



**Department of
Education**

Dennis M. Walcott, Chancellor



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

SCHOOL NAME : LANGSTON HUGHES YOUNG EXPLORERS ACADEMY

DBN 09X173

PRINCIPAL: BEVERLY ELLIS EMAIL: BELLIS@SCHOOLS.NYC.GOV

SUPERINTENDENT: DOLORES ESPOSITO

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
Ms. Beverly Ellis	*Principal or Designee	
Ms. Marina Davis	*UFT Chapter Leader or Designee	
Paula Jimenez	*PA/PTA President or Designated Co-President	
Ms. Alicia Vasquez	Member/Teacher	
Ms. Janet Infelice	Member/Teacher	
Ms. Debra Wright	Member/Teacher	
Ms. Molly Johnson	Member/Teacher	
Ms. Jillian Patterson	Member/Parent	
Ms. Sancia Ogbourne	Member/Parent	
Ms. Miosiotis Suero	Member/Parent	
Ms. Millay Hung	Member/Parent	
Ms. Oneida Nadal	Member/Parent	
Ms. Niouma Cisse	Member/Parent	
Ms. Heden Pena	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2012, 100% of teachers will demonstrate greater facility with inquiry methods and process through increased student achievement in reading as measured by the DRA administered 3 times per year, the I-ready Reading Comprehension Assessment program by Curriculum Associates, and informal assessment to demonstrate at least 1 year's growth from the Beginning Of Year (BOY) to End Of Year (EOY) assessment.

Rationale:

By June 2012 all teachers will participate in inquiry work in which they will:

1. Examine student work closely to determine strength and need, next steps and long term goals for individuals and groups of students, and plan for meaningful instruction that will lead to increased student achievement.
2. Identify instructional practices that will be replicable by the larger group in order to allow for greater dissemination of lessons learned.

Comprehensive needs assessment

Our data reveals a significant disparity between the general education population, students with IEPs, and students identified as ELLs. Based on the Disaggregated Data of our Spring results of The Diagnostic Reading Assessment (DRA), 43% of the ELL population scored below grade level and 67% scored on or above grade level. When looking at our special education population, 60 % of the Special Education population scored below grade level and 40% scored at or above grade level. According to our data 26% of our General Education population scored below grade level and 74% scored at or above grade level. When we group all of our students together our disaggregated data shows that 35% of all students are performing below grade level while 59% of all students are performing at or above grade level.

Examination of the sample ELA exam given to our second graders in June 2011 indicates that there is a general weakness in reading comprehension.

Instructional strategies/activities

1. Professional development will be provided throughout the year to assist staff in understanding and utilizing the Inquiry Approach. Our Inquiry Liaison will attend network inquiry meetings and will turnkey this information to the rest of the staff along with general information about Inquiry Process. The Liaison will meet with the teams periodically to assure adherence to our Inquiry Guidelines and to assist teams in planning for instruction, conducting case studies, and meeting their identified goals.
2. The staff met at the beginning of the school year to identify three areas of need that we would like to examine as part of our Inquiry work this year. We identified:
 - Parent Involvement
 - Reading Comprehension
 - Social Skills
3. Teachers will share and use information gathered from formal and informal assessments to plan for differentiated instruction. This will be evidenced by the Reading Tracker Reports, student and class assessment records and teacher plans.
4. Teachers will plan and implement lessons based on the examination of student work.
5. Teachers will begin to successfully plan and share best practices with colleagues as evidenced by grade meeting notes and agendas, inquiry team minutes and supervisor observations.
6. Teachers will monitor student progress by establishing a baseline for assessment with targeted students participating in the extended day program. Using this data, teachers will use the (CARS) Assessment to measure student growth in reading comprehension in conjunction with DRA to measure progress. Informal running records will be administered as needed but at least once per month. Formal and informal running record assessment results will be entered into the Reading Tracker program and used for instructional planning. Teachers will keep a reading assessment folder for each child containing:
 - Reading Interest Inventory
 - Reading Assessment Record

- Running Record Forms
- Student Conference Notes
- Reading Logs
- Grades 1 & 2 Reading Response Logs (2Xper month)

Teacher will also keep a class profile binder containing:

Kindergarten:

- Concepts of Print Class Profile
- DRA Word Analysis Class Record Sheet
- High Frequency Word Check List
- Kindergarten High Frequency Word List

First Grade:

- Affixes Assessment
- Compound Words
- Contractions
- Syllable Knowledge Assessment
- Recognizing and Using Plurals
- High Frequency Word Check List
- High Frequency Words
- Monthly Running Record Class Profile

Second Grade:

- Spelling Pattern Assessment Class Record
- Syllabication Assessment
- Monthly running Record Class Profile

Strategies to increase parental involvement

- Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Providing assistance to parents in understanding City, State and Federal standards and assessments;
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

1. Every effort is made to hire fully qualified staff as evidenced by the 100% rate of fully licensed and permanently assigned staff at this school. 56.1% of our staff have been teaching more than five years and 68.3% more than two years at this school. 80% of the teachers have a masters degree or higher. New hires must have a current license qualifying them for the position as evidenced by the 100% of core classes taught by "highly qualified teachers".
2. Highly qualified and on-going professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services, personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
3. Strategies to attract high-quality highly qualified teachers to high-need schools. Active recruitment through job replacement at local colleges and universities and at DOE job fairs each spring attracts a large pool of highly qualified teachers from which new hires are chosen after a careful interview and screening program involving administrators, teachers, and parents.

Service and program coordination

- Young Audiences Artist Residencies – The Arts in the Classroom
- Bronx Arts Ensemble - Band
- The Actors Fund for Everyone in Entertainment – The Arts in the Classroom
- Keys to Abundant Life Cooking and Nutrition - Kindergarten
- Randall’s Island - Grade 2
- Tools for Teachers – Literacy Consultant

Budget and resources alignment

- Inquiry Liaison – Title 1, Tax Levy
- Scheduling Accommodations – Tax Levy
- Supplies and Supplies for Inquiry and Parent Involvement – Title 1
- Professional Development – Tax Levy earmarked for Inquiry
- Young Audiences – Title 1
- Actors Fund – Tax Levy
- Keys to Abundant Life Cooking and Nutrition – Title 1
- Bronx Arts Ensemble – Title 1
- Tools for Teachers – Title 1

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2012, 80% of students with IEPs and ELLs will show greater than 1 year's growth in ELA as demonstrated by the DRA, I-Ready, and informal assessment.

Rationale:

To increase teacher effectiveness in the classroom using the Charlotte Danielson's Framework for Teaching and the NYCDOE Priority Competencies.

Comprehensive needs assessment

Our data reveals a significant disparity between the general education population and students with IEPs, and students identified as ELLs. Based on the Disaggregated Data of our Spring results of The Diagnostic Reading Assessment (DRA), 43% of the ELL population scored below grade level and 67% scored on or above grade level. When looking at our special education population, 60 % of the Special Education population scored below grade level and 40% scored at or above grade level. According to our data 26% of our General Education population scored below grade level and 74% scored at or above grade level. When we group all of our students together our disaggregated data shows that 35% of all students are performing below grade level while 59% of all students are performing at or above grade level.

Examination of the sample ELA exam given to our second graders in June 2011 and the results of our back-mapped third graders on the Spring 2011 ELA indicates that there is a general weakness in reading comprehension.

Instructional strategies/activities

During formal and informal observations, supervisors will use the Danielson Framework Rubric to provide evidence-based, applicable feedback to teachers toward improving overall classroom effectiveness. Teachers will be observed through the lenses of planning and preparation, the classroom environment, and instruction. Specifically, feedback will be provided to assist teachers in improving their design of coherent instruction, establishing a culture for learning, managing student behavior, using questioning and discussion, engaging students in learning, and using assessment in instruction. Although the Framework is used to enhance teacher practices, it is not used for evaluative purposes. The use of the rubric in viewing instructional practices is helpful in defining rigor in instruction and content.

All teachers have been provided with a copy of the Danielson Rubric for these areas so that they can become familiar with the expectations for their work. This should also help them to form a shared language for the discussion of what is working and what needs to be improved and to help them to know what actions to take to improve their practice. They will be expected to provide differentiation of instruction for all students based upon assessed needs, participate in inquiry work, and actively work toward their own professional development. Each teacher will maintain a professional development plan arrived at in collaboration with their supervisor in which they will outline goals for improvement. These goals will include a timeline, activities, and collaborations that the teacher feels will help to facilitate his/her development. They will identify the evidence that will demonstrate their success toward their goals. The plans will be reviewed with their supervisor at least three times per year.

