIFE students re-enter the school, they are re-admitted into the ESL program and given all the support that is available to them in order to prepare for the NYSESLAT. When a SIFE student re-enters the school, the ESL teacher assesses the student. Then she writes a goal and sets a plan for the student. She collaborates with the other teachers involved with the student's learning. The student will receive differentiated instruction using the four modalities in reading, writing, listening, and speaking. Articulation between the ESL teacher and the classroom teacher insures continuity of instruction. When possible, we place a non-English speaking SIFE student with a teacher who speaks the same native language. The ESL teacher provides instructional materials in the child's native language. All teachers use technology (Smartboards), books on tape, posters and picture cards, realia, illustrations, and scaffolding.
- B. In the case of newcomers, test results and informal assessments are used to plan instruction using the four modalities of reading, writing, listening, and speaking. Articulation between the classroom teacher and the ESL teacher maintains continuity of instruction. Also, when we are able to, we place a non-English speaking student with a teacher who is fluent in the student's native language. In addition, materials in the child's native language are provided for classroom instruction. In the case of special education ELLs whose IEP mandates a bilingual program and whose parent requests that the student attends our school, a para who speaks the native language is assigned.
- C. Since we are a K – 5 school, sometimes we have long-term ELLs (4 – 6 years of service). If needed, students continue receiving the mandated instructional units. The students would also be discussed at the school Response to Intervention team meeting to determine if additional interventions are warranted.
- D. Our plan for long-term ELLs (completed 6 years of service) includes:
- push-in and pull-out instruction by the certified ESL teacher;
 - targeted instruction in reading which focuses on building vocabulary and comprehension skills using research based programs such as Reach;
 - the use of websites such as National Geographic and Brain Pop to enhance the understanding of content area concepts and big ideas;
 - differentiation of instruction, both in the classroom as well as in the ESL program;
 - articulation between the ESL teacher and the classroom teacher.
- E. For the ELL students with special needs, the IEPs are reviewed. The ESL teacher, SPED liaison, and the classroom teacher collaborate to create a plan of instruction that would best serve these students. Appropriate ESL goals are formulated and included in the IEP. As mentioned earlier, when there is a need for a para who speaks the student's native language, we assign one.
6. Instructional strategies include modeling, guided and independent practice, schema building, and the use of realia. These strategies aid

A. Programming and Scheduling Information

the students in accessing grade level and/or differentiated materials and content. The focus of all lessons is to increase English language development in all four modalities - listening, speaking, reading, and writing. Materials include Rigby "Our Way to English" in grades 1

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%	7. ELL-SWDS receive differentiated instruction by both their classroom teachers and the ESL teacher who uses both a push-in and pull-out model. The IEP goals direct both the ESL teacher and the classroom teacher to provide the most appropriate instruction in regards to learning styles and functional levels. The ESL teacher and the classroom teachers collaborate in order to provide cohesive instruction. Programming allows for students to be mainstreamed as well as interleased for specific subject areas when warranted, thus allowing for curriculum and instructional modifications.		
75%			
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

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

8. When warranted, AIS services in literacy and math are provided either during the school day or in our mandated extended day instructional periods. Instruction is delivered via small group. Data such as item analyses on various tests and running records are used to determine individual students' strengths and weaknesses. AIS teachers then provide differentiated instruction based on this information. Interventions for social studies and science are provided via on-line materials such as Discovery website and Brain Pop to focus on content concepts such as habitats, recycling, mammals, etc. The students view movies and documentaries that target the exact concepts being taught. Said instruction is delivered in English, except when a student is placed with a teacher who speaks their native language (when possible). It is important to note that students have the opportunity to take the state tests in their native language.

9. Students who transition out of the ESL program are provided with continued support one period per week by the ESL teacher. Test accommodations are also provided.

10. At this point, given the limitations of our budget, we are not considering any new programs for the upcoming school year.

