



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: SAMUEL C. BARNES

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

PRINCIPAL: LORNA KHAN

EMAIL: LKHAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: BARBARA FREEMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Lorna Khan	*Principal or Designee	
Tameeka McNeil	*UFT Chapter Leader or Designee	
Regina Plowden	*PA/PTA President or Designated Co-President	
Catherine Cadle	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Zuilyn Guerra	Member/Staff	
Terri Rosen	Member/Staff	
Anie Capellan	Member/Parent	
Irma Marius	Member/Parent	
Wendy Tatum	Member/Parent	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- “Continue to establish a coherent vision for future progress with focused, data-based goals.” (SQR, 2011-2012, pg.5)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 2.2 School leader’s vision

_____ 2.4 School leader’s use of resources

_____ 2.3 Systems and structures for school development

 x 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- By June 2013, 100% of teachers will receive targeted and frequent observations. The data obtained will be used to provide feedback, professional development, and create data-based goals to strengthen teacher pedagogical practices. The change in practice for grades 3-5 teachers will show a 2% increase in students’ performance in ELA over last year.

Instructional strategies/activities

- a) School leaders and teachers will use will use the identified Danielson Framework Rubric, highlighted in the 2012 – 2013 Citywide Instructional Expectations, to increase teacher effectiveness. These rubrics will be used to assess teacher practices using a uniform criteria and understanding.
- b) School leaders will conduct 4 cycles of informal observations using the Danielson Rubrics and provide feedback to teachers.
- c) Increase teacher effectiveness in designing coherent instruction, using questioning and discussion techniques, and using assessment in instruction.
- d) Informal observations will be conducted from November through June.

Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _____

Service and program coordination

- Administrators will conduct observations and provide individual feedback to teachers using a Danielson Framework Rubric
- Administrators and teachers will collaborate to provide on-going evaluation to determine pedagogical needs.
- Once needs are identified administrators will collaborate with teachers to determine next steps, provide professional development

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report. "Expand the collaborative and transparent system in which short term and long term goals are measured and adjusted throughout the year." (SQR, 2011 - 2012, pg.6)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- By June 2013, 75% of teachers will be involved in aligning units of study to the CCLS coherent curriculum by attending professional development sessions and revising curriculum maps. The curriculum maps will show the introduction of complex materials, stimulation of higher order thinking and building of conceptual knowledge in ELA and math. This will result of increased performance for students in grades 3-5 evidenced by 2% increased performance in ELA and Math over last year.

Instructional strategies/activities

- Teachers will participate in professional development facilitated by the CFN Network, the Common Core Pilot and Instructional Lead Teams to develop and align Common Core units of study in literacy and math. Instructional Leads and administrators will turnkey information obtained during their training.
 - a) Creating Common Core aligned units for literacy in the content areas of science and social studies. Weekly grade inquiry team meetings to create tasks that align to the Common Core units of study.
 - b) Instructional Leads will work with grade level teams to create tasks.
 - c) Completion of 2 culminating assessment after the completion of a Common Core unit.
 - d) Tasks will be administered and analyzed in the winter and spring of the 2012 – 2013 school year.

Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _____

Service and program coordination

- Administrators, grade leaders and data specialist will collaborate to support teachers with the CCLS inquiry work.
- Use program resources to help participating children meet CCLS
- Ensure that planning for students served under this program is incorporated into existing school planning
- Provide in-house CCLS professional development

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- “Deepen the data informed process to set measurable and different learning goals for student subgroups.” (SQR, 2011-2012, pg.6)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

x 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- By June 2013, 100% of teachers will collaborate with school leaders in order to use a variety of data sources including formative and summative assessments to measure and monitor student progress. This data will be used to plan targeted lessons and to create teacher and student goals. Teachers and administrators will use this data to plan targeted lessons and allow for students to create their own goals. Evidence of goals and targeted lessons will result in 55% of students performing at grade level in ELA in the June 2013 TC Benchmark assessment results.

Instructional strategies/activities

- a) Teachers will use benchmark assessments, common core tasks, periodic assessments, and results from the adaptive assessments from Mat-Ematics and iReady, to gather and analyze data to inform lesson planning and create individual student goals. The data will also be used to initiate goal setting by students. Teachers will receive professional development to support them from TC, Aussie and teacher leaders to support greater understanding on using and analyzing data. Weekly, monthly and quarterly assessments will be administered by teachers, and analyzed by teachers and administrators.
- b) Administrators, teachers, data specialist, and students will collaborate to renew and analyze data.
- c) Effective use of data from assessments to develop targeted lesson planning to increase student performance at grade level.
- d) Monthly monitoring of student performance at grade level meetings.

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Administrators, grade leaders, staff developers and data specialist will collaborate with teachers to gather and analyze data to inform instruction
- Administrators coordinate professional development sessions with outside staff developers

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- According to the Accountability Measure in the 2011 – 2012 Schools Report Card, Economically Disadvantaged students did not make AYP in mathematics. (School Report Card, 2011 - 2012, pg, 12)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- By June 2013, the school will engage in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning. Administrators and a teacher liaison will work closely with the YMCA and Kids Orbit to provide homework assistance that reinforces student learning during the day. The school will provide professional development for parents around mathematics learning in order to allow them to support students toward greater success. This will result in an increase by 5% of the number of parents involved in professional development over last year.