In order to help build the capacity of our staff, each teacher has been provided with the opportunity to choose from workshops provided through Teacher's College and have been scheduled to attend workshops (Tax Levy) of their choice. Teachers have also been provided with the opportunity to attend a multiday or multi session conference to further their knowledge in an identified academic area. All teachers participate in inquiry work as outlined in Goal #1. Through this work and the accompanying professional development it is hoped that teacher knowledge and facility with inquiry process will expand. Through our inquiry work we also hope to build greater coherence of instruction across grades. The collaboration necessary for successful inquiry should carry over to other aspects of planning on each grade. Teachers have collaborated to write new curriculum calendars that are aligned to the Common Core State Standards (NYCCLS) in ELA in writing and will continue to collaborate to complete the Reading Calendars and units of study. Study groups throughout the year provide opportunities for the sharing of

knowledge and continued learning in identified areas of need.

Teachers have the opportunity to work with our literacy consultant (Title I) to deepen knowledge of the use of learning stations for differentiation. They will explore different forms of differentiation based upon the assessed needs of their students and will work on improving their classroom environment to facilitate the use of learning stations in all academic areas. As part of this work teachers will have inter-visitations with other teachers to observe best practices and to provide feedback to help each other improve practice.

We are beginning a new phase of professional work with an AUSSIE consultant (Title I) in the area of mathematics. Teachers will participate in collaborations to produce units of study and to develop meaningful assessments to help better track student progress in math. Two teachers will serve as Teacher Leaders (Tax Levy) in mathematics. These teachers will attend Network math training and will provide turnkey training to the rest of the staff. It is our hope that we will be better able to align mathematics instruction to assessment of student need as we have done in ELA.

The teachers will use the Common Core Aligned Task in Literacy and Mathematics to address the DOE's instructional expectations for the 2011-2012 school year. These tasks will help to increase depth of knowledge in looking at content, student learning and needs and assist in providing appropriate system and instructional support.

We have arranged our schedule (Tax Levy) so that at risk students in the general education classes with one teacher can receive Academic Intervention in reading three times per week. All cluster teachers work with a group of students in a general education class at least three times per week in collaboration with the classroom teacher to meet individual or group needs as identified by formal and informal assessments. Students in the ICT classes receive AIS services as part of the differentiation in their classroom. ICT classes have 2 teachers and 2 or more paraprofessionals who can provide small group and individual work.

Our work with students during the 37.5 minute extended day program will focus on Reading Comprehension utilizing the STARS series levels AA and A.

A more intense focus on reading comprehension will result in better reading overall for our students. More one-on-one and small group instruction for our at-risk readers along with frequent monitoring and modification of instruction to match, will accelerate their progress in reading. By accelerating learning our students will begin to close the achievement gap in reading.

Strategies to increase parental involvement

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

Strategies for attracting Highly Qualified Teachers (HQT)

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2. Highly qualified and on-going professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services, personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.
3. Strategies to attract high-quality highly qualified teachers to high-need schools. Active recruitment through job

placement at local colleges and universities and at DOE job fairs each spring attracts a large pool of highly qualified teachers from which new hires are chosen after a careful interview and screening program involving administrators, teachers, and parents.

Service and program coordination

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- Randall’s Island - Grade 2
- Tools for Teachers – Literacy Consultant

Budget and resources alignment

- Inquiry Liaison – Title 1, Tax Levy
- Scheduling Accommodations – Tax Levy
- Supplies and Supplies for Inquiry and Parent Involvement – Title 1
- Professional Development – Tax Levy earmarked for Inquiry
- Young Audiences – Title 1
- Actors Fund – Tax Levy
- Keys to Abundant Life Cooking and Nutrition – Title 1
- Bronx Arts Ensemble – Title 1
- Tools for Teachers – Title 1

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

By June 2012 all classroom teachers will demonstrate greater proficiency in mathematics instruction as demonstrated by student achievement as evidenced by 80% mastery on EDM Unit Testing and school developed formal assessment aligned to the NYCCLS, supervisor observation, and teacher planning.

Rationale:

To strengthen teacher practice by improving teacher knowledge of the content and pedagogy in the math NYCCLS

Comprehensive needs assessment

Based on our formative assessments our data reveals that our students are deficient in the use of appropriate problem solving strategies for problem solving.

Formative Assessment includes:

- EDM unit testing
- Student conferences/observations
- Student work and mathematics assessment folders
- Counting Interviews
- Professional Discourse

Instructional strategies/activities

Through our work with an AUSSIE (Title I), consultant we will collaborate to produce units that are aligned to the NYCCLS in mathematics. A school wide assessment will be developed that will be administered 3 times per year. The results of the assessment will be used to set student goals and to plan for instruction. The development of a system for the collection of these results will allow for better tracking of student progress toward mastery of mathematics skills and concepts. Teachers will have the opportunity to deepen their knowledge of the content of mathematics. This deeper knowledge will allow for greater coherence of instruction and more meaningful mathematics tasks and learning stations. The AUSSIE consultant will provide workshops, demonstration lesson, and observation of teacher practice with feedback to improve practice in mathematics instruction. She will facilitate inter-visitations among teachers so that academic conversation can take place around best practices and improvement. She will lead instructional rounds in mathematics throughout the year.

Two teacher leaders will be identified for mathematics. These teachers will attend network meetings and workshops and turnkey training to the other teacher in the school. Through the use of teacher leaders we hope to build capacity for leadership and make efficient use of our professional development resources.

We will begin a mathematics lab group (Title I). This group will work collaboratively to plan instruction around specific mathematics skills and concepts. One teacher in the group will deliver the instruction to her class as planned while the other teachers observe. After the lesson the group will debrief and will provide feedback on positive aspects of the lesson and areas for improvement with suggestions. On another day a second teacher from the group will deliver the instruction, taking into account the suggestions made, while the rest of the group observes. This process continues until all teachers have delivered the lesson or the lesson has been perfected. The lab group will repeat this process three to five times over the course of the year.

Student will be evaluated using the Everyday Mathematics (EDM) unit tests. Mastery has been set at 80% on the test. Our goal is for at least 80% of our students to achieve mastery for the year (average of all unit tests) in mathematics.

Strategies to increase parental involvement

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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Service and program coordination

- Young Audiences Artist Residencies – The Arts in the Classroom
- Bronx Arts Ensemble - Band
- The Actors Fund for Everyone in Entertainment – The Arts in the Classroom
- Keys to Abundant Life Cooking and Nutrition - Kindergarten
- Randall's Island - Grade 2
- AUSSIE – Mathematics consultant to provide PD in mathematics.

Budget and resources alignment

- AUSSIE Consultant – Title 1/Helmsley Foundation
- Mathematics LAB group – Title 1, Tax Levy
- Teacher Leaders in Mathematics – Tax Levy
- Young Audiences – Title 1
- Actors Fund – Tax Levy

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2012 80% of students in all subgroups will make progress in reading comprehension as measured by the I-ready assessment.

Rationale:

To improve student reading comprehension

Comprehensive needs assessment

Our data indicates that students are deficient in the areas of: evaluating content by identifying important and unimportant details, determining the meaning of unfamiliar words by using context clues, reading and understanding written directions, identifying authors' purpose and distinguishing between fact and opinion. Based on the Disaggregated Data of our Spring results of The Diagnostic Reading Assessment (DRA), 43% of the ELL population scored below grade level and 67% scored on or above grade level. When looking at our special education population, 60 % of the Special Education population scored below grade level and 40% scored at or above grade level. According to our data 26% of our General Education population scored below grade level and 74% scored at or above grade level. When we group all of our students together our disaggregated data shows that 35% of all students are performing below grade level while 59% of all students are performing at or above grade level. Examination of the sample ELA exam given to our second graders in June 2011 and our back mapped third grade ELA data indicate that there is a general weakness in reading comprehension. Our Spring 2011 NYSESLAT exam results indicate that many our ELL students are not achieving proficiency in reading and writing.