B. Programming and Scheduling Information--Continued

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

8. When warranted, AIS services in literacy and math are provided either during the school day or in our mandated extended day instructional periods. Instruction is delivered via small group. Data such as item analyses on various tests and running records are used to determine individual students' strengths and weaknesses. AIS teachers then provide differentiated instruction based on this information. Interventions for social studies and science are provided via on-line materials such as Discovery website and Brain Pop to focus on content concepts such as habitats, recycling, mammals, etc. The students view movies and documentaries that target the exact concepts being taught. Said instruction is delivered in English, except when a student is placed with a teacher who speaks their native language (when possible). It is important to note that students have the opportunity to take the state tests in their native language.

9. Students who transition out of the ESL program are provided with continued support one period per week by the ESL teacher. Test accommodations are also provided.

10. At this point, given the limitations of our budget, we are not considering any new programs for the upcoming school year.

11. None of the programs/services as described in this document will be discontinued.

12. ELLs are afforded equal access to all school programs - curricular and extracurricular. For example, when warranted (according to their performance), they are offered AIS services, a seat in the mandated extended day period program, special needs services and/or a seat in an enrichment club. Parents are notified of the service and have an option to accept or decline.

13. The ESL room is outfitted with SMART Board equipment and laptops. Said equipment is used on a daily basis.

14. When we are able to, we place a non-English speaking student with a teacher who is fluent in the student's native language. In addition, when possible, materials in the child's native language are provided for classroom instruction. In the case of special education ELLs whose IEP mandates a bilingual program, and whose parent requests that the student attends our school, a para who speaks the native language is assigned.

15. Yes, required services support, and resources correspond to ELLs ages and grade levels. We group our ELLs according to their age and grade level. In the pull-out service, groups are leveled K and 1, 2 and 3, and 4 and 5. In the push-in model, ELL students from the same grade level get individualized support.

16. All students receive instructional packets to work on over the summer.

17. As a K – 5 school, we do not offer language electives.

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?

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

	Beginning	Intermediate	Advanced
D. Professional Development and Support for School Staff			
1.	Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)		
2.	What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?		
3.	Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.		
1.	<p>Professional development opportunities are available to all staff (administration, assistant principal, general and special education teachers, related service providers, paraprofessionals, and all other support staff). Several staff members have been trained in the SEED program (NY Botanical Garden) and Globe. In addition, the ESL teacher attends Network and UFT sponsored ESL training. She has also attended the bilingual monthly workshops where new strategies and new research-based programs are presented. The ESL teacher articulates with teachers of ELL students to offer strategies to improve the English Language Proficiency of the students. Our professional library includes texts such as, Learning To Learn A Second Language and Scaffolding Language, Scaffolding Learning, both by Pauline Gibbons. Our full time ESL teacher provides professional development in guiding us to adopt a common vision for language development and thus gaining expertise to reach our goals.</p>		
2.	<p>Said professional development also includes strategies to assist ELLs as they transition from elementary school to middle school to become more independent learners. For example, the ESL teacher has been trained in how to set individualized plans for ELL students. The plan is designed to focus on strengthening student weaknesses.</p>		
3.	<p>A minimum of 7.5 hours of ELL training for all staff is conducted each school year. Each teacher maintains a log of such professional development. Topics include: strategies used to help ELL students such as scaffolding, the use of realia, and analysis of test results.</p>		

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

E. Parental Involvement			
1.	Describe parent involvement in your school, including parents of ELLs.		
2.	Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?		
3.	How do you evaluate the needs of the parents?		
4.	How do your parental involvement activities address the needs of the parents?		
1.	<p>All parents, including parents of ELLs, are invited to all of our Parent Association meetings and parent workshops. Said workshops are sometimes offered by other agencies (i.e. Sylvan Learning, Learning Leaders). Topics include: at-home help in reading and math, test taking strategies, and general parenting skills. The parents of ELLs are specifically invited to an ESL orientation workshop conducted by our ESL teacher held at the beginning of each school year. Currently, translation needs are minimal. Translation services are provided by our bilingual parent coordinator and paraprofessionals. Our ESL teacher can provide translation to Arabic speaking parents.</p>		
2.	<p>As previously stated, all parents, including parents of ELLs, are invited to all of our Parent Association meetings and parent workshops. Said workshops are sometimes offered by other agencies (i.e. Sylvan Learning Center, Learning Leaders).</p>		
3.	<p>Parent needs are evaluated via surveys. The Parent Association and/or the school survey the parents to determine workshop topics. Said surveys and forms are translated into the native language of our families. Translation services are provided by our bilingual staff members.</p>		
4.	<p>In addition to providing such “preferred” workshops, the school and/or Parent Association provide workshops in best practices for at home academic support in direct response to the data that have been analyzed. Translation services are provided by our bilingual staff members.</p>		