Strategies to increase parental involvement and engagement

- a) Strategy: School leaders and program liaisons will develop a structured schedule to include an afterschool homework tutorial and schedule events for parent workshops. Weekly monitoring by the school liaison to ensure schedule is properly implemented. At least 3 professional development events to share with parents the expectations of the common core and mathematics curriculum.
- b) Administrators, teacher liaison, teachers, parent coordinator will with YMCA and Kids Orbit to monitor and provide continued support between the school and organizations.
- c) 2% increase in the number of students in grades 3 – 5 who are performing at grade level in mathematics based on state assessment by 2013.
- d) Monthly monitoring of program involvement with Community Based Organizations

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-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).

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	<ul style="list-style-type: none"> Reading recovery daily with at risk first graders. Small group instruction using Wilson, Award Reading and guided reading. <p>Inquiry teams target lowest third of student population by grade and provide additional support.</p>	Individual and small group	During the school day and extended day intervention
Mathematics	<ul style="list-style-type: none"> All level 1 and 2 students receive small group instruction during math workshop daily as well as during intervention at least once per week. <p>Inquiry teams target lowest third of student population by grade and provide additional support.</p>	Individual and small group	During the school day and extended day intervention
Science	<ul style="list-style-type: none"> Science cluster teacher meets with Level 1 and 2 students during the course of each unit to provide additional support toward the understanding of content in each unit. <p>Test prep is mandated for all level 1 and 2 students in grade 4.</p>	Individual and small group	During the school day, extended day intervention and before and after school
Social Studies	N/A		

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individualized and small group is provided during the school day for on an as needs basis	Individual and small group	During the school day and extended 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.

The school provides ongoing professional development for teachers through staff in school and professional organizations. School promotes leadership through teacher leaders and grade leaders and support collaboration among staff to strengthen pedagogical practices. The school collaborates with Columbia University Teachers College, which provides professional development in school and at the College, where teachers meet with colleagues and professionals in the field to collaborate and strengthen their practice. The school also works closely with The Children's First Network team of staff developers and Aussie Consultants, who also provide targeted professional development to meet individual teacher's needs.

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

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- 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;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher 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, our school 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 Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person 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.;
- 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 Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program 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 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;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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 newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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 Margarita Nell/Jose Ruiz	District 13	Borough Brooklyn	School Number 054
School Name Samuel C. Barnes			

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

Principal Lorna Khan	Assistant Principal Roxanne James
Coach type here	Coach type here
ESL Teacher Elizabeth Vento	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Evangeline Umphery
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	1	Number of certified bilingual teachers	3	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	1	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	283	Total Number of ELLs	31	ELLs as share of total student population (%)	10.95%
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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. 

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

1. When a parent registers a new entrant into the English Language School System, the parent fills out the Home Language Identification Survey (HLIS) in their native language. A pedagogue, either Ms. Vento, the ESL teacher or Ms. Cordero, the Bilingual IEP teacher, assists the parent in filling out the form and conducts the informal interview contained on the back of the HLIS. The ESL teacher compares the list of new admits to the collected HLIS to ensure that all students have one filled out. The ESL teacher determines whether new students are eligible for LAB-R testing based on the HLIS and the informal interviews with the parent and the student. Students who have at least one “other” box checked from the first 4 questions and at least two “other” boxes checked from the second 4 questions are eligible for LAB-R testing. All other students are not Limited English Proficient (LEP). A pedagogue with a bilingual extension, Ms. Cordero, the IEP teacher or Ms. Guerra, the Kindergarten Dual Language Teacher with a Bilingual Extension, conducts an informal interview with the student in English and the native language. The ESL teacher administers and hand scores the LAB-R within the first ten days of admittance. The LAB-R memo states the cut-off for levels of proficiency. Students who score at the proficient are not LEP, students who score at beginning, intermediate or advanced are entitled to ELL services. Among the students who are entitled, the Spanish speaking students are assessed with the Spanish LAB, which is administered by Ms. Cordero, the bilingual IEP teacher. This is the entrance process to the ELL programs. Each May, the ESL teacher administers the New York State English as a Second Language Achievement Test. This test measures the progress ELLs have made in their English Language proficiency. Students may exit the program through achieving a proficient score on the NYSESLAT. Scoring at Beginning, Intermediate or Advanced entitles the student to continued services.

2. Students who have scored at beginning, intermediate or advanced level on the LAB-R are entitled to ELL services. Within 2 days of administering and scoring the LAB-R, the ESL teacher sends home to each entitled student an entitlement letter, parent survey, program selection form and program brochure in English and the home language. The parents are invited and encouraged to attend a parent orientation with the ESL teacher and the IEP teacher (bilingual extension). The ESL teacher explains, and the IEP teacher translates into Spanish, the LEP identification process and the three program choices. The parents receive all written material in both English and the native language. They have the opportunity to ask questions and watch the video in their native language. The parents are informed that they have the right to choose Traditional Bilingual Education or Dual Language and that the school is mandated to open a TBE class if the parents of 15 students who share the same home language across two contiguous grades request TBE. If we do not have enough students to open a TBE class, the parents are informed that if they choose TBE or DL (in a grade other than kindergarten or first grade, both of which offer a DL program at the school), they are entitled to a transfer to another school within the district that does offer that service. The parents are informed that they then have a right to refuse the offer of transfer. If parents do not attend the parent orientation, the ESL and IEP teachers call parents at home to solicit a more convenient time for the parent to come into the school. The classroom teacher also speaks to the parent in the morning or at dismissal to inform the parent of the importance of the orientation.