Instructional strategies/activities

An examination of our data from our back mapped third graders from Spring 2010 and Spring 2011 and the sample ELA administered to our second graders in June 2010 and June 2011 indicate a need to improve student performance in several areas of reading comprehension. As a result of this data trend we will put a greater focus on reading comprehension instruction in both fiction and nonfiction for the 2011-2012 school year. During our regular school day we will use differentiation of instruction through an adjustment in modality, the use of learning stations, and adjusted instructional tasks. Comprehension strategies can be taught through read aloud and during guided and independent reading at Fountas and Pinnell level E and above. Work with our literacy consultant will provide a focus on designing tasks and independent work that will promote greater and deeper comprehension. It will be important to increase the time spent reading during the school day in all subject areas. The integration of the new Social Studies Core Curriculum (NYSTL) program and the Science Core Curriculum (NYSTL) program provide many opportunities for students to engage with text. The big books in grades K and 1 allow for shared reading as well as class discussion in the nonfiction genre. The student texts in grade 2 allow for independent and small group reading in the nonfiction genre. The social studies libraries have many rich literary texts for use as read aloud and as independent reading text. By utilizing these texts along with leveled books and trade books our students should have many opportunities to increase time spent interacting with text.

We are implementing a Reading Club for our excelling second grade readers. Once per week these students will be able to opt to join the reading club in the school library during their recess period after eating lunch. During Reading Club students will be able to choose text that interests them and read and join discussion about the text. The club will focus on chapter books, helping students to sustain meaning across chapters and over the entire text. Students will be guided in making inferences, predicting outcomes, and creating alternate endings for stories to help them to learn to truly understand and apply what they learn about literature. They will be able to study a character over more than one book and begin to "get to know" the character. They will develop vocabulary, making meaning through context and by using a dictionary or glossary.

Our at risk students, which also encompasses our ELL and Special Education population, will be participating in our Extended Day program Monday through Wednesday from 2:20 – 2:57.5pm. The focus of our instruction for extended day will be reading comprehension. Teachers will utilize the C.A.R.S. (Comprehension and Reading Strategies) program (Title I) along with read aloud and independent passages to teach comprehension strategies. Our ELLs will participate in an after school program that will provide instruction in reading and writing as well as preparation for the NYSESLAT exam.

Teachers will be attending several literacy conferences and multi session workshops and will share their learning with the rest of the staff at grade and staff conferences. This allows individuals to deepen their knowledge of learning and literacy while making good use of our funds by sharing the learning with others.

Strategies to increase parental involvement

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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Service and program coordination

- Young Audiences Artist Residencies – The Arts in the Classroom
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- Keys to Abundant Life Cooking and Nutrition - Kindergarten
- Randall’s Island - Grade 2
- Tools for Teachers – Literacy Consultant

Budget and resources alignment

- Inquiry Liaison – Title 1, Tax Levy
- Scheduling Accommodations – Tax Levy

- Supplies and Supplies for Inquiry and Parent Involvement – Title 1
- Professional Development – Tax Levy earmarked for Inquiry
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ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	12	10	N/A	N/A	3			
1	48	15	N/A	N/A	3			
2	39	20	N/A	N/A	6			
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								

11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>At risk students are identified in each class based upon multiple data sources and individual learning goals are set based upon the data. Students are provided with differentiated instruction in small groups and individually as needed to help them to meet their learning goal. The goals are reviewed and new goals are set on a monthly basis.</p> <p>AIS is also provided by out of classroom personal at least 3 periods a week with students in grades K-2 who are performing below grade level in reading.</p> <p>Students identified as at-risk participate in the 37.5 minute extended day program using the STARS Strategies to Achieve Reading Success program.</p>
Mathematics	<p>AIS is provided through differentiated instruction in the classroom utilizing learning stations, small group, and individualized instruction.</p>
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Individual, small group and push in depending on identified needs. • Parent outreach and referrals to the social worker as needed. • Sits on the Student Support Team when appropriate. • SBST team social worker is responsible for initiating the Functional Behavioral Assessment (FBA) and is a crucial member of the team when formulating the Behavioral Intervention Plan (BIP)
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • SBST referral process evaluations

Name of Academic Intervention Services (AIS)	Description
At-risk Services provided by the Social Worker	Intervention services provided in individual or group sessions to help resolve the presenting social and emotional issues.
At-risk Health-related Services	Full time nurse at the 173 site provides health services as needed with referrals and follow ups.

PARENT INVOLVEMENT POLICY (PIP)

Title I Parent Involvement Policy and School/Parent Compact - PS 236/173

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 236.173 [*in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act*], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 236.173's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS 236/173 will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

PS 236/173's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 236/173 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input.

To increase and improve parent involvement and school quality, PS236/173 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1 of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section

st

1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions; and
- translate all critical school documents and provide interpretation during meetings and events as needed

PS 236/173 will further encourage school-level parental involvement by:

- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- establishing Parent Resources including a lending library and instructional materials for parents.
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school calendar designed to keep parents informed about school activities, and
- providing school folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

School Parent Compact

PS 236/173 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-12.

Required School-Parent Compact Provisions

School Responsibilities

PS 236/173 will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Utilization of the Workshop Model in Reading, Writing, Mathematics and other curriculum areas where applicable.
 - Units of Study that are closely aligned with the New York Common Core Learning Standards (NYCCLS).
 - Coaching to ensure uniformity from class to class.
 - Provision of Response to Intervention in all areas when necessary.
 - Infusion of the Principles of Learning into all instruction: Clear Expectations, Academic Rigor, and Accountable Talk.
 - Individual and group goal setting to encourage student accountability and achievement.
- Hold parent-teacher conferences twice annually during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: in November and March as specified by the NYCDOE Calendar.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: periodic progress reports, Pupil Intervention Plans for at risk students, SST action plans for students identified as in need of additional support, parent/teacher meetings as necessary.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents will receive a copy of the teacher's preparation period schedule. Parents may meet with a teacher during any preparation period either by appointment or as a walk in. Parents may request conferences at other times and accommodations will be made whenever feasible.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may sit in on their child's class upon request, Learning Leaders parent volunteers may provide assistance in their child's class or in other areas of the school. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of

additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Ensure that children arrive at school on time and prepared to learn.
- Make sure that homework is completed.
- Monitor the amount of television our children watch.
- Volunteer in our children’s classrooms, if possible.
- Participate, as appropriate, in decisions relating to our children’s education.
- Promote positive use of our children’s extracurricular time.
- Stay informed about our children’s education and communicate with the school by promptly reading all notices from the school or the school district either received by our children or by mail and respond, as appropriate.
- Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities

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

- Do our homework every day and ask for help when we need to.
- Read at least 30 minutes every day outside of school time.
- Give to our parents or the adults who are responsible for our welfare all notices and information received by us from our school every day.]

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

**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 Maria Quail	District 09	Borough Bronx	School Number 236
School Name Langston Hughes Young Explorers Academy			

B. Language Allocation Policy Team Composition

Principal Beverly Ellis	Assistant Principal
Coach Susan Tasch	Coach type here
ESL Teacher Susan Rust	Guidance Counselor type here
Teacher/Subject Area Elizabeth Torres/ Kindergarten	Parent Diana Baldera
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	6	Number of certified bilingual teachers	4	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	2
Number of teachers who hold both a bilingual extension and ESL certification	3	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	399	Total Number of ELLs	59	ELLs as share of total student population (%)	14.79%
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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. Parents of students new to the NYC public school system complete the Home Language Identification Survey (HLIS) during enrollment and registration at PS 236. The parent completes the HLIS to show what language the child speaks at home most of the time. Parents are provided with the forms in their native language, if available. Spanish translators are also available as part of our registration intake team. To ensure proper completion of these forms, Ms. Susan Tasch, our Bilingual Coordinator, meets with parents to make an initial determination of the child's home language. She also conducts an informal interview with the child to determine Language Assessment Battery-Revised (LAB-R) eligibility and observations are then noted on the HLIS and an Other Than English Language Exposure (OTELE) Alpha code is marked on the HLIS. If an initial determination is made that the child is LAB-R eligible, the parent is informed that the child will be assessed using the LAB-R and explained its purpose. The LAB-R is administered within ten days of the student's registration in the NYC public schools. If the student's home language is Spanish and he/she does not pass the English LAB, the Spanish LAB is administered. The original HLIS is placed in the child's cumulative folder and a copy is kept on file in the Main Office.

