



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE PACIFIC SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):
15K038

PRINCIPAL: YOLANDA RAMIREZ EMAIL: YRAMIRE4@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SKOP

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
Yolanda Ramirez	*Principal or Designee	Yolanda Ramirez
Carolyn Jones-Denizard	*UFT Chapter Leader or Designee	Carolyn Jones- Denizard
Christopher Brown	*PA/PTA President or Designated Co-President	Christopher Brown
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Meriam Wigfall	DC 37 Representative, if applicable	Meriam Wigfall
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Laura Bartosiewicz	Teacher	Laura Bartosiewicz
Renee Marois	Teacher	Renee Marois
Betsy Rodriguez	Parent	Betsy Rodriguez
Bertha Goodson	Parent	Bertha Goodson
Arthur Lee	Parent	Arthur Lee
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year.

By June 2013, the principal, assistant principal, and teachers will conduct 3 cycles of informal observations for each teacher (pre-k through Grade 5) using selected components of the Charlotte Danielson Framework for Teacher Effectiveness rubric to provide timely meaningful feedback to improve teacher pedagogy, as evidenced by student work.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- Based on the citywide goal to enhance teacher effectiveness, our school has been working with the Charlotte Danielson Framework. This year we will continue to improve their instructional strategies Grades pre-K through 5, which will ultimately impact on student achievement.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) *By November 6, 2012 we will conduct professional development surrounding the framework, expectations and grade by grade expectations for implementing citywide goals.***
 - b) *Conduct grade meetings to layout the citywide goals and expectations no later September 2012.***
 - c) *By the end of September, we will begin conducting walkthroughs to view evidence of domains that we have worked on during the previous school year, 2011-2012. As a community we will discuss progress that we have made both instructionally and student achievement. These walkthroughs will continue regularly and in grade by grade teams to support the reflective process of the framework.***
 - d) *By the end of September, we will begin conducting walkthroughs to view evidence of domains that we have worked on during the previous school year, 2011-2012. As a community we will discuss progress that we have made both instructionally and student achievement. These walkthroughs will continue regularly and in grade by grade teams to support the reflective process of the framework.***

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

With a new PTA in place, the school will work in collaboration to develop activities to improve parent participation. See Parent Involvement Policy attached.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

All funding, Tax Levy, Title I, Title III, and any grants received will be used to support overall goals and will be aligned in the Galaxy Budget. All funding will also be used to support Student Academic Intervention Services, after school programs, Saturday Intervention Programs, and all other programs needed that promotes student development and achievement.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year.
 - **By June 2013, 100% of students in grades pre-K through Grade 5 will engage in questioning, discussion and analytical skills via phase 4 of the Socratic method, as evidenced by classroom observations, modified curricula and English Language Arts CCLS aligned tasks and student work.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

As per the citywide expectations, our community will be focused on improving instructional practice school wide in teacher teams and individually using the Socratic method with the support of the Junior Great Books consultant, teacher-selected professional development citywide, and the network. Teachers will work to improve their questioning skills in an effort to enhance their instructional practice with a goal of improving student achievement. Moreover, teacher teams will develop strategies for improving their questioning skills and their overall practice via their teacher inquiry.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) *On-going collaboration with Jr. Great Books Consultant*
 - b) *On-going teacher support via team teaching work supported by the Jr. Great Books consultant and school administrators.*
 - c) *On-going classroom instructional support provided by the school administration*
 - d) *By the end of September, children will be required to provide clear and specific evidence from the text to support their ideas*

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

See Parent Involvement Policy attached.

Budget and resources alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA Title III Grants X Other

If other is selected describe here:

Title I SWP, Title I 5 Percent Highly Qualified

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

All funding to support ongoing teacher professional development, including Junior Great consultant, teacher-selected professional development, in-house professional development, and any other resources needed as per teacher request.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year.
 - **By June 2013, 100% of students in grades pre-k through 5 including the subgroups ELL and SWD will complete at least two CCLS aligned units in mathematics with a focus on constructing viable arguments (MP.3) and critiquing the reasoning of others. This will be evidenced through classroom observations, modified curriculum and student work.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on a compilation of data collected including the Progress Report 2011-2012, the periodic assessment, and overall teacher-generated assessments, students will be provided support in the area of mathematics. Teachers will use Everyday Math as a primary source program, along with TERC and select Math in the City units. Along with the enhancements of teacher instruction in the Charlotte Danielson Framework, teachers expect improved performance in the area of math.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) *Supplement the current EDM and TERC program for SED ONLY students with TOUCH MATH.*
 - b) *ELL students will receive a new program via Perfection Learning to support math, language and writing skills*
 - c) *Specific professional development for all SED teachers and the ESL teacher throughout the school year*
 - d) *By request a supplement of Singapore Math will be used in Gifted and Talented grade 1 and 2 as a supplement to EDM (This will be the only 2 grades supplementing with Singapore)*
 - e) Teacher Teams are working to include time for students to have mathematic discussions and opportunities where they can turn and talk. This needs to be evident in their units and lesson planning.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Include the support of ESL teacher, developing workshops bi-monthly to support ELL families. Additionally, the administration and teachers will provide parents with workshops surrounding expectations of the Common Core Standards throughout the year. ELL and SED teachers will be involved in the parent workshops as well.