3. The ESL Teacher creates a list of all students who need an entitlement letter and prepares these letters in the home languages of the parents. Templates of these letters are kept in the school and are available on the schools.nyc.gov website. The letters addressed to parents/guardians are then handed to each child and the ESL teacher watches as they put the letters into their backpacks. The classroom teacher is asked to alert the parent of the letter. At the parent orientation, parents are assisted and encouraged to fill out the Survey and Selection Form. Copies of the returned forms are kept on file and the original in the student’s cumulative record. If the form

is not returned, the ESL and IEP teachers call the parent and remind them of the importance of their informed decision in their child's education. The classroom teacher reminds the parent face-to-face in the morning and at dismissal. If the form is still not returned, the default choice is TBE as per CR Part 154.

4. The parents are informed that studies show that students in bilingual programs perform better on standardized testing. Parents are informed that fluency and literacy in the home language accelerates fluency and literacy in the target language, English. If the child scores very low on both the LAB-R and the Spanish LAB, the parents are strongly encouraged to either pursue a bilingual program or to work with their child at home on home language literacy. This is our third consecutive year to offer a Dual Language bilingual program in addition to the Freestanding ESL program. We have kindergarten, first-grade and second grade Spanish DL classrooms. All of the parents of Spanish speaking kindergarteners and newcomer first-graders chose DL. One Spanish-speaking ELL in first grade and 2 Spanish-speaking ELLs in kindergarten are not in the DL Program because they are required to be in a CTT class as per their IEPs. Parents who choose TBE or DL in a grade other than kindergarten or first-grade are provided with a transfer option within the district to a school that offers the desired program. All other students, whose parents do not opt to transfer their child to a school with a bilingual program, are provided with Freestanding ESL services.

5. In 2007, 7 of 7 parents of new entrants to the ELSS chose Freestanding ESL. In 2008, 6 parents chose Freestanding ESL, and 4 chose TBE (2 of which were by default because of not returning the form). In 2009, 3 parents chose Freestanding ESL, 5 chose DL and 1 did not return the form, therefore TBE by default. In 2010, 5 parents chose DL and 3 chose ESL. This school year, 2011, 7 parents chose DL, 1 parent chose ESL, and 1 parent did not return the form, thereby TBE by default. The trend in program choice shows a clear increase in interest in bilingual education. As the DL program expands each year to include another grade, we can expect, according to this trend, more parents to choose a bilingual program each year. We currently have Dual Language kindergarten and grades 1 and 2.

6. The programs at our school are aligned with parent requests. This year, 7 out of 9 parents had their child placed in their first choice of program, one parent, of a Bengali speaking student, chose Dual Language, but there were no transfers in the district to offer her and another parent, who did not return the form, had her child placed in a CTT class as per his IEP.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained	0	0	0	0	0	0								0
Push-In	1	1	1	1	1	1								6
Total	2	2	2	1	1	1	0	9						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	28	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	3	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. ①

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	14		1	0	0	0	0	0	0	14
ESL	14		6	3		1	0	0	0	17
Total	28	0	7	3	0	1	0	0	0	31

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
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 L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	5	17	4	12	5	13													14	42
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	5	17	4	12	5	13	0	14	42											

**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): 10

Number of third language speakers: 1

Ethnic breakdown of EPs (Number):

African-American: 20

Asian: 2

Hispanic/Latino: 34

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	2	1	1	3	6	1							
Chinese			1											1
Russian														0
Bengali						1								1
Urdu														0
Arabic		1												1
Haitian														0
French														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	2	2	2	3	6	2	0	17						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

a. P.S. 54 has one self-contained Spanish Dual Language (DL) Kindergarten with one Special Education/Early Childhood certified teacher, in the process of obtaining her Bilingual Extension, one Spanish Dual Language First Grade class with a one Multi-Subject certified teacher who is working towards a Bilingual Extension. The Second grade class is taught in English by one teacher, and in Spanish by another Spanish-speaking certified teacher who is working toward his Bilingual extension. The DL Kindergarten, First and Second grade classrooms receive half of their instruction in English and half in Spanish, so that the ELLs will receive the mandated amount of ESL, ELA and NLA. The rest of the ELLs are provided service by the ESL-Certified teacher through a Push-In [Co-Teaching]/Pull-Out

A. Programming and Scheduling Information

model. Generally, ELLs will receive push-in services in their own classroom or will be pushed into a contiguous grade classroom, during the reading or writing workshop.

b. The ELLs learn in heterogeneous classrooms with a mix of English-only students, former ELLs and ELLs of various proficiency levels during the push-in sessions. When in a pull-out session, ELLs learn in ungraded, heterogeneous group of ELLs. The students will generally be no more than one grade apart. Differentiated small-group instruction is provided based on the beginning-of-the-year assessments as well as ongoing assessments done by the ESL teacher. The teacher also collaborates with the classroom teachers in order to be aware of, and plan for, the needs of the students in their regular classrooms.