All eligible English Language Learners (ELLs) are annually evaluated in the Spring using the New York State English as a Second Language Achievement Test (NYSESLAT). The RLER, HIBE, RHLA, and the RLAB are all used to help determine NYSESLAT eligibility. Special education students are provided the testing accommodations specified in their IEP or Section 504 Accommodation Plan (504 Plan). Every Fall, continuation of service letters and non entitlement letters are given out to inform the parents of their child's progress towards reaching English proficiency as determined by their child's score on the NYSESLAT the previous Spring. The RLAT report from ATS lists both NYSESLAT and LAB-R scores for all eligible students and is used to help determine further eligibility and progress.

2. When the first ten days of school have been completed and after the LAB-R assessment has been completed and English proficiency levels have been determined for newly enrolled students, an invitation to the parent orientation is given to the parents of eligible students in their native language (as available). Ms. Tash, our Bilingual Coordinator, conducted the orientation in English with Spanish translation provided by one of our Bilingual Teachers, Ms. Torres. The parents viewed the "Orientation Video for Parents of Newly Enrolled English Language Learners" provided by the New York City Department of Education. At the conclusion of the video, the three program choices, (TBE, Dual Language, and Freestanding ESL) were reviewed and explained and parents were provided the opportunity to ask questions. Time models and descriptions of each of the program models were reviewed with parents so that they could make an informed choice as to which program they would prefer to select for their child. In order to ensure that parents understand all three program choices, all necessary forms and brochures were available in their native language (as available). After the parents had completed the program selection forms, Ms. Tasch explained to the parents that although there are three programs recognized by the NYC public schools for ELL students, PS 236/173 only offers two program choices, ESL and Transitional Bilingual. She provided more detailed information regarding our ESL program and the number of periods of eligibility, as per the CR Part 154 mandates for language instruction. She also explained that if any parent made a first choice selection of programs not currently offered in our school, that they were eligible to register their child at another school in our community that offers their first choice program selection (and that our school would work with the parent to find a school in the district that would reflect their program choice).

However, if the parents opted to remain in our school, they were informed that periodically, throughout the school year, Ms. Tasch will check the list of parents who were interested in the other program models and if, at any point in the year, we have enough students to create a class of their first choice program models, we will inform them of the creation of the new class. Parents were informed that their program selection is for one school year, but that changing their child from program to program from year to year could be detrimental to increasing their child's proficiency in English and detrimental to their academic progress. Parents were also informed that because their child's service needs had now been determined, it might be necessary to move the child to another age appropriate class in order to better facilitate their receiving the ESL services that they are eligible for. The parent program selection forms were collected at the end of the meeting and the original was placed in each student's cumulative record and a copy was stored in the ELL compliance binder.

Orientation was held on a one-to-one basis for parents who had not been able to attend the first orientation. As new students register throughout the year, the orientation will be provided on a one-to-one/small group basis with translation as necessary/available.

After the parent orientation, a follow-up letter was sent home in both English and the native language (if possible), indicating the number of minutes their child is eligible to receive ESL services, as per CR Part 154. Parents were informed that the services would be provided within the regular classroom as part of regular instruction utilizing specialized ESL methodologies by the ESL certified teacher or bilingual teacher in the class.

3. Parent program selection forms were collected at the end of the parent orientation by Ms. Tasch and Ms. Torres. Parents were informed that failure to complete this form would be considered a selection for the Transitional Bilingual Education program option, as appropriate, as per CR Part 154.

Continued entitlement and eligibility letters in English and Spanish were distributed by Ms. Tasch to the students' classroom teachers, to be given to parents to inform them of their child's continued entitlement for ESL services. If parents have any questions about their child's entitlement and eligibility, the letter directs them to contact Ms. Tasch at the school.

4. After reviewing parent program selection forms, a follow-up letter was sent home in both English and the native language, indicating the number of minutes their child is eligible to receive ESL services determined by their LAB-R score, as per CR Part 154. Continued eligibility and minutes of instruction are determined by the child's score on the NYSESLAT in the Spring and parents receive a letter in both English and the native language (if possible) in the Fall, indicating the child's continued entitlement. All parent notification letters (continued entitlement, program placement, and non entitlement letters) are copied and kept on file in room 110 at the 173 site. An electronic copy of each letter is also maintained.

5. Over the past few years, the program choices of the parents of our currently enrolled ELLs have trended this way: 2008-2009: ESL--4 Transitional Bilingual Education (TBE)--1 2009-2010: ESL--8 TBE--1 Dual Language--2 2010-2011: ESL--25 TBE: 4 2011-2012 ESL --12 TBE--11.

In past years, our school had a diminished number of ELLs eligible for services and we transitioned our school program to provide ESL to reflect the first choice of the parents of our newly enrolled ELLs. An increased interest in Transitional Bilingual Programs has caused us to form a TBE class on Kindergarten which will continue through the terminating grade or as long as eligibility and enrollment allow.

6. The programs offered at P.S. 236 are in alignment with parent choices.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes❄	No●	If yes, indicate language(s): Spanish
Dual language program	Yes●	No❄	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	59	Newcomers (ELLs receiving service 0-3 years)	57	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	11									11
Dual Language										0
ESL	46			2		1				48
Total	57	0	0	2	0	1	0	0	0	59

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other __														0
TOTAL	11	0	11											

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers: ____

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino: ____

Native American: ____

White (Non-Hispanic/Latino): ____

Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	20	14											43
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	4												5
TOTAL	10	24	14	0	48									

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

1. a. We have 48 ELLs across grades K-2 who receive instruction through free standing ESL by certified ESL teachers. To ensure the mandated time units of instruction for our students, the school has placed all ELL students in classes taught by a certified ESL teacher to facilitate delivery of instruction and minimize disruption to regular classroom instruction. The ESL teacher ensures the mandated number of minutes of ESL instruction are delivered within regular classroom instruction in English language arts and content areas. We have 1 second grade advanced level ELL at the 236 site where we do not currently have an ESL second grade class. This student has been assessed at a first grade reading level using the DRA and will receive her 180 minutes of mandated service in the first grade ESL class. We have 11 ELLs in grade K who receive instruction through a transition bilingual model in Spanish, taught by a licensed bilingual teacher. These students receive the mandated minutes of ESL instruction along with native language instruction.

b. The classes are Heterogeneous [mixed proficiency levels].

2. a. The ESL teacher in each class and the bilingual teacher in the TBE class designate 360 minutes per week to deliver explicit ESL instructional minutes for beginning and intermediate level proficiency students. The 180 minutes per week that is required for advanced level proficiency students is included in the 360 minutes that the ESL/Bil. teacher teaches in the classroom.

3. In the ESL classes the ESL teacher plans instruction in language arts and in Social Studies and Science to incorporate ESL strategies, scaffolding and differentiating the lesson for the ESL students to provide acquisition of skills necessary for successful learning. The ESL teacher differentiates using small group instruction and learning stations that focus on vocabulary development and reading and writing skills. She uses both formative and summative assessment results to plan individualized and small group work that will best meet students' demonstrated needs.

In the Transitional Bilingual class the teacher provides instruction in English for a minimum of 360 minutes per week as mandated across all curriculum areas and supports all instruction in Spanish. Students are supported in Spanish to facilitate their learning and to ensure that they fully understand all that is going on in the classroom and in the school. The teacher focuses on the acquisition of both academic and social English for the students by developing vocabulary through varied modalities. She uses both formative and summative assessment results to plan individualized and small group work that will best meet students demonstrated needs in both English and Spanish.

As an early childhood school we understand the importance of targeting all learning modalities of students by using many manipulatives and hands-on activities to teach content area curriculum. Our content area curriculum is based on NYCCLS standards with instruction tailored to the proficiency levels of the ELLs. Our ELLs are supported by scaffolded lessons that allow them to demonstrate their learning with a variety of activities such as: role-playing, presentations, experiments, and theme-culminating projects. The language of instruction is English in the ESL classes and English and Spanish in the TBE class as guided by the program models. The students work in groups and their tasks and assignments are project based with language and content objectives. Content specific word walls with visual representations of words aid in the understanding of content area vocabulary and comprehension. Assessments, tasks, and instruction are differentiated to give all students an opportunity to demonstrate learning and knowledge of concepts.