Budget and resources alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

All funding to support ongoing teacher professional development, including Junior Great consultant, teacher-selected professional development, in-house professional development, and any other resources needed as per teacher request.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year.
 - **By June 2013, 100% of teachers within teacher teams will analyze data to inform curricular adjustments as evidenced by refined curriculum units and plans, minutes and agendas to increase the level of proficiency in ELA and Mathematics.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on the results of the New York State ELA and Math exams, teachers will work in inquiry groups to interpret data using a variety of assessments including class periodic assessments, E-CLAS, matrix, and other teacher-generated assessments. As a result of improved teacher data analysis, teachers will be able to inform their instructional planning for both small and whole group instruction thereby resulting in student progress and achievement.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) *Staffing includes hiring 2 highly qualified grade 5 teachers to fill the current vacancies on that grade*
 - b) *Scheduling includes multiple numbers of common professional periods to support continuous teacher planning*
 - c) *Additional supplies will be provided in collaboration with teachers to support and promote student achievement*
 - d) *Teachers along with school administration on a regular basis analyze data as a means to inform grade level units and AIS*

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

See Parent Involvement Policy attachment.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title I Title IIA Title III Grants X Other

If other is selected describe here:

Includes School Wide Project

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

All funding to support ongoing teacher professional development, including teacher assessment, teacher-selected professional development, in-house professional development, and any other resources needed as per teacher request.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Intervention, Kaplan Keys, Coach (read alouds, reading clubs, independent writing)	Small group	Power Saturday, Extended Morning, grade-by-grade after school, SETTS
Mathematics	Intervention, Everyday Math, supplement with TERC	Small group	Power Saturday, Extended Morning, grade-by-grade after school, SETTS
Science	Foss, Harcourt (unit studies in magnetism, density, plants, animal life, rocks, air), student projects	Small groups, partnerships	Before school, after school beginning in April
Social Studies	Infusing social studies and analyzing information text.	Small Groups, partnerships	Power Saturday

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual and group counseling, play therapy, conversations, conflict resolution	Small group, one-to-one	During school day
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Our school maintains over 80% of teachers who are highly qualified. Our school participates in recruitment fairs, utilizes the ATR system, and the Office of Teacher Recruitment in search for the most qualified teachers available for placement. Our teachers in the hiring committee carefully select applicants based on resumes, interviews, and demonstration lessons. Current teacher assignments are not only based on seniority but also on their experience, effectiveness and licensing. As a result, we have retained 97% of our staff over a three year period. Teachers who are not yet highly qualified continue to work to ultimately move them towards a highly qualified status.

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

THE PACIFIC SCHOOL PARENT COMPACT 2012-2013



Principal: Yolanda Ramirez
Assistant Principal: De Anna Thompson

SCHOOL-PARENT COMPACT

Our community participates in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA). All constituents agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement performance. Working collaboration with one another, all parties will create the means by which the school and parents will build a partnership that will help children improve academically in order to meet the State Standards.

This school-parent compact is in effect during school year 2012-2013.

School Responsibilities

The Pacific School will:

1. 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:

Teachers will receive Professional development throughout the school year to ensure that the teaching is aligning with the States Standards. All students will participate in Academic Intervention Services or Enrichment Activities to promote increased student achievement.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

Parent Teacher Conferences will be held in November and in March.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Parents will receive frequent reports on their children progress during Curriculum Night in October, Open School Night in November/March, the ARIS system and through Spotlight on Learning.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Parents who wish to meet with school staff must make appointment via phone or E-mail.

5. Provide parents opportunities to volunteer and participate in their child's class, and observe classroom activities, as follows:

*Parents who wish to volunteer can join the school PTA or the Parent Cabinet. Parents who wish to volunteer in the classroom must be fingerprinted by the Department of Education. **(For more information on obtaining fingerprints please visit www.schools.nyc.gov)***

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
8. Provide information to parents of participating students in an understandable and uniform format, including alternative format, including alternative formats upon request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. 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.
10. 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 the 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.
11. On the request of the 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 and such suggestions accordingly.*
12. 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.
13. 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 Final Regulations (67 Fed. Reg.71710, December 2, 2002)

Parent Responsibilities

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

- Monitoring attendance
- Making sure that homework is completed.
- Make sure your child reads daily.
- Volunteering in my child's classroom. *(Parents must be fingerprinted)*
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child 's extracurricular time

- Promoting positive use of my child’s education and communicating with the school by promptly reading all notices from school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on the 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.