2. As per CR Part 154, the ESL teacher provides 360 minutes per week of explicit ESL instruction to Beginner and Intermediate students in the free-standing ESL program, either in their own classrooms or in a contiguous grade classroom. The ESL teacher provides 180 minutes per week of ESL instruction to Advanced students in their own classrooms or a contiguous grade classroom and the classroom teacher provides 180 minutes per week of explicit ELA instruction. Native Language support is provided when appropriate and possible. Students are provided with bilingual glossaries, native language libraries and testing accommodations. In the DL classroom, the classroom teacher provides 360 minutes per week of explicit ESL instruction and 90 Minutes of explicit NLA instruction to Beginner and Intermediate students. The advanced students receive at least 180 minutes of both ELA and ESL per week and at least 45 minutes NLA instruction.

3. The classroom teacher provides instruction in the content areas using ESL methodologies and native language support in both program models. The teachers scaffold the lessons with modeling, visual and dramatized contextual support, Total Physical Response (TPR) and linguistic structure. In the DL language classroom, instruction is split 50/50, so if English is used in the morning, Spanish is spoken in the afternoon. This alternates each day in order to ensure that students receive instruction in both languages for each subject area. In the free-standing ESL program, native language support is provided in the content areas. Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

4. How do you ensure that ELLs are evaluated appropriately in their native language?

All Spanish speaking ELLs are administered the Spanish LAB-R within the first several days of their registration. All ELLs have testing accommodations for exams, including translated additions, bilingual word for word glossaries, oral translation for low incidence languages, extended time, and separate location. Translations and glossaries are not permitted for the ELA. Dual Language classroom teachers evaluate all of their students formally and informally in both Spanish and English across all content areas in the classroom. Once our DL classes reach grades 3, 4 and 5, they will be tested with the ELE, El Examen de Lectura in Espanol. The DL teachers in grades k-3 use El Sol to evaluate the students Spanish literacy.

5. How do you differentiate instruction for ELL subgroups?

a. SIFE students are students with interrupted, little or no formal education who are at least 2 academic years behind their age group. We currently have no students who are SIFE. Our plan for future SIFE students is to provide academic intervention services as an extension of the regular school program on both push in and pull out services.

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development in the new ALLA assessment to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.
- Native Language Literacy instruction provided in the extended day intervention
- Encourage student to participate in after school native language literacy program.

A. Programming and Scheduling Information

b. When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home/ school communication.
- Native Language Literacy instruction provided in the extended day intervention
- Encourage student to participate in after school native language literacy program.
- ELA Exempt ELLs take the periodic assessments so that they can become familiar with the format before they take the official assessment for the first time. These students spend time observing their English proficient peers as a scaffold for producing their own work.

c. ELLs receiving service for 4 to 6 years are targeted with the following interventions:

- Small group and differentiated instruction in the classroom.
- Extended day instruction tailored to their needs.
- Periodic Assessment to monitor progress and drive instruction.
- Encourage student to participate in after school program, targeting ELA and Math, with an emphasis on reading and writing.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- AIS support, in addition to ESL, during the day to enrich their language and academic skills.

d. Long terms ELLs are ELLs who have been unable to achieve English proficiency on the NYSESLAT after their 6th year of ELL services. We currently have no Long Term ELLs. Our future action plan for this group involves:

- An after school program, targeting reading and writing.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- AIS support, in addition to ESL, during the day to enrich their language and academic skills.

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?

Our policy for ELL-SWD includes:

- Small group and differentiated instruction in the classroom.
- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Differentiation of instruction in all areas
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of AIS services during and after school as needed
- In order to ensure that all students are getting the support they need, the ESL teacher collaborates with the classroom teacher, shares tips and strategies on educating ELLs and provides materials for ELLs, including NYSESLAT prep materials.

An array of materials, both print and non-print, on a variety of levels are used. Leveled classroom libraries, genre based libraries, content based libraries (baskets for math, science and social studies), and computer based programs allow for differentiated instruction. Students performing at levels 1 and 2 on the ELA use Voyager Passport materials in the extended day. The AWARD computer program is used for beginner level students in order to aid in their language acquisition and reading skills development. In addition, students have access to such websites as www.starfall.com and www.britishcouncil.org/kids.

Materials for Math are Everyday Math Consumables with Spanish language consumables provided for students with Spanish Language literacy and/or whose parents would be enabled to help their child through the use of Spanish materials. Additionally, all students, including ELLs, are required to use Acuity and Renzulli Learning. ELLs, if literate in their native language, are provided with word-to-word glossaries for use in the content areas.

Materials for Science include Harcourt and Foss (grades 3-5) and Foss (grades K-2). Students are engaged in hands-on scientific exploration in classrooms and with a science cluster teacher. Students also have access to non-fiction science libraries.