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

B. Programming and Scheduling Information--Continued

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

8. When warranted, AIS services in literacy and math are provided either during the school day or in our mandated extended day instructional periods. Instruction is delivered via small group. Data such as item analyses on various tests and running records are used to determine individual students' strengths and weaknesses. AIS teachers then provide differentiated instruction based on this information. Interventions for social studies and science are provided via on-line materials such as Discovery website and Brain Pop to focus on content concepts such as habitats, recycling, mammals, etc. The students view movies and documentaries that target the exact concepts being taught. Said instruction is delivered in English, except when a student is placed with a teacher who speaks their native language (when possible). It is important to note that students have the opportunity to take the state tests in their native language.

9. Students who transition out of the ESL program are provided with continued support one period per week by the ESL teacher. Test accommodations are also provided.

10. At this point, given the limitations of our budget, we are not considering any new programs for the upcoming school year.

11. None of the programs/services as described in this document will be discontinued.

12. ELLs are afforded equal access to all school programs - curricular and extracurricular. For example, when warranted (according to their performance), they are offered AIS services, a seat in the mandated extended day period program, special needs services and/or a seat in an enrichment club. Parents are notified of the service and have an option to accept or decline.

13. The ESL room is outfitted with SMART Board equipment and laptops. Said equipment is used on a daily basis.

14. When we are able to, we place a non-English speaking student with a teacher who is fluent in the student's native language. In addition, when possible, materials in the child's native language are provided for classroom instruction. In the case of special education ELLs whose IEP mandates a bilingual program, and whose parent requests that the student attends our school, a para who speaks the native language is assigned.

15. Yes, required services support, and resources correspond to ELLs ages and grade levels. We group our ELLs according to their age and grade level. In the pull-out service, groups are leveled K and 1, 2 and 3, and 4 and 5. In the push-in model, ELL students from the same grade level get individualized support.

16. All students receive instructional packets to work on over the summer.

17. As a K – 5 school, we do not offer language electives.

B. Programming and Scheduling Information--Continued

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

10. At this point, given the limitations of our budget, we are not considering any new programs for the upcoming school year.

11. None of the programs/services as described in this document will be discontinued.

12. ELLs are afforded equal access to all school programs - curricular and extracurricular. For example, when warranted (according to their performance), they are offered AIS services, a seat in the mandated extended day period program, special needs services and/or a seat in an enrichment club. Parents are notified of the service and have an option to accept or decline.

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14. When we are able to, we place a non-English speaking student with a teacher who is fluent in the student's native language. In addition, when possible, materials in the child's native language are provided for classroom instruction. In the case of special education ELLs whose IEP mandates a bilingual program, and whose parent requests that the student attends our school, a para who speaks the native language is assigned.

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16. All students receive instructional packets to work on over the summer.

17. As a K – 5 school, we do not offer language electives.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

D. Professional Development and Support for School Staff

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

1. Professional development opportunities are available to all staff (administration, assistant principal, general and special education teachers, related service providers, paraprofessionals, and all other support staff). Several staff members have been trained in the SEED program (NY Botanical Garden) and Globe. In addition, the ESL teacher attends Network and UFT sponsored ESL training. She has also attended the bilingual monthly workshops where new strategies and new research-based programs are presented. The ESL teacher articulates with teachers of ELL students to offer strategies to improve the English Language Proficiency of the students. Our professional library includes texts such as, Learning To Learn A Second Language and Scaffolding Language, Scaffolding Learning, both by Pauline Gibbons. Our full time ESL teacher provides professional development in guiding us to adopt a common vision for language development and thus gaining expertise to reach our goals.

2. Said professional development also includes strategies to assist ELLs as they transition from elementary school to middle school to become more independent learners. For example, the ESL teacher has been trained in how to set individualized plans for ELL students. The plan is designed to focus on strengthening student weaknesses.