Our school follows a Balanced Literacy program utilizing the workshop model in which teachers draw upon resources from various modalities. The classroom teacher can apply ESL methodologies on a daily basis when planning and teaching the workshop lessons. Our resources include: Rigby PM books, Fountas and Pinnell leveled books, non-fiction leveled books, social studies and science texts, Weekly Reader and other commercial newsletters, library trade books, spanish leveled books, spanish big books, spanish trade books, teacher resource books on the teaching of ELLs, etc. Instructional strategies beneficial to ELLs incorporated into the Everyday Mathematics lessons include providing wait time, making connections to everyday life, modeling problems with concrete objects, modeling problems visually and physically, and providing tools to help students organize their thinking. Specific activities are also suggested to support ELLs and promote development of language for each lesson. The Core Curriculum program in Social Studies contains a strong vocabulary component which is supported by the big books and texts along with the rich classroom libraries. The Harcourt science program addresses specific academic and conceptual knowledge and has a strong vocabulary component in science. Word banks, word walls, glossaries, internet resources, school and classroom libraries can be used to support and enrich language development in all content areas.

4. Students in the TBE Kindergarten class will be assessed in Spanish using Spanish leveled texts for running records and mathematics unit testing in Spanish as part of the EDM program. No formal assessment is done in social studies and science at this time. These subject areas are assessed informally through teacher observation, unit projects, and class work. Students in the TBE class will be assessed informally in whichever language they choose to perform in core subject areas.

5. a. No Student with Interrupted Formal Education (SIFE) is identified as such before third grade. Therefore, as an early childhood school serving grades K-2, we have not had any SIFE students registering at PS 236/173. Should a SIFE student register at PS 236/173 we would administer an initial assessment to determine grade placement along with the LAB-R if appropriate. We would provide the same

A. Programming and Scheduling Information

supports as all ELLs receive along with careful attendance monitoring.

b. Newcomers to the United States would go through the same placement and identification process (HLIS, student interview, LAB-R or LAB [Spanish] testing) as any other newly enrolled student in a New York State public school system. The student would then be age appropriately placed in the grade with ESL services provided determined by their proficiency level, contingent upon parent program choice. The school will provide additional support to the student by ensuring that he/she is enrolled in extended day and in the after school program. All instructional planning is based on the demonstrated needs of the students.

Our school serves grades Pre Kindergarten-2. Therefore, we are not required to administer the New York State ELA test, and are not subject by the No Child Left Behind (NCLB) requirement that ELLs take the ELA test after one year of receiving services. Our ELLs receive the same instructional preparation toward achievement at or above grade level as all students in the school with some test sophistication in grade 2 in preparation for the grade 3 ELA.

c. We currently have 2 ELLs enrolled who are receiving service 4 to 6 years. We provide additional support to the students by ensuring enrollment in the extended day and in the after school program specifically designed for ELLs, with an emphasis on reading and writing in preparation for the NYSESLAT. These students receive one-to-one instruction and additional small group instruction in reading and writing during our reading support periods and our extended day program. It is the responsibility of the teacher to develop an action plan to help accelerate learning for this student, if needed, possibly with the assistance of the Student Support Team (SST).

d. Our school has no long term ELLs who have completed 6 years of service because our school only serves grades Pre Kindergarten-Grade 2.

6. We use a wide variety of materials in both English and Spanish to provide our students with access to the curriculum in all areas. Each classroom has a wide variety of leveled books that cover a wide range of ability levels appropriate to the grade level and the individual needs of the students in the class. The TBE kindergarten has leveled books, big books, and trade books in both English and Spanish. The Iready program provides individualized access to literacy and continually assesses students as they progress through the program. Students will use the Comprehension and Reading Strategies (C.A.R.S. program) to help build vocabulary and reading comprehension. Recorded books with multiple copies are used to familiarize students with the cadence and sound of the English language and to help build vocabulary. NYSESLAT preparation materials are used to help students become familiar with the type of tasks required for success on the

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	with the rest of their classroom and in the same rotation as the rest of the school population. Related service providers collaborate with the classroom teacher to schedule pull out sessions at a time that will have the least impact upon academic subjects and that will not interfere with the delivery of ESL services.		
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?

- heritage classes

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

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Students who are identified as at risk and in need of academic intervention are referred to our SST where a team comprised of the classroom teacher, literacy coach, social worker, principal, and an ESL teacher develop an academic intervention action plan with specific goals and timelines for the individual student. Parents are included in the goal setting and take an active role in helping their child to continue to develop language skills at home. These goals are reviewed and revisited periodically and modifications are made as necessary. All ELLs are invited to participate in the Title III after school program. Students are grouped by grade and proficiency level to meet their instructional needs. Lessons focus on specific skills determined by the analysis of the data of previous NYSESLAT results, as well as formative and summative classroom assessments. The program also addresses the needs of the students in preparation for the NYSESLAT.

9. The ELLs that reach proficiency on the NYSESLAT before the end of grade 2 receive continuing transitional support by their classroom teacher during the school day and during the 37 ½ minutes of extended day tutoring to ensure continued progress. In addition, the students are given the opportunity to participate in enrichment programs such as Reader's Theater, chorus and a library program specifically focusing on responding to literature. We do not administer any standardized or state test at our school besides the LAB-R or NYSESLAT exams. Therefore, we do not need to provide any testing accommodations for our former ELL students after they have tested out on the NYSESLAT. Students who test out on the Spring 2012 NYSESLAT will continue on to third grade at PS 236/173 as part of our expansion program and will be provided with extended time and separate location for Spring 2013 ELA and Mathematics exams.

10. We have added a Kindergarten level Spanish Transitional Bilingual Class for the upcoming school year. This addition was based on the needs of the incoming students and the expressed parent preference for bilingual education over ESL classes for this group of children. This class will continue as enrollment and entitlement allow.

11. We do not anticipate discontinuance of any services for our ELLs for the upcoming school year. According to our school's New York State School Report Card, posted on the New York City DOE website, in 2008-2009, we had 56 ELLs (16% of total school population). In 2009-2010 we had 49 ELLs (12% of total school population). In 2010-2011 we had 54 ELLs (13.5% of total population), and in the present year, 2011-2012 we have 59 ELLs (16% of total population). Services for ELLs are dependent upon enrollment and the results of the NYSESLAT and we have no reason to believe that the number of ELLs registering for school at PS 236/173 will be drastically different. However, it is expected that we will demonstrate an increase in proficiency of our present ELL population.

12. Our ELL students are afforded equal access and participation to all academic and extracurricular activities. Our ELLs are given the opportunity to participate in enrichment activities during the school day. For example, our school participates in a sports program on Randall's Island, a program on Randall's Island to study the wetlands habitat, a storytelling program with a professional storyteller and a program with a visiting artist from the Hudson Valley Center for Contemporary Art who works with the children using clay. In addition there is an after school chorus that some of our ELLs are invited to join. The programs offer extended learning opportunities that address oral language development, building vocabulary, reading, listening, and following directions.

There is an academic intervention Title III after school program which targets our ELL population directly. The program is instructed by a qualified pedagogue two times a week for ninety minutes. Students targeted to participate in the program will be determined by both NYSESLAT and LAB-R scores. Students will be grouped by proficiency level to enhance their instructional needs. At the beginning of

B. Programming and Scheduling Information--Continued

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There is an academic intervention Title III after school program which targets our ELL population directly. The program is instructed by a qualified pedagogue two times a week for ninety minutes. Students targeted to participate in the program will be determined by both NYSESLAT and LAB-R scores. Students will be grouped by proficiency level to enhance their instructional needs. At the beginning of the program, the teachers will be using the ELL/Oral Language Intervention Kit by Rourke Classroom Resources. This program focuses on