Materials for Social Studies include trade books, primary source documents and word to word glossaries for students literate in their native languages. Students have access to non-fiction texts in their classroom libraries.

A. Programming and Scheduling Information

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the Teachers College Reading and Writing Workshop Model. This includes the use of high interest / low level texts. Students in grades 3-5 use Acuity. Students in grades K-3 use AWARD. All students use the Renzulli Learning Program. Students performing at level 1 and 2 in literacy have Voyager Passport for intervention instruction. Students who are emergent/beginner readers or have difficulty decoding use Wilson Foundations as well as Month-by-Month Reading and Writing. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the NYSESLAT and Beyond
- New York State Coach: ELA
- New York State Coach: Mathematics

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 ESL teacher, Ms. Vento, and the SETS teacher, Ms. Cordero, push into the classrooms to serve the needs and mandated services of ELL-SWDs, so that students do not miss out on content area instruction. The teachers modify the curriculum according to each student's Instructional Education Plan (IEP). Based on on-going assessments throughout the year, students are evaluated to determine next steps of IEP goals. Our school has a policy of trying the least restrictive setting for each student first, only switching to more restrictive if necessary, sometimes only for certain content area instruction, instead of the entire day. We also look for students with IEP that can moved to less restrictive settings.

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

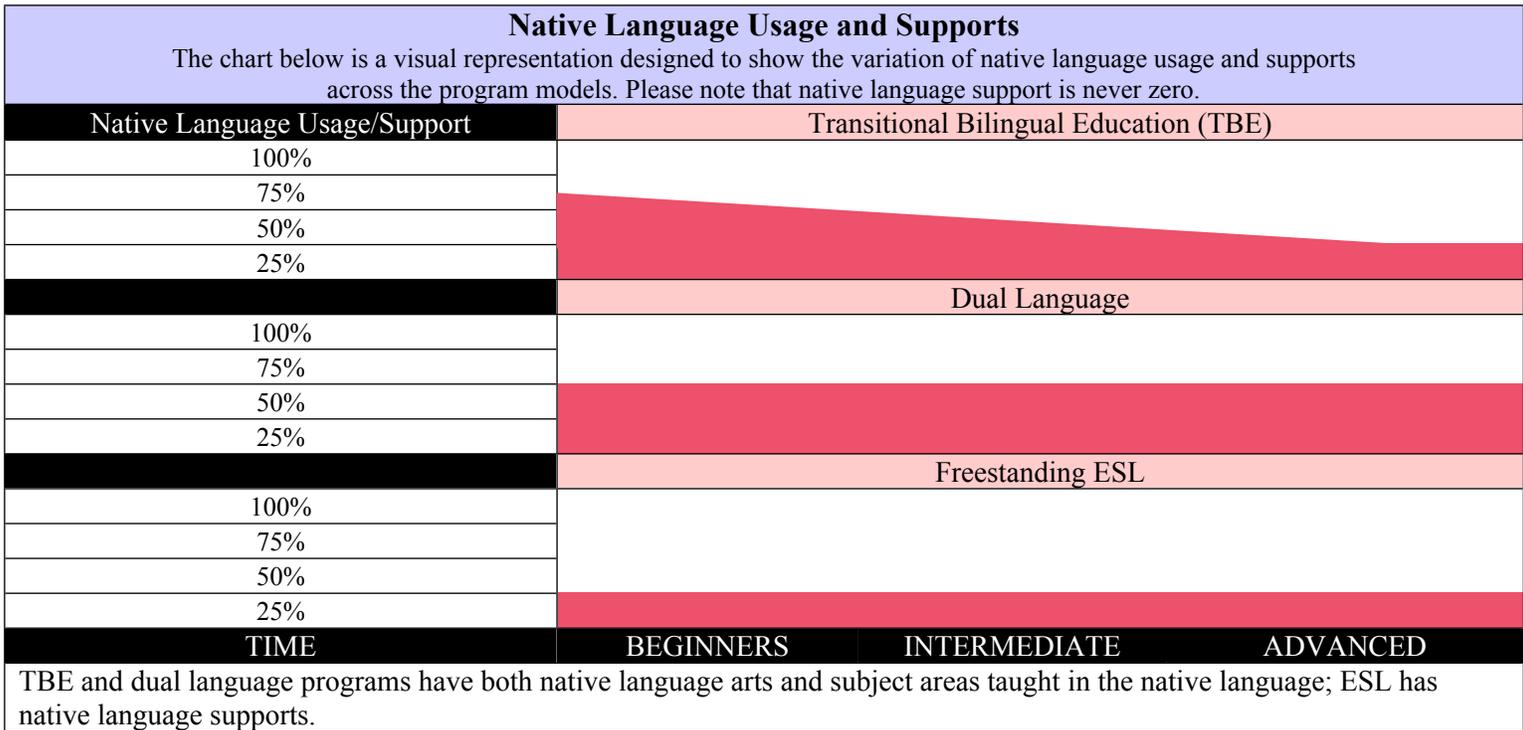
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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?