3. A minimum of 7.5 hours of ELL training for all staff is conducted each school year. Each teacher maintains a log of such professional development. Topics include: strategies used to help ELL students such as scaffolding, the use of realia, and analysis of test results.

1. The early literacy skills of our ELLs are measured with ECLAS-2, Fountas & Pinnell via DRA, informal running records, and teacher observation. Ongoing assessments will identify students' strengths and weaknesses. Classroom instruction will then reflect the diverse needs of our students. Our ELLs will receive differentiated instruction in all academic areas. Teachers will scaffold instruction using visual aids and realia to enhance student learning. They will also rely on modeling, bridging, and schema building. The Point of Entry Model will encourage active participation that facilitates the learning process. A print-rich environment aids the ELLs in gaining English language proficiency. If the need is warranted, ELL students, just like our non-ELL students, will receive AIS services (including the use of the Orchard network software program) either during the school day or in our mandated extended day periods. Currently, 3 out of 9 of our ELL students attend our mandated extended day instructional periods.

2. Due to the small ELL population in our school, no significant data trends can be gleaned from the LAB-R.

3. The patterns in students' results in the four modalities indicate that most ELL students performed at the advanced level in terms of listening and speaking, and are equally distributed among the four levels in terms of reading and writing. Additional support needs to be provided for our K – 5 ELL students in the areas of reading and writing. In light of this data, teachers will continue to differentiate instruction in all curriculum areas. Visual aids, realia, modeling, bridging, and schema building will enhance students' learning. When warranted, AIS services (including the use of the Orchard network software program) will be provided either during the school day or in our mandated instructional periods.

4.

A. NYS Test results for this year's 4th and 5th grade ESL population were examined. There are no NYS Test scores for the current 3rd grade population. Since there are only 3 students in this subgroup, no patterns can be evidenced. All tests were taken in English.

B. Information from the Periodic Assessments is analyzed by the administrative staff. Administration schedules meeting time to share said data. This information is then used by teachers to differentiate instruction. In addition, individual plans are written for ESL students. Instruction is test result driven and intervention will target the weaknesses.

C. The school has learned that test results for ELLs at the beginning level of proficiency indicate more areas of weakness in reading and writing than the results of ELLs at the intermediate and advanced levels of proficiency. When we are able to, we place a non-English speaking student with a teacher who is fluent in the student's native language. In addition, materials in the child's native language (including ACUITY and NYS Tests) are provided for classroom instruction and testing. In the case of special education ELLs whose IEP mandates a bilingual program and whose parent requests that the student attends our school, a para who speaks the native language is assigned.

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.

N/A

D. Professional Development and Support for School Staff

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

1. Professional development opportunities are available to all staff (administration, assistant principal, general and special education teachers, related service providers, paraprofessionals, and all other support staff). Several staff members have been trained in the SEED program (NY Botanical Garden) and Globe. In addition, the ESL teacher attends Network and UFT sponsored ESL training. She has also attended the bilingual monthly workshops where new strategies and new research-based programs are presented. The ESL teacher articulates with teachers of ELL students to offer strategies to improve the English Language Proficiency of the students. Our professional library includes texts such as, Learning To Learn A Second Language and Scaffolding Language, Scaffolding Learning, both by Pauline Gibbons. Our full time ESL teacher provides professional development in guiding us to adopt a common vision for language development and thus gaining expertise to reach our goals.

2. Said professional development also includes strategies to assist ELLs as they transition from elementary school to middle school to become more independent learners. For example, the ESL teacher has been trained in how to set individualized plans for ELL students. The plan is designed to focus on strengthening student weaknesses.

3. A minimum of 7.5 hours of ELL training for all staff is conducted each school year. Each teacher maintains a log of such professional development. Topics include: strategies used to help ELL students such as scaffolding, the use of realia, and analysis of test results.