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

D. Professional Development and Support for School Staff

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

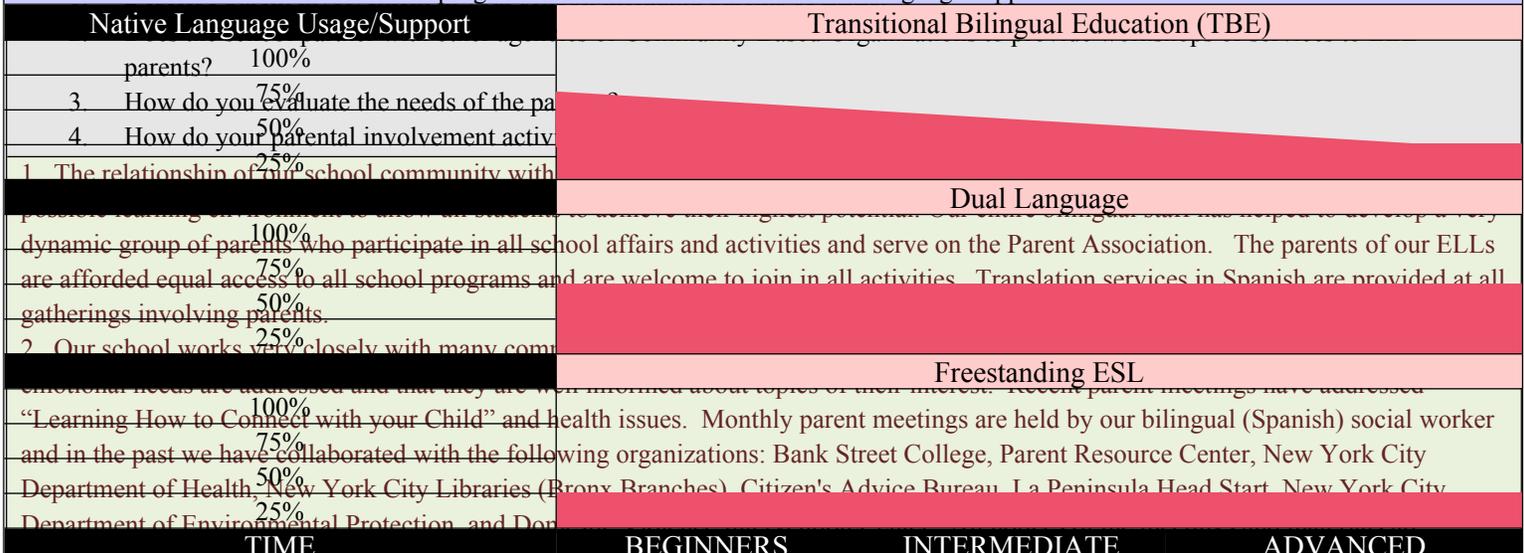
1. We have purchased the consultant services of several expert consultants to assist us in our professional development regarding ELLs and all students at our school. The teachers of ELLs also work with our Coach to write Units of Study that are differentiated for our ELLs and take part in Professional Development throughout the year. Teachers of ELLs attend outside workshops and conferences that will help to build their core knowledge about effective practices in teaching ELLs. Our professional development program is designed not only to support the learning of the classroom teachers but also serves as an inquiry model for our staff. Our teachers will have the opportunity to engage in learning activities that will give them the tools to build the students' language proficiency, vocabulary, reading comprehension and fluency; and they will begin to focus on using data to support their instruction. All staff members are provided opportunities to attend outside professional development offered by the Department of Education's Office of English Language Learners, Children First Network 10 and New York State Bronx BETAC.

The staff members servicing the students in the Title III after school program will participate in study groups and collaborative planning for instruction for 90 minutes per week when our after school program begins in January. The collaborative planning sessions are designed to give the teachers the opportunity to examine student work and plan appropriate learning opportunities based on student needs and proficiency levels. During the meetings teachers are able to share their best practices as well as present issues to the group for assistance or clarification.

2. As an early childhood school serving grades PreKindergarten-Grade 2, our ELLs are not involved in the transition from elementary to middle or middle to high school.
3. Our entire school staff receives the mandated 7.5 hours of training, as per Jose P. throughout the school year with the assistance of our Network specialist.

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.



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. The relationship of our school community with our parents is one of mutual respect and cooperation. Our purpose is to provide the best possible learning environment to allow all students to achieve their highest potential. Our entire bilingual staff has helped to develop a very dynamic group of parents who participate in all school affairs and activities and serve on the Parent Association. The parents of our ELLs are afforded equal access to all school programs and are welcome to join in all activities. Translation services in Spanish are provided at all gatherings involving parents.

2. Our school works very closely with many community based organizations and outside agencies to ensure that our parents' social and emotional needs are addressed and that they are well informed about topics of their interest. Recent parent meetings have addressed "Learning How to Connect with your Child" and health issues. Monthly parent meetings are held by our bilingual (Spanish) social worker and in the past we have collaborated with the following organizations: Bank Street College, Parent Resource Center, New York City Department of Health, New York City Libraries (Bronx Branches), Citizen's Advice Bureau, La Peninsula Head Start, New York City Department of Environmental Protection, and Domestic Violence Intervention Center. All notices of the meetings and materials are provided in both English and Spanish.

3. We ensure that parents' needs are met through a variety of ways: our "Curriculum Night", Parent-teacher conferences, the Department of Education School Survey, Face to Face interviews, open communication with our social worker and parent coordinator, and informal parent-teacher meetings and communication. Last year we had 236 (67%) parents respond to the 2010-2011 School Survey. 99% of parents who responded to the survey said that they were satisfied or very satisfied with their opportunities to be involved in their child's education. 97% of parents responded they were satisfied or very satisfied with how well the school communicates with them. All materials and correspondence sent home from the school are provided in both English and Spanish and a translator is present at any parent-teacher meeting where it is necessary.

4. Our formal parental involvement activities are offered once a month and address particular topics that are mandated by the Department of Education such as the Home-School Connection and how you can help your child succeed in school; bullying; understanding developmental stages and disciplining your child; and ACS Reporting. Based on the communication that the social worker and parent coordinator have with parents, topics for future parent workshops are solicited and encouraged. All materials and correspondence sent home about the workshops is provided in both English and Spanish and meetings are conducted in both languages. 97% of parents responded in the 2009-2010 Department of Education School Survey that were satisfied or very satisfied with how the school communicates with them.

B. Programming and Scheduling Information--Continued

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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. As an early childhood school we understand the importance of targeting all learning modalities of students by using many manipulatives and hands-on activities to teach content area curriculum. Our content area curriculum is based on NYCCLS standards with instruction tailored to the proficiency levels of the ELLs. Our ELLs are supported by scaffolded lessons that allow them to demonstrate their learning with a variety of activities such as: role-playing, presentations, experiments, and theme-culminating projects. The language of instruction is English, as guided by the program models. The students work in groups and their tasks and assignments are project based with language and content objectives. Content specific word walls with visual representations of words aid in the understanding of content area vocabulary and comprehension. Assessments, tasks, and instruction are differentiated to give all students an opportunity to demonstrate learning and knowledge of concepts.

Students who are identified as at risk and in need of academic intervention are referred to our SST where a team comprised of the classroom teacher, literacy coach, social worker, principal, and an ESL teacher develop an academic intervention action plan with specific goals and timelines for the individual student. Parents are included in the goal setting and take an active role in helping their child to continue to develop language skills at home. These goals are reviewed and revisited periodically and modifications are made as necessary. All ELLs are invited to participate in the Title III after school program. Students are grouped by grade and proficiency level to meet their instructional needs. Lessons focus on specific skills determined by the analysis of the data of previous NYSESLAT results, as well as formative and summative classroom assessments. The program also addresses the needs of the students in preparation for the NYSESLAT.

9. The ELLs that reach proficiency on the NYSESLAT before the end of grade 2 receive continuing transitional support by their classroom teacher during the school day and during the 37 ½ minutes of extended day tutoring to ensure continued progress. In addition, the students are given the opportunity to participate in enrichment programs such as Reader's Theater, chorus and a library program specifically focusing on responding to literature. We do not administer any standardized or state test at our school besides the LAB-R or NYSESLAT exams. Therefore, we do not need to provide any testing accommodations for our former ELL students after they have tested out on the NYSESLAT. Students who test out on the Spring 2012 NYSESLAT will continue on to third grade at PS 236/173 as part of our expansion program and will be provided with extended time and separate location for Spring 2013 ELA and Mathematics exams.

10. We have added a Kindergarten level Spanish Transitional Bilingual Class for the upcoming school year. This addition was based on the needs of the incoming students and the expressed parent preference for bilingual education over ESL classes for this group of children. This class will continue as enrollment and entitlement allow.