8. For ELLs with limited Spanish literacy, several opportunities are available for Native Language instruction. ELLs who enter our school in first grade or above without emergent literacy skills in their native language receive NLA during extended day intervention services with a bilingual pedagogue. All Spanish speaking ELLs, especially those who have never attended a Spanish speaking school, are encouraged to attend an after school NLA program. Additionally, ELLs in grades 3-5 are encouraged to participate in after school programs geared to grade appropriate curriculums and standardized exams. ELLs not achieving the benchmarks in ELA or Math receive AIS during the school day as well as additional support during extended day sessions.

9. ELLs reaching proficiency receive transitional support for 2 years including small group instruction with the ESL teacher in their classrooms when possible, extended day intervention from the classroom teacher and encouragement to participate in after school ELA and content area instruction. ELLs reaching proficiency receive testing accommodations for as long as they are entitled.

10. This year, we have expanded our Dual Language Program to include second grade in addition to the first grade and kindergarten that we had in place last school year. We will continue to offer Spanish Language literacy instruction for ELLs at risk during the extended day, but would like to expand our after school Spanish literacy program.

11. We will not discontinue any programs or services.

12. Any programs available to monolingual students in the school are also available to ELLs. All students take part in enrichment clusters of their choice. Enrichment clusters taken by ELLs include Sports Around the World, Drama, Latin Dance, Writer's Café and Poetry. ELLs are encouraged to participate in extracurricular activities. These include the YMCA, which is popular in the school and which ELLs attend as well as after-school test prep for math, science and ELA.

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- After School: Our After School program offers both remediation and enrichment in Science, Mathematics, ELA, and Chess and Basketball. Additionally, we offer a Native Language Arts and Multicultural Enrichment after school program. Invitations to and information for all school programs are translated into Spanish.

Spanish-speaking pedagogues call the parents of ELLs to encourage ELL participation in after school programs.

- Parent Classes: GED, both in English and Spanish classes are offered to parents, accompanied by parenting workshops delivered in Spanish by school staff on various topics of interest, including technology classes. The parent coordinator also offers parent workshops throughout the year.

- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Pajama Read Aloud, Publishing Parties, Parents as Reading Partners, Math Games Night, Career Day, various student performances, such as Hispanic Heritage, Winter Holiday and Black History. At these events, the school and community can come together to recognize student achievements in arts and academics. At school meetings and assemblies, Spanish translation is provided by a Spanish speaking pedagogue.

- Translation and Interpretation Services: These services are offered to increase the involvement of limited English proficiency parents. Additional funding is available to translate important policy documents, mainly in Spanish. At all meetings for parents, we have translators. All letters sent home are sent in both English and Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.

13. In order to ensure that all ELLs are held to the same high expectations established in the Common Core Standards, ELLs are given the same learning opportunities and the same quality instructional materials the mainstream students use. The instructional materials that are used are appropriate for teaching ESL and are sensitive to the language and culture of the students. Along with using the "Common

Core ELA Standards" and "The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for ESL", the ESL teacher integrates and scaffolds skills and strategies in the Reading and Writing Workshops. An array of materials, both print and non-print, on a variety of levels are used. Leveled classroom libraries, genre based libraries, content based libraries (baskets for math, science and social studies), and computer based programs allow for differentiated instruction. Students performing at levels 1 and 2 on the ELA use Voyager Passport materials in the extended day. The AWARD computer program is used for beginner level students in order to aid in their language acquisition and reading skills development. In addition, students have access to such websites as www.starfall.com and www.britishcouncil.org/kids.

Materials for Math are Everyday Math Consumables with Spanish language consumables provided for students with Spanish Language literacy and/or whose parents would be enabled to help their child through the use of Spanish materials. Additionally, all students, including ELLs, are required to use Acuity and Renzulli Learning. ELLs, if literate in their native language, are provided with word-to-word glossaries for use in the content areas.

Materials for Science include Harcourt and Foss (grades 3-5) and Foss (grades K-2). Students are engaged in hands-on scientific exploration in classrooms and with a science cluster teacher. Students also have access to non-fiction science libraries.

Materials for Social Studies include trade books, primary source documents and word to word glossaries for students literate in their native languages. Students have access to non-fiction texts in their classroom libraries.

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the Teachers College Reading and Writing Workshop Model. This includes the use of high interest / low level texts. Students in grades 3-5 use Acuity. Students in grades K-3 use AWARD. All students use the Renzulli Learning Program. Students performing at level 1 and 2 in literacy have Voyager Passport for intervention instruction. Students who are emergent/beginner readers or have difficulty decoding use Wilson Foundations as well as Month-by-Month Reading and Writing. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the NYSESLAT and Beyond
- New York State Coach: ELA
- New York State Coach: Mathematics

14. Although the classroom and ESL teacher only use English for instruction, the student is provided native language support when the goal of the instruction is for the student to understand a concept or strategy. Classroom teachers who speak the native Language are encouraged to provide native language support to their ELLs whenever appropriate and possible. English is used for instruction when language acquisition is the target. For example, when it important that the student understands the literacy skill to pay attention to how the character feels, the student is provided with a translation. However, when the goal is for the student to acquire the vocabulary of character feelings, instruction is provided in English and support with visual diagrams or dramatic contextualization. Additionally, the students will express themselves in the language that would best support the lesson goal. For example, when the target is reading or writing stamina, the student will read or write in the language in which they can be most independent. However, when the task is to talk about their favorite part of a Read Aloud, they will listen to their English proficient partners modeling dialogue and reuse the language structures to express themselves in English, or may have accountable talk with a Spanish-speaking classmate.