District Wide Parental Involvement Policy

- Involving Parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training:

Parents are included in decision making during the following activities- Hiring Committee, Principal Breakfast, Parent Teacher Association, School leadership Team

- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training.
- Training parents to enhance the involvement of other parents:

Parents can join the PTA, Parent Cabinet, or the School Leadership Team. This enables Parents can be aware of school issues and policies.

- In order to maximize parental involvement and participation in their children’s education, arranging school meetings at variety of times, or conducting in home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school:

Parents who are unable to attend school conferences will be given an alternate date that is mutually convenient to both parties to meet with the classroom teacher, or any other educator that works directly with any participating child of the school.

- Adopting and implementing model approaches to improving parental involvement:

*The school provides morning and evening workshops,
ELA/Math test training for parents*

PTA/Parent Cabinet work in collaboration with one another to host events and other activities to promote strong parental involvement

School Leadership Team/ Title I Committee discuss various methods of increasing and maintaining parental involvement

- Establishing a school wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs:

Parents can join the School leadership Team, PTA, or the Parent Cabinet.

- Providing other reasonable support for parental involvement activities under section 118 (as parents may request.)

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Jose Ruiz/Debra Van Nostrand	District 15	Borough Brooklyn	School Number 038
School Name The Pacific School			

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

Principal Yolanda Ramirez	Assistant Principal De Anna Thompson
Coach N/A	Coach N/A
ESL Teacher Rita Grech	Guidance Counselor Hobi Klapuri
Teacher/Subject Area Melissa Ernst/Speech	Parent Christopher Brown/PTA
Teacher/Subject Area	Parent Coordinator Hassan Abdus Salaam
Related Service Provider Naida Fernandez	Other
Network Leader Debra Van Nostrand	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	501	Total Number of ELLs	77	ELLs as share of total student population (%)	15.37%
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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. 

There are several steps that are taken to identify English Language Learners. The multi-step process ensures that identification, appropriate placement and educational services for every child newly admitted to the school is provided. At registration parent/guardian are given a Home Language Identification Survey in their native language to elicit information about the language spoken in the students home. The Home Language Identification Survey is administered by our licensed ESL teacher. Parent/Guardian are informally interviewed by the licensed ESL teacher to observe if parents are fluent in English. The licensed ESL teacher, also informally observes the students in the classroom to evaluate the students English proficiency. Once potential English Language Learners are identified by the ESL teacher based on the Home Language Identification Survey they are administered the LAB-R individually by the licensed ESL teacher within ten days of enrollment. If needed the Spanish LAB is administered to Spanish speaking ELL's by our ESL teacher who is fluent in Spanish. Students are given the NYSESLAT annually in the Spring to measure their English proficiency and to determine their progress as well as the continued entitlement or non entitlement for English Language Learners services. Our licensed ESL teacher, pupil personnel secretary, testing coordinator and administration reviews the ATS report RLER, RLAT and the RLAB to ensure that all ELL students receive the NYSESLAT. In the spring our ESL teacher works collaboratively with the testing coordinator and administration to make sure all components of the NYSESLAT are administered. The testing coordinator, ESL teacher and administration create a testing schedule for each part of the NYSESLAT. Support staff (Speech Teachers, SETTS teacher) assist in administering and scoring the NYSESLAT as needed. Scores are analyzed by administration, ESL teacher, support services and classroom teachers to ensure that students are provided with instructional support based on their needs.

In order to enable parents/guardian to make sound educational decisions as to which program best meets the needs of their child, parents/guardian participate in an orientation conducted by the licensed ESL teacher, and administration. Letters are sent home in their native language and phone calls are made to ensure that all ELL parents participate. The orientation describes various programs for ELL students which include Dual Language, Transitional Bilingual Services and Free Standing ESL. Parents/ Guardian view parent information DVD, where program placement options are presented in their native language with clarity and objectivity. Brochures and information pamphlets in their native language and Parent Survey as well as Program selection forms are disseminated at the orientation by our ESL teacher to enrich their understanding of each available program as per CR Part 154. Administration along with our ESL teacher clearly explains parents/guardian rights and program choices available in our school. DOE Translators are available as needed. Orientation meetings are held within two weeks of LAB-R testing.

Parents / Guardian are informed of the three ELL programs and the program that is available at our school. Entitlement letters are sent home with students in English and in their native languages and followed by a phone call from our ESL teacher. Program selection forms are actively collected by our ESL teacher and Parent Coordinator. Our ESL teacher and Parent Coordinator make phone calls home, set up appointments to meet with parents to collect program selection forms and offer any additional information needed to assist them. Parent/Guardian who select ESL services are notified of the immediate date in which their child will be receiving pull out or push in ESL services by letter in their native language if needed. If the school is unable to accommodate the parents/ guardians program choice assistance will be given by our staff along with the parent coordinator to ensure that the student is placed in a program of the parent/guardian choice. Communication is ongoing with parents/guardian. Phone translation services provided by the DOE is used to inform parents and answer any question/ concerns. DOE Translation and interpreters are available as needed. All copies of

entitlement letters, parent surveys and program selection forms are organized and kept in a binder in a locked closet in our ESL classroom.