11. We do not anticipate discontinuance of any services for our ELLs for the upcoming school year. According to our school's New York State School Report Card, posted on the New York City DOE website, in 2008-2009, we had 56 ELLs (16% of total school population). In 2009-2010 we had 49 ELLs (12% of total school population). In 2010-2011 we had 54 ELLs (13.5% of total population), and in the present year, 2011-2012 we have 59 ELLs (16% of total population). Services for ELLs are dependent upon enrollment and the results of the NYSESLAT and we have no reason to believe that the number of ELLs registering for school at PS 236/173 will be drastically different. However, it is expected that we will demonstrate an increase in proficiency of our present ELL population.

12. Our ELL students are afforded equal access and participation to all academic and extracurricular activities. Our ELLs are given the opportunity to participate in enrichment activities during the school day. For example, our school participates in a sports program on Randall's Island, a program on Randall's Island to study the wetlands habitat, a storytelling program with a professional storyteller and a program with a visiting artist from the Hudson Valley Center for Contemporary Art who works with the children using clay. In addition there is an after school chorus that some of our ELLs are invited to join. The programs offer extended learning opportunities that address oral language development, building vocabulary, reading, listening, and following directions.

There is an academic intervention Title III after school program which targets our ELL population directly. The program is instructed by a qualified pedagogue two times a week for ninety minutes. Students targeted to participate in the program will be determined by both NYSESLAT and LAB-R scores. Students will be grouped by proficiency level to enhance their instructional needs. At the beginning of the program, the teachers will be using the ELL/Oral Language Intervention Kit by Rourke Classroom Resources. This program focuses on

Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. We have purchased the consultant services of several expert consultants to assist us in our professional development regarding ELLs and all students at our school. The teachers of ELLs also work with our Coach to write Units of Study that are differentiated for our ELLs and take part in Professional Development throughout the year. Teachers of ELLs attend outside workshops and conferences that will help to build their core knowledge about effective practices in teaching ELLs. Our professional development program is designed not only to support the learning of the classroom teachers but also serves as an inquiry model for our staff. Our teachers will have the opportunity to engage in learning activities that will give them the tools to build the students' language proficiency, vocabulary, reading comprehension and fluency; and they will begin to focus on using data to support their instruction. All staff members are provided opportunities to attend outside professional development offered by the Department of Education's Office of English Language Learners, Children First Network 10 and New York State Bronx BETAC.

The staff members servicing the students in the Title III after school program will participate in study groups and collaborative planning for instruction for 90 minutes per week when our after school program begins in January. The collaborative planning sessions are designed to give the teachers the opportunity to examine student work and plan appropriate learning opportunities based on student needs and proficiency levels. During the meetings teachers are able to share their best practices as well as present issues to the group for assistance or clarification.

2. As an early childhood school serving grades PreKindergarten-Grade 2, our ELLs are not involved in the transition from elementary to middle or middle to high school.

3. Our entire school staff receives the mandated 7.5 hours of training, as per Jose P. throughout the school year with the assistance of our

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E. Parental Involvement

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

1. The relationship of our school community with our parents is one of mutual respect and cooperation. Our purpose is to provide the best possible learning environment to allow all students to achieve their highest potential. Our entire bilingual staff has helped to develop a very dynamic group of parents who participate in all school affairs and activities and serve on the Parent Association. The parents of our ELLs are afforded equal access to all school programs and are welcome to join in all activities. Translation services in Spanish are provided at all gatherings involving parents.

2. Our school works very closely with many community based organizations and outside agencies to ensure that our parents' social and emotional needs are addressed and that they are well informed about topics of their interest. Recent parent meetings have addressed "Learning How to Connect with your Child" and health issues. Monthly parent meetings are held by our bilingual (Spanish) social worker and in the past we have collaborated with the following organizations: Bank Street College, Parent Resource Center, New York City Department of Health, New York City Libraries (Bronx Branches), Citizen's Advice Bureau, La Peninsula Head Start, New York City Department of Environmental Protection, and Domestic Violence Intervention Center. All notices of the meetings and materials are provided in both English and Spanish.

3. We ensure that parents' needs are met through a variety of ways: our "Curriculum Night", Parent-teacher conferences, the Department of Education School Survey, Face to Face interviews, open communication with our social worker and parent coordinator, and informal parent-teacher meetings and communication. Last year we had 236 (67%) parents respond to the 2010-2011 School Survey. 99% of parents who responded to the survey said that they were satisfied or very satisfied with their opportunities to be involved in their child's education. 97% of parents responded they were satisfied or very satisfied with how well the school communicates with them. All materials and correspondence sent home from the school are provided in both English and Spanish and a translator is present at any parent-teacher meeting where it is necessary.

4. Our formal parental involvement activities are offered once a month and address particular topics that are mandated by the Department of Education such as the Home-School Connection and how you can help your child succeed in school; bullying; understanding developmental stages and disciplining your child; and ACS Reporting. Based on the communication that the social worker and parent coordinator have with parents, topics for future parent workshops are solicited and encouraged. All materials and correspondence sent home about the workshops is provided in both English and Spanish and meetings are conducted in both languages. 97% of parents responded in the 2009-2010 Department of Education School Survey that were satisfied or very satisfied with how the school

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	20	4	4											28
Intermediate(I)	0	10	4											14
Advanced (A)	4	9	5											18

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	24	23	13	0	0	0	0	0	0	0	0	0	0	60

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		0	1										
	I		0	0										
	A		10	2										
	P		14	11										
READING/ WRITING	B		4	4										
	I		11	2										
	A		8	7										
	P		1	1										

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

NYS Science									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name:

Langston Hughes Young Explorer

School DBN: 09X236

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Beverly Ellis	Principal		10/28/11
	Assistant Principal		10/28/11
Gilberto Valette	Parent Coordinator		10/28/11
Susan Rust	ESL Teacher		10/28/11
Diana Baldera	Parent		10/28/11
Elizabeth Torres	Teacher/Subject Area		10/28/11
	Teacher/Subject Area		
Susan Tasch	Coach		10/28/11
	Coach		
	Guidance Counselor		
	Network Leader		

School Name:**Langston Hughes Young Explorer****School DBN: 09X236**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09x236 **School Name:** Langston Hughes

Cluster: 1 **Network:** CFN 109

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.

A review of the demographic data on ethnic background and the Home Language Surveys as well as the face to face contact with parents indicates that many families within our school community speak Spanish as their primary language. All communications with the home are sent in both English and Spanish as standard practice.

The preferred home language as identified on the Home Language Survey is entered into ATS for each student in the school. This data is used to determine which students need home communications in Spanish. There are 405 students in the school. 280 parents' preferred home language is English, 112 parents' preferred home language is Spanish, 3 parents' preferred home language is Mandinka, 2 parents' preferred home language is Soninke, 2 parents' preferred home language is Bambara, 1 parent's preferred home language is Bengali, 1 parent's preferred home language is French-Haitian Creole, 1 parent's preferred home language is Hausa, 1 parent's preferred home language is Tonga, and 2 parents' preferred home language is Twi. All communications are sent home in both English and Spanish. We do not currently have the ability to provide translations in the other languages that the remaining 13 students prefer.

A copy of the Home Language Survey is kept in the students' permanent record cards, a copy of the Home Language Survey is kept on file in the main office, and a copy of the Home Language Survey is kept on file with the ESL coordinator. The Adult Preferred Language Report (RAPL) is kept on file. Each teacher receives a copy of this report for his/her class so that they can make sure that the parents receive report cards and progress reports in Spanish. All other communications are sent home in both English and Spanish. The preferred home language is entered on the blue emergency cards that are kept in the classrooms and in the main office.

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 identified a need for both written and oral translation in Spanish. The SLT and the Parent Association have been instrumental in helping to provide the feedback necessary to assure that we continue to meet the oral and written translation needs of the community. Spanish oral language translation is provided at the school by the parent coordinator. If the parent coordinator is unavailable another Spanish speaking staff member will provide the translation. Written translations are provided in house for parent letters, flyers, and calendars. We occasionally use an outside consultant for more complex translations, such as the report cards and monthly progress reports.

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.

All communications between the school and the home including notices, flyers, homework sheets, monthly progress reports, and report cards are provided in both English and Spanish. Translations available on the NYCDOE website are utilized when appropriate. Our parent coordinator and our parent volunteers provide translation services when necessary. Outside consultants are used for more complex translations such as report cards and progress reports.