15. Since support and resources take place in the ELLs' classrooms, both support and resources correspond to ELLs' ages and grade levels. When ELLs are serviced in the ESL classroom, the teacher abides by the ELA Common Core Standards as well as the ESL Standards for the appropriate grade level as well as collaborates with the classroom teachers in order to support the students in their areas of highest need. We recognize that it is very appropriate to have grade appropriate content for any level reader of every age. We have High-Interest Low-Level libraries in every classroom.

16. When students are registered over the summer, a staff member takes the family on a tour of the building and has an informal orientation touching on topics such as school policies, school uniform and necessary supplies. The parent and student have the opportunity to ask questions and meet the teacher if he or she is present.

17. We do not offer electives.

C. Schools with Dual Language Programs

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

1. The Dual Language program model is 50%/50%. Spanish and English are used equally for instructional time.
2. The Dual Language Kindergarten, First-Grade and Second-Grade are self-contained; therefore, the EPs and ELLs are together for 100% of the instructional day, including all content areas.
3. Language is separated for instruction by time, with one language being used in the morning and the other in the afternoon. This schedule alternates daily.
4. Our Dual Language Kindergarten, First-Grade and Second-Grade are Self-Contained.
5. Both Dual Language programs use the "rollercoaster" model in the classroom. This means that the teachers alternate the language used from morning to afternoon and from day to day. For example, if on Monday English is used in the morning and Spanish in the afternoon, on Tuesday, Spanish is used in the morning and English in the afternoon and so on. This pattern ensures that students truly get an equal amount of English and Spanish in the various subjects.

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. Workshops taken by teachers of ELLs include:

- Scaffolding in the content areas
- Achieving Success for ELLs: A Common Understanding of What Works
- Data Driven Instruction
- Accessing and using English Language Learner Periodic Assessment Data
- Differentiation in the classroom
- In-house Aussie mathematics PDs for both lower and upper grades
- In-house TC workshops provided by TC staff
- DL teachers also receive professional development at BETAC

2. ESL and classroom teachers assess students' English language acquisition (using NYSESLAT and NYS ELA) and work with the guidance counselor and parents to meet the needs of students as they transition from our elementary school to their middle school.

3. To ensure the receipt of 7.5 hours of ELL training for all staff who do not have an ESL or Bilingual license, 3 years ago, all staff attended a full-day workshop. All subsequently hired staff were sent to ELL professional development full-day workshops at the Teacher's College Reading and Writing Project (TCRWP). There will also be a PD provided by network leaders for any teachers who have not received the 7.5 hours of ELL training.

Our in-school and off-site Professional Development program focuses on:

- the literacy needs of our ELL population within the prescription of the TCRWP.
- scaffolding instruction for ELLs in Math and Science through the use of manipulatives and experiments.
- using technology and online resources to make content area instruction more comprehensible for ELLs.
- Wilson Program for Academic Intervention teachers.

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 parents and teachers have formed a Parent Teacher Association. The Parent Coordinator facilitates workshops for parents throughout the year such as "Helping your child with homework," "All about the ELA exam," and "All about the NYS Math Exam." We offer a free, after school GED program for English speaking parents and a separate one, taught in Spanish, for Spanish-speaking parents. Parents are invited to be active participants in their children's education through monthly "Parents as Reading Partners" and "Parents as Math Partners," an annual Reading Tea Party, and various school assemblies. Parents are welcome to volunteer in the classroom. All materials are provided in Spanish and English. A Spanish speaking pedagogue translates throughout assemblies and meetings.

2. Our school partners with Teacher's College (TC) and the YMCA. Both TC and the YMCA provide workshops through the year to support parents. We also have Family Dynamics who provide parenting workshops.

3. We evaluate the needs of parents through surveys, parent request and personal contact between staff and parents. The school asks all parents, including parents of ELLs, to fill out a survey to identify the parents' needs and interests in workshops and services. Also, as teachers get to know their students and the parents of their students, teachers make recommendations for workshops and services.

4. Using the requests and forms from parents and feedback from staff and teachers, we provide the support that parents need for their personal growth, including GED for Adults, and what they need to support their children as successful learners, including workshops on Teachers College Reading and Writing Project, math, science and social studies curriculums and exam support.

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)	3	3	3	2	3	1								15
Intermediate(I)	1	3	2	1	1	1								9
Advanced (A)	3		2		2									7
Total	7	6	7	3	6	2	0	0	0	0	0	0	0	31

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1						1
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				

New York State Regents Exam

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

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

1. 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.