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice is 99% ESL services. Each year 99% of our parents have chosen ESL services. 1% of our parents have chose Dual Language. Administration along with the ESL teacher and the parent coordinator review and compare the parent choice forms from previous years to monitor trends. The program offered at the school is aligned with parent request.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	77	Newcomers (ELLs receiving service 0-3 years)	73	Special Education	13
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	73	0	13	4	0	1	0	0	0	77
Total	73	0	13	4	0	1	0	0	0	77

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

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	4	7	2	3	4								33
Chinese	23	10	2		1									36
Russian														0
Bengali														0
Urdu														0
Arabic	1	2		2	1	2								8
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	37	16	9	4	5	6	0	77						

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

The organizational models used are push-in and pull-out models. In the push-in model the licensed ESL teacher works with ELL students during content instruction in collaboration with classroom teachers to provide language acquisition and vocabulary support. In the pull-out model ELL students are pulled from their classrooms for specific minutes for English acquisition focused instruction. In both program models students are grouped by specific grades regardless of proficiency level on the NYSESLAT. Administration, teachers and support staff ensure that explicit ESL mandated instructional minutes are delivered in the push- in and pull-out models based on their NYSESLAT scores and student IEP as per CR Part 154.

The content area delivered in each program model are Reading, Writing, Science, Math and Social Studies. All instruction is done in English. In the push- in model, the ESL teacher, in collaboration with the classroom teacher, reinforces content area skills and strategies. They incorporate specific ESL methodologies which include individual ongoing assessments, small groups, graphic organizers, visual/auditory aides, manipulatives and scaffolding. In the pull-out model our ESL teacher uses the Treasure Chest Program for grades K-5 which covers all content areas and ESL areas which are Speaking, Listening, Reading and Writing. In addition Award Reading program is used for first grade and as a supplemental program for students as needed.

Although presently, we do not have any SIFE students, we do have in place a instructional plan for SIFE students which includes individualized student assessments, creation of an Academic Intervention Plan with a focus on students instructional needs, grade and developmentally appropriate instructional materials, differentiation of instruction in all areas, professional development provided to teachers and support staff on strategies that benefit SIFE students. Our ESL teacher would push in and pull out SIFE students to work on specific skills/strategies which include scaffolding, use of visual aides and small group work based on their instructional needs. They would also be invited to participate in Safety Nets (37.5 minutes), Afterschool and Saturday programs. There is also a library available for SIFE students of books in their native languages. Technology tools such as LEAP FROG, books on CD's are available for SIFE students to take home on request. In addition, the plan includes a buddy system to increase social skills and interaction with their peers. Our plan for newcomers less than three years includes an informal student orientation conducted by our Parent coordinator, in class buddy system, identifying a similar student in his/her class who will assist during the day, encourage students to participate in Safety Nets (37.5 minutes), Afterschool and Saturday programs. Our ESL teacher will work closely with classroom teachers to create an instructional plan based on their informal/formal assessment given by classroom teachers and support staff to identify strengths and weaknesses, and ongoing home school communication. Our ESL teacher works ongoing with classroom teachers to ensure that ESL methodologies such as TPR, scaffolding, visual and auditory aides are implemented in all academic areas. Parents and students are provided with a glossary of words and phrases for Math, Social Studies and Science in English and their native language.

Our plan for ELL students receiving service 4 to 6 years includes monitoring the progress of students in all content areas in order to differentiate instruction. The ESL teacher will push in and pull out students to work on their strengths and weaknesses based on

A. Programming and Scheduling Information

assessments administered by the ESL and classroom teachers. ESL and classroom teachers will conduct on going assessments, encourage participation in Safety Nets (37.5 minutes), Afterschool /Saturday program, open and ongoing communication with parents, and SETSS services if needed. The ESL teacher, support staff work closely with classroom teacher to review all assessments. The data is used to target the areas of instructional needs for students on an individual basis. Our classroom teacher, ESL teacher and support staff use all assessments to plan lessons that are specific to our ELL students needs.

Our teachers of ELL- SWD's use various materials such as MONDO Reading program, Treasures Chest for ELLS, Award Reading , Teachers College Writing Units of Study, Reader Rabbit, Leap Frog, Oral Language and Phonic Development Games. All materials that we use help our students with English language acquisition. The instructional strategies that teachers use include ESL methodologies , scaffolding, modeling, bridging, retelling, schema, think aloud , turn and talk. Students are also provided with books in their native language and cultures.