Parents receive the Parent Bill of Rights at Back to School Night in September of each school year in their preferred language. Parents who do not attend receive this document in their child's homework folder in their preferred language. All signs and notices posted in the building are posted in both English and Spanish. Interpretation notice signs are provided in those translations available through the Dept. of Education. The other three languages preferred by less than 10% of the parents in our school are not recognized by the Dept. of Education and translations are not available.

Our School Safety Plan includes procedures that ensure the accessibility to the administrative offices for all parents regardless of their language preferences. No parent is prevented from going to the main office due to language barriers.

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

Oral language translation is available in house in Spanish. During one on one meetings our Parent Coordinator or another staff member will translate for parents. During Parent Workshops and meetings a translator is provided. Each classroom has someone who can interpret for parents during Parent Teacher Conferences. We contact the Translation and Interpretation Unit at 718-752-7373 ext. 4 when we require the services of an American Sign Language interpreter for our hearing impaired parents. We use email communication with these parents in place of telephone contact as prearranged with them.

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>.

Section	Description of Services Provided
VII A	A letter will be sent home in September and will be provided to newly registered families informing them of their rights regarding language assistance and explaining procedures for obtaining such services.
VII B	A notice is posted next to the security desk at the main entrance to the school. (See attachment A)
VII C	The school safety plan has being modified to include procedures for allowing parents who do not speak English the same access to the administrative offices as other parents.
VII D	We do not have a population of more than 10% of the school population which speaks a language other than those covered.
VII E	The web address of the translation unit is posted on the notice by the main entrance.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Langston Hughes Young Explorer	DBN: 09X236
Cluster Leader: _____	Network Leader: Maria Quail
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: _____
Total # of ELLs to be served: 57
Grades to be served by this program (check all that apply):
<input type="checkbox"/> *K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: All ELLs are invited to participate in the Title III after school program. The Title III after school program will service up to 57 students in Kindergarten through Grade 2, at a cost of \$8657.00 for per session hours. There are 20 kindergarteners at the Beginner proficiency level and 4 kindergarteners at the Advanced proficiency level. There are 4 first graders at the Beginner proficiency level, 10 first graders at the Intermediate proficiency level, and 9 first graders at the Advanced proficiency level. There are 4 second graders at the Beginner proficiency level, 4 second graders at the Intermediate proficiency level and 4 second graders at the Advanced proficiency level.

The instructional program will meet three days a week after school for 90 minutes each day. The program will start in January, 2012 and will be in session until June, 2012. In total, four teachers will provide instruction in the after school program--three certified ESL teachers and a certified bilingual (Spanish) teacher. The Kindergarten level class is given additional support in a co-teaching model by an ESL teacher and the certified bilingual (Spanish) teacher. The bilingual position is funded through our Title I funds. Students are grouped by grade level to meet their instructional needs.

The goals of our program are to support and provide the skills necessary for our ELLs to participate successfully in the mainstream classroom. Instruction is designed to meet the needs of students at various English proficiency levels. Language and culture are essential components in our programs, as they help to reinforce skills and concepts taught in all areas of the regular curricula. Lessons in the after school program focus on specific skills determined by the analysis of the data of previous NYSESLAT exams, as well as formative and summative classroom assessments. Our current data indicates that our students are failing to make the necessary gains in the reading and writing modalities. Therefore, our students will be given the opportunity to engage in reading and writing during each session. Sixty minutes of each session will be divided to address shared and independent reading, shared and guided writing, and independent writing. In addition, during the additional 30 minutes, students will be given opportunities to engage in activities that support oral language and vocabulary development. Allowing our students to work in collaborative learning situations will provide them with opportunities to use language with many different audiences. We consider technology to be an integral part of the program and give the students use of SmartBoards and computer programs to enhance and reinforce learning. Each classroom has multiple computers. In addition, there are ELMOs available for use in the building to enlarge and enhance print and read-aloud experiences. We have digital recorders which students can speak into and then listen to what they have said in order to improve oral language development.

A portion of the time during the program will be allotted to developing test taking strategies to better prepare the students for the NYSESLAT exam.

Part C: Professional Development

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

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

Begin description here: Our professional development program is designed not only to support the learning of the classroom teachers, but also serves as an inquiry model for our staff. Our study group of after school teachers uses an inquiry approach in planning and evaluating the instruction that is delivered to the children. Regarding second language learners, Gibbons writes: "Given appropriate school experiences and intervention, and high expectations by their teachers, they can and do achieve at the same levels as their peers who are already familiar with the language of the school. All children must develop the language associated with learning, and for bilingual children this must be a major focus." Through the examination of topics such as language modeling through questioning, assessing spoken language and using focused reading strategies to better understand language, our teachers will explore and develop best instructional practices as well as better understand the needs of the second language learners.

In addition to the study group, staff is required to turn-key information learned at outside workshops and conferences offered by Children First Network 109, New York State Bronx BETAC, and Columbia University Teachers' College. The following professional development opportunities are available to our ESL staff during the year:

- "Maximizing Learning Opportunities for English Language Learners, Bilingual, and Multilingual Students" - Teachers College of Columbia University
- Workshops as offered by the Bronx BETAC.
- Literacy for All Conference - Providence Rhode Island
- ASCD Conference - Philadelphia, PA

In addition, our Literacy Consultant, Maria Banks, and our in-house Literacy Coach assist teachers in organizing formative and summative assessment data in order to diagnose learning difficulties and plan lessons to teach specific skills and concepts. The Principal, Assistant Principal, Consultant and Coach also facilitate Inquiry Groups and Book groups to examine student work samples, portfolios and student surveys.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: The relationship of our school community with our parents is one of mutual respect and cooperation. Our purpose is to provide the best possible learning environment to allow all students to achieve their highest potential. Our entire bilingual staff has helped to develop a very dynamic group of parents who participate in all school affairs and activities and serve on the Parent Association. The parents of our ELLs are afforded equal access to all school programs and are welcome to join in all activities. Translation services in Spanish are provided at all gatherings involving parents.

Our school works very closely with many community based organizations and outside agencies to ensure that our parents' social and emotional needs are addressed and that they are well informed about topics of their interest. Recent parent meetings have addressed "Learning How to Connect with your Child" and health issues. Monthly parent meetings are held by our bilingual (Spanish) social worker and in the past we have collaborated with the following organizations: Bank Street College, Parent Resource Center, New York City Department of Health, New York City Libraries (Bronx Branches), Citizen's Advice Bureau, La Peninsula Head Start, New York City Department of Environmental Protection, and Domestic Violence Intervention Center. All notices of the meetings and materials are provided in both English and Spanish.

We ensure that parents' needs are met through a variety of ways: our "Curriculum Night", Parent-teacher conferences, the Department of Education School Survey, Face to Face interviews, open communication with our social worker and parent coordinator, and informal parent-teacher meetings and communication. Last year we had 236 (67%) parents respond to the 2010-2011 School Survey. 99% of parents who responded to the survey said that they were satisfied or very satisfied with their opportunities to be involved in their child's education. 97% of parents responded they were satisfied or very satisfied with how well the school communicates with them. All materials and correspondence sent home from the school are provided in both English and Spanish and a translator is present at any parent-teacher meeting where it is necessary.

Our formal parental involvement activities are offered once a month by our and address particular topics that are mandated by the Department of Education such as the Home-School Connection and how you can help your child succeed in school; bullying; understanding developmental stages and disciplining your child; and ACS Reporting. Based on the communication that the social worker and parent coordinator have with parents, topics for future parent workshops are solicited and encouraged. All materials and correspondence sent home about the workshops is provided in both English and Spanish and meetings are conducted in both languages. 97% of parents responded in the 2009-2010 Department of Education School Survey that were satisfied or very satisfied with how the school communicates with them.

In addition to the regular parent workshops many of our parents of ELLs are involved in our Inquiry Study into how we can best use parent involvement to increase the achievement of all students. These parents have monthly group meetings/workshops with the ESL teacher in which they are provided with

Part D: Parental Engagement Activities

materials and ideas on how to best help their children to achieve in English Language Arts. There is a spanish translator at all of the meetings to allow for the full participation of all parents. The children's reading scores on the DRA, administered three times per year, will be used to measure the effect of the parent involvement upon reading achievement.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____