E. Parental Involvement

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

1. All parents, including parents of ELLs, are invited to all of our Parent Association meetings and parent workshops. Said workshops are sometimes offered by other agencies (i.e. Sylvan Learning, Learning Leaders). Topics include: at-home help in reading and math, test taking strategies, and general parenting skills. The parents of ELLs are specifically invited to an ESL orientation workshop conducted by our ESL teacher held at the beginning of each school year. Currently, translation needs are minimal. Translation services are provided by our bilingual parent coordinator and paraprofessionals. Our ESL teacher can provide translation to Arabic speaking parents.

2. As previously stated, all parents, including parents of ELLs, are invited to all of our Parent Association meetings and parent workshops. Said workshops are sometimes offered by other agencies (i.e. Sylvan Learning Center, Learning Leaders).

3. Parent needs are evaluated via surveys. The Parent Association and/or the school survey the parents to determine workshop topics. Said surveys and forms are translated into the native language of our families. Translation services are provided by our bilingual staff members.

4. In addition to providing such "preferred" workshops, the school and/or Parent Association provide workshops in best practices for at home academic support in direct response to the data that have been analyzed. Translation services are provided by our bilingual staff

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3. Parent needs are evaluated via surveys. The Parent Association and/or the school survey the parents to determine workshop topics. Said surveys and forms are translated into the native language of our families. Translation services are provided by our bilingual staff members.

4. In addition to providing such “preferred” workshops, the school and/or Parent Association provide workshops in best practices for at home academic support in direct response to the data that have been analyzed. Translation services are provided by our bilingual staff members.

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	2	0	1	0	1	0	0	0	0	0	0	0	5
Intermediate(I)	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Advanced (A)	1	0	0	0	0	1	0	0	0	0	0	0	0	2
Total	2	2	0	2	1	2	0	0	0	0	0	0	0	9

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1				1
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									0
4	1								1
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									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

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

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

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

1. The early literacy skills of our ELLs are measured with ECLAS-2, Fountas & Pinnell via DRA, informal running records, and teacher observation. Ongoing assessments will identify students' strengths and weaknesses. Classroom instruction will then reflect the diverse needs of our students. Our ELLs will receive differentiated instruction in all academic areas. Teachers will scaffold instruction using

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.

N/A

Part VI: LAP Assurances

School Name: Dr. Selman Waksman

School DBN: 11X178

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deborah Levine	Principal		
Jennifer Streppone	Assistant Principal		
Yvette Vasquez	Parent Coordinator		
Majda Zayed	ESL Teacher		
Gigi Colon	Parent		
Virginia Ferrara	Teacher/Subject Area		
	Teacher/Subject Area		
Jody Stracci, Literacy	Coach		
Jonathan Dascal, Math	Coach		
Debra Penate	Guidance Counselor		
Ben Soccodato	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11X178 **School Name:** Dr. Selman Waksman

Cluster: 532 **Network:** CFN

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.

Written and oral translation needs were assessed by reviewing:

- Home Language Surveys;
- School Accountability Report (RDGS);
- informal dialogue with students and parents;
- telephone calls;
- in-person contact with students and parents;
- Parent Coordinator intake information;
- ELL Parent Orientation;
- Entitlement and Non-Entitlement Letters.

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

We have students whose native language is Spanish, Russian, or American Sign Language. Their parents need interpretation/translation services when they call or visit the school. All correspondence needs to be translated into said languages and we need to be able to have contact with an American Sign Language individual who can interpret when necessary. Since we have such a low number of needed translations, this information was provided orally to members of our school community.

Part B: Strategies and Activities

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

We plan to translate written correspondence between teacher/families and school/families. In order to ensure that those in need receive translated correspondence in a timely manner, school staff will issue translated documents at the same time English documents are issued. These translations will be provided by in-house school staff. In addition, much written correspondence directed towards parents/guardians generated by the Department of Education has available translations in other languages.

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

We intend to use the services of the NYC Department of Education Sign Language Interpreters. In addition, Spanish translation services will be provided by our Spanish speaking Parent Coordinator.

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

The school will notify parents regarding translation and interpretation services and instructions on how to obtain such service in the Parent Handbook which is issued in September. Also, a copy of this notification will be posted on the Parent Association bulletin board which is located at the Main Entrance of the building. The Parent Coordinator will also have a copy of the notification.