Our school uses curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWD's with the least restrictive environment in many ways. All curriculum and instruction is developed and tweaked to the needs of our students based on assessments, observations, and IEP mandates. Support services are provided to students identified in need.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

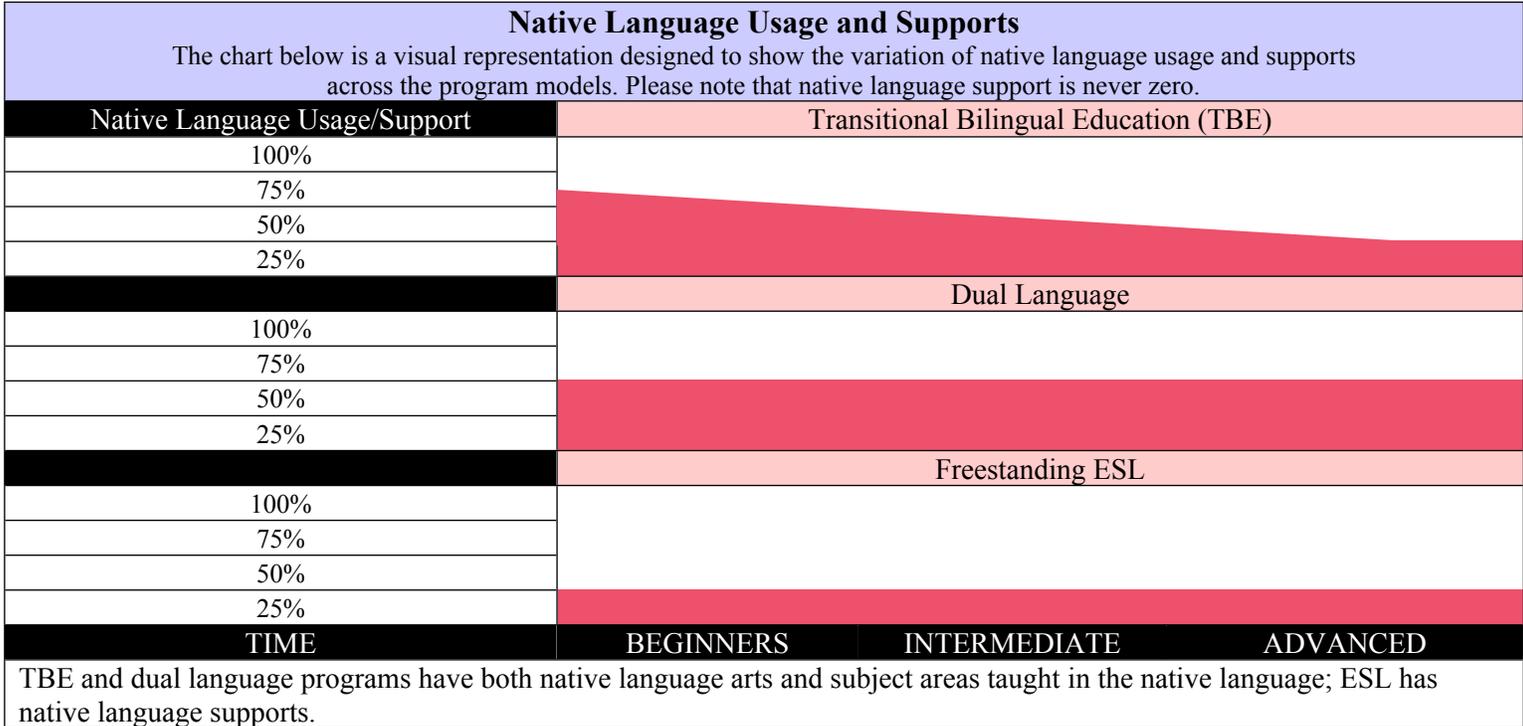
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

The targeted intervention program for ELL's in ELA, Math and other content areas are Safety Nets (37.5 minutes), Afterschool /Saturday programs taught by classroom teachers, ESL teacher and support staff. Students who did not make progress and received a level 1 or 2 on the State ELA, Math and did not achieve proficient on the NYSESLAT are targeted for all intervention programs. Classroom teachers work closely with the ESL teacher as well as administration on developing instructional plans for ELL students who did not make progress to ensure that they are being supported in the areas of concern based on assessments.

Our plan for continuing transitional support for ELL's reaching proficiency, is to have our ESL teacher push in and pull out to provide the ELL students with specific support. Our ESL teacher collaborates and plans with classroom teacher to ensure that ESL strategies and methodologies are implemented. Students are invited to Safety Net (37.5 minutes), Afterschool and Saturday programs.

The new program, that will be considered for this school year is Junior Great Books. The program promotes oral language, reading skills such as text to text, text to self connections, inferencing and prior knowledge. The program will be used during the ESL teachers pull out services with our ELL students. The rationale for implementing the program is to provide ELL students with continuous oral language, listening, speaking as well as incorporating reading skills needed as shown as areas of weakness for our ELL students on the NYSESLAT. Our ESL teacher will attend ongoing professional development and work closely with a Junior Great Books consultant.

At this time there are no programs/services for our ELL students that will be discontinued.

All ELL's are provided the same opportunities as our general education population. They are invited to participate in all school programs such as Safety Nets (37.5 minutes), Afterschool and Saturday programs. They are invited to all academic programs to ensure that they are receiving academic support in all areas that are needed. They are also invited to all extracurricular activities that include Ballroom Dancing, African dancing, Violin and Swimming classes during and afterschool to promote social interaction with their teachers and peers.

Parents are notified of all programs available by letters in English as well as their native languages. Our ESL teacher Translation services in parents native languages are also provided to invite students and for parents that have any questions/concerns about the programs available.

The instructional materials used to support our ELL's are Treasure Chest for ELL's specific for all grades, Leap Frog computer program for kindergarten to second grade and, Reader Rabbit for kindergarten to third grade students computer program. Award Reading program is also used specifically for first grade. In addition all third to fifth grade ELL students have access to computers that have programs like Star Falls, Brain Pop, and Math games. All of the technology programs promote oral language, listening, reading and writing. Books in their native languages are available as well as books on tapes.

The content area instructional materials as well as language materials that are used to support our ELL students is Treasure Chest for ELL's. Treasure Chest for ELL's integrates listening, speaking, reading and writing. The daily lessons engage our ELL students in oral language activities such as singing, listening to poems to playing games using visual aids and prompts. Our ELL students are assessed regularly in order to monitor their progress in the areas of reading, listening, speaking and writing.

Native Language support is delivered in various ways. Our ESL teacher as well as other staff members are fluent in Spanish. Staff members are also fluent in Chinese, Mandarin, Cantonese and Arabic. Resource tools are available in their native languages for support. All services are age and developmentally appropriate. Literature is available in our ELL students native languages. Books available are about their native countries, holidays/celebrations, food and geography.

To assist newly enrolled ELL students before the beginning of the school year our Parent Coordinator along with administration conducts school tours and an informal parent and student orientation.

We do not have a language elective program available at this time.

C. Schools with Dual Language Programs

<ol style="list-style-type: none"> 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)?
N/A

D. Professional Development and Support for School Staff

<ol style="list-style-type: none"> 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.
<p>Our ESL teacher and classroom teachers attends professional development provided by our Network. All professional development provided by the network is sent and offered on a monthly basis . Support staff attends monthly professional development on strategies to support ELL and SWD students. Throughout the school year administration attends various professional development on strategies for ELL students in content areas of Reading, Writing and Math. Administration, staff members who attend professional development turn key all information given at workshops to all teachers and staff members of ELL students on a continuous basis. Our Parent Coordinator also attends professional development provided by the DOE.</p> <p>Our school guidance counselor supports parents/guardians and children throughout the middle school process. We offer a wide range of workshops to assist parents/guardians in the area of choosing a middle school and services offered. Parent coordinator also conducts workshops for parents on middle school choices and tours . Letters are sent home in native languages by guidance and administration to inform parents of middle school tours and open houses . Also our ESL teacher and staff members will receive 7.5 hours of professional development throughout the course of the school year All professional development attended are recorded and kept on file with our payroll secretary. Any in house professional development conducted all agendas/handouts and sign in sheets are filed and kept in a binder.</p>

E. Parental Involvement

<ol style="list-style-type: none"> 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?
<p>Our monthly Principal's Breakfast is a regular part of our work with our families. The breakfast is a forum for parents to ask questions , voice their concerns and opinions. Parents/Guardians also participate in monthly Spotlight on Learning sessions. At the sessions parents are able to sit down with classroom teachers to discuss the curriculum, assessments and their child's academic progress. Teachers also offer a variety of ways parents/guardians can support their children at home. There is also a monthly support staff breakfast. During the support staff breakfast parents/guardian are able to talk with all support staff members which include the ESL teacher, SETTS teacher, Speech teachers, Occupational/ Physical Therapists , Guidance Counselor and the SBST team. We have an ongoing partnership with Good Shepard. They provide parents with workshops regarding family issues, give resources that assist parents with financial, governmental and educational issues. Our staff has open and ongoing communication with parents via letters, phone calls and emails. Translation and interpretation is provided if needed. At the Principal's Breakfast as well as The Support Staff breakfast parents are given a forum to voice their concerns and needs for their children. Our Parent Coordinator also meets regularly with parents/guardians to discuss and answer questions, concerns or issues. Also staff members work closely with the Parent Teacher Association in addressing the needs of parents/guardians. DOE translation and interpreters are available as needed during all parental involvement activities. Our Parent Coordinator informs parents of free adult ESL classes available to parents via letters/flyers , email and during meeting in English as well as their native language. At the end of all workshops/activities parents are given an evaluation form in English as well as their native languages to inform us on items they liked and would like to see offered to them in the school.</p>

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)	33	9	1	3	1									47
Intermediate(I)	2	6	4		1									13
Advanced (A)	2	1	4	1	3	6								17
Total	37	16	9	4	5	6	0	0	0	0	0	0	0	77

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	2	0	0	3
4	0	6	3	0	9
5	2	2	0	0	4
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		0		3		0		3
4	0		3		6		0		9

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2		6		0		9
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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

To assess the early literacy skills of our ELL students we use ECLAS-2 in the fall and spring in grades K-2 along with administering Mondo reading running records to assess their reading levels on an ongoing basis. In writing we use the Writing Continuum and teacher made benchmark assessments. We use a variety of assessments in the upper grades 3-5, which include Mondo running records, Teacher College Writing Continuum/ teacher made bench mark assessments in writing, periodic ITA's/diagnostics and informal and formal assessments in Reading, Writing, and Math. We use all the assessments to inform us of the instructional needs and trends of our ELL students.

The data provides several insights about our ELL students. The data informs us that our ELL students weaknesses are in Reading and Writing. In reading they struggle with decoding and comprehension. In writing their weak areas are grammar, spelling and structure. The information from the data helps us know what are the specific instructional needs of our ELL students. It also helps us plan effectively and use materials that are geared to the needs of our students.

The data pattern reveals across proficiency levels and grades, that we have increased our proficiency levels in the areas of Listening and Speaking in all grades. We have also showed minimal increase in the area of Reading and Writing especially in grade four. Also our ELL students with disabilities did not make a significant increase in proficiency levels.

Based on the results of the NYSESLAT, we are now focusing more on Reading and Writing with our ELL students. Materials to support their needs are being used. Classroom teachers are working in collaboration with our ESL teacher to ensure that ELL as well as students with disabilities instructional strategies and methodologies are being implemented in the classroom. We are incorporating specific small group instruction in reading and writing in our push in and pull out model. Our ESL teacher works closely with all classroom teachers of ELL students on incorporating strategies that include using visual aides, organizers, scaffolding and specific small group instruction in Reading and Writing. We are also restructuring our Afterschool program with a more specific and clear focus on Reading and Writing, the areas that our ELL students are weak in according to the data from the NYSESLAT and other assessments.

The school leadership and teachers use the results of the periodic assessment to ensure that students are receiving individualized instruction based on their needs. The assessments are analyzed and the data is used to assist teachers as well as school leadership in knowing what instructional needs and materials should be used for students. Materials are also purchased based on the instructional needs of our students. Teachers including the ESL teacher and support staff work collaboratively with administration to dissect the periodic assessment data to pinpoint the instructional needs of ELL students and what support services are needed. Results of the periodic assessments are also used to change or modify support services or instructional support given to ELL students. It also is used to inform school leadership on the areas and content that are strengths and weaknesses for students to provide teachers with instructional support/ professional development to make sure students weaknesses are addressed.

Based on the periodic assessments we are learning that our ELL students weaknesses are in the areas of comprehension, inferencing , summarizing and main idea. In writing we are learning that they are weak in organizing , structure and grammar . We know that we have to implement ESL reading startegies in instruction which include small group work scaffolding, oral language, visual and auditory aides. In writing we know we have to continually review writing basics such as sentence structure, paragraph structure, and addressing the organization and structure of writing.

We evaluate the success of our program for our ELL students by analyzing the scores on the State Math, ELA, Science and NYSESLAT. We have made steady progress in all areas. Our parents participation and active involvement is accredited to the success of our program.

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: <u>P.S. 38</u>		School DBN: <u>038</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yolanda Ramirez	Principal		10/26/12
De Anna Thompson	Assistant Principal		10/26/12
Hassan Abdus Salaam	Parent Coordinator		10/26/12
Rita Grech	ESL Teacher		10/26/12
Christopher Brown	Parent		10/26/12
Naida Fernandez	Teacher/Subject Area		10/26/12
Melissa Ernst	Teacher/Subject Area		10/26/12
	Coach		
	Coach		
Hobi Klapuri	Guidance Counselor		10/26/12
Debra Van Nostrand	Network Leader		10/26/12
	Other		
	Other		

School Name: P.S. 38

School DBN: 038

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 15K038

School Name: PS 38

Cluster: 609

Network: Debra Van Nostrand/ Luis Ruiz

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.

Our community communicates in multiple languages: Spanish, Cantonese, Mandarin, English and Arabic. On rare occasions, our Parent Coordinator translates in Warloff. All information is sent out electronically in various languages or back packed by students to take directly home. We also communicate with parents daily using oral translation from numerous members of the school community who are fluent in several of these languages. Translation is also provided at our PTA, Principal Breakfast, Social Events, Parent Teacher Conferences and at all other times when translation is either requested or deemed necessary in advance.

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

Our school has a number of Cantonese and Mandarin speaking students who are with us for the first year. We immediately knew that we needed translation in this area upon registration. We have two teachers on staff who speak both Mandarin and Cantonese. They are the primary translators for these languages. (This also appears to be a shortage area by way of translation.) Arabic and Spanish speaking families informed us early in the year that they would need translation during our meetings. Our Parent Coordinator speaks Arabic, but often has a member of the community translate to our Arabic speaking mothers during these events. (The same holds for Spanish)

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.

As per our funding in Galaxy, our money will be used to ensure that all monolingual families receive the best support via translation at all times. Our Parent Coordinator and School Pupil Accounting Secretary work in collaboration with one another to ensure that the services in the written form are requested in advance. Outside vendors may be used as funding will permit this. However, we will translate via fluent writers from within the community as often as we can. (Teachers, parents, Parent coordinator, volunteers)

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 translation is provided daily to all monolingual families. There is always a staff member available to sit with our families to translate conversations. This is done in Spanish, Arabic, Cantonese and Mandarin on an on-going basis. We never need outside support in the area of oral translation as many of our staff members, parents and Parent Coordinator speak multiple languages that are in demand in our community.

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>.

All notification is sent out via students in their native languages via e-mail, letters.
In-House translation available on request.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: 38	DBN: 15K038
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 15
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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Last year NYSESLAT data showed that although we made progress our students are not at proficiency level in Reading and Writing. The rational for our Afterschool program is to give our ELL students extra support in the skills and strategies necessary to increase their levels on the NYSESLAT Reading and Writing components as well as the state exams.

Our Afterschool program will be populated by 15 ELL students comprised of our third, fourth and fifth grade students in general and special education. The program will run from January to May. It will be two days a week from 3:00-4:30. A supervisor (there is no other Afterschool program during this time), a certified ESL teacher, and a certified content area teacher will run the program. The program is conducted in one large group, in the ESL classroom at P.S. 38. Various materials will be used that include test preparation books: Getting Ready for the NYSESLAT and Beyond and Writing Preparation and Parctice, computer programs such as Acutiy, Brain Pop, Leap Frog and Reader Rabbit, texts from different genres, visual and auditory aides. The supervisor and 2 teachers will meet every two weeks to plan for the following sessions. The ESL and the Common Branch teacher will co teach the mini lesson, then students will work in their groups and/or independently. Students will be provided with small group instruction that will include scaffolding and the use of graphic organizers. Teachers will provide direct instruction to support grades 3,4 and 5 students on writing three -four paragraph essays and reading strategies that include inference and cause and effect. Grade 3 students (2 newcomers, and 1 beginner level) will be given instruction on forming clear paragraphs that include topic and supporting details/evidence using graphic organizers. The ESL teacher will be working with newcomers, and beginner level students to help expand their vocabulary and on grammar. Content area teacher will work with Grade 4 students. They will be give instruction on stretching out their writing to include details and evidence. Grade 5 (High Advance) will be given instruction on writing and essay that includes all parts of an essay (introduction, body and conclusion). Both teachers will be available to assist and provide support to all students as necessary. The supervisor will be observing and giving teachers support when necessary.

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: BTeachers will be provided professional development to support and enhance their understanding and practice in teaching and the delivery of instruction to ELL students. Teachers will attend all professional development provided by DOE and our Network. The professional development will include and not limited to ESL methodologies and strategies, Common Core Standards, addressing students with special needs. Professional Development: I Pad Summit: November 7-8,2012

Part C: Professional Development

Websites specific to ESL students conducted by ED TECH Teacher, Teaching ELL : November 6,2012 conducted by our ESL teacher, Academic text,talk and tasks: Building stong language and literacy skills for the CCLS Part I conducted by our Network.

Part D: Parental Engagement Activities

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

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

Begin description here: The rational is to give ELL parents a better understanding of the components of the NYSESLAT and State tests and ways that they can support their childrens academic growth. Parents will be provided with two workshops for an hour each. The first workshop will be in the beginning of February and the second one will be held in March. In February,the topics that will be covered are the components of the NYSESLAT and ELA State tests for parents of students in grades 3, 4, and 5. Parents will receive sample tests and description of components on the NYSESLAT in their native language. Another topic will be ways that parents can support their children at home. Teachers and administration will provide parents with tips, resources and suggestions of things they can do at home to prepare their children for upcoming tests. Classroom teachers, support staff,administration and ParentCoordinator will facilitate the workshops. Translators will be provided if needed. Parents will be notified of activities via notices,emails, and phone calls, all in their native language as requested on the HLS. The workshop in March will be for parents of students in grades K , 1 and 2. We will address the components of the NYSESLAT. Parents will be given samples of NYSESLAT test and description of the components of the test in their native language. Tips, suggestions, and support will be given to parents specific to their child's grade level. Administration, parent coordinator, ESL and classroom teachers will be facilitate the workshop. Translation will be provided as needed.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum 		

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		s
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		