Our school uses TCRWP and ECLAS-2 to assess the early literacy skills of all of our students, including our ELLs. This year, the second grade Dual Language teacher will use EL-SOL to assess the early Spanish literacy skills of the ELLs and EPs. The TCRWP assessments give teachers highly individual data for each student, so that teachers know which strategies and skills the student is using, which are in the region of proximal learning, and which are further along in the student's progress.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Looking across the proficiency levels for the NYSESLAT, it is noticeable that there are no students who achieve beginning proficiency level on the Listening/Speaking modality of the NYSESLAT. Because most of our students enter the school at the beginning of the year, we can assume that they've had a year's worth of English Language instruction. Another pattern is that students progress through the proficiency levels fairly consistently over the years in the Listening/Speaking modality, generally reaching proficiency within 2-3 years of service. However, the scores show that the students achieve lower scores in general and seem to collect in the advanced proficiency level in the reading/writing modality, taking a longer time to pass from the advanced to the proficient level in this modality.

3. How will patterns across NYSESLAT modalities -reading/writing and listening/speaking - affect instructional decisions?

Because the patterns show a great need for reading/writing support for ELLs, the ELL teacher focuses instruction on reading and writing. Professional development for classroom teachers focuses on improving ELL instruction for reading and writing. Additionally, because studies show that LEP students acquire English literacy faster and better when they have strong native language literacy, we opened a Dual Language program for grades k, 1 and 2 and we provide Spanish Language Literacy instruction in our extended day intervention and after school programs for grades 3, 4 and 5. As the Dual Language program grows, we will be able to ensure strong native language literacy to all of our Spanish speaking ELLs.

4. For each program, answer the following:

Since we only have ELLs on the testing grades in the free-standing ESL program, we will only provide answers for the following questions regarding the ESL program.

a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Students who are literate in their native language fare well when provided with assessments in their native language (NL). Students who are not literate in their native language and who are struggling with the content material may not benefit from having the NL edition. The students are exposed to NL preparation test materials and try the material to see if it helps them before the actual exam. Students, who choose to do so, will have both the English and the NL exams during the assessment. We expect that next year, when the DL language program reaches grade 3, more students will benefit from the use of the Spanish language glossaries and translations of the exams.

- Math 11- Among the 5 third grade ELL students, 1 choose to have the NL math exam; 0 of 4 fourth graders, and 1 of 2 fifth graders. Among 11 ELLs across all three grades, 2 choose to have the NL math exam in addition to the English. None choose to respond in the native language. Among 9 English-exam only students, 4 achieved a 2, 5 performed at 1. Among 2 NL exams, 1 performed at level 2, and 1 performed at level 1.
- Science 11-We had only 1 fourth grade ELL who chose the English edition of the Science exam. She achieved a level 2.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

The ESL teacher prints and reviews the results of the ELL Periodic Assessments with the administration, classroom teachers and the student. The student, with the help of her teachers, uses the results to make targeted goals. The teachers use the data to tailor instruction through small group work. The results are used to chart progress for each student.

c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The periodic assessments show that students tend to perform at advanced or proficient across reading, writing and listening, despite the NYSESLAT results showing students performing at beginner and intermediate levels. This can be due to the fact that the periodic assessment does not have a write-in portion like the NYSESLAT. The ESL teacher works with the ELLs on writing non-narrative pieces throughout the year. The ELLs in grades 3, 4, and 5, generally do not use the translated editions of the periodic assessments in Math, unless they are newcomers because they have not received content instruction or literacy instruction in their native languages. However, we anticipate that this will change next year when our current second grade dual language class is in the third grade and begins standardized testing.

5. For Dual Language programs, answer the following:

a. How are the English Proficient students (EPs) assessed in the second (target) language?

Currently, we have only kindergarten, first and second grade Dual Language classes, so we do not administer the ELE yet. However, the classroom teacher assesses the EPs for second language acquisition through informal assessments. Additionally, we plan to administer the El Sol this year to our second graders, and when the DL students reach the 3rd grade, we will administer the ELE.

b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

Currently, we do not have State and City Assessment results for our EPs in DL program because they are in kindergarten, first grade and second grade.

6. Describe how you evaluate the success of your programs for ELLs.

We look at several factors in evaluating the success of our programs for ELLs:

-Are our program options and placements aligned with parent choice? We look at parent choice and our programming

-Are our ELLs approaching, meeting or exceeding the standards? We look at ELA, Math and Science performance levels as well as informal assessments.

-Are our ELLs acquiring English language proficiency? We look at NYSESLAT performance levels and informal assessments.

*Because we only have dual language classes in grades k-2, we have no ELE scores yet.

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>Samuel C Barnes</u>		School DBN: <u>13K054</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lorna Khan	Principal		12/16/11
Roxanne James	Assistant Principal		12/16/11
Evangeline Umphery	Parent Coordinator		12/16/11
Elizabeth Vento	ESL Teacher		12/16/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 13k054 **School Name:** PS 54, Samuel C. Barnes

Cluster: 612 **Network:** Grapevine

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.

All parents/guardians of newly enrolled students fill out a Home Language Survey when enrolling their child. This form is maintained as part of the students' records. The office keeps a copy of the language identification card to show to parents with whom they are unable to communicate. The parent selects the language which they prefer to speak and the school calls the translation hotline to communicate with the parent.

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.

Based on the HLIS, the school identified Spanish as the dominant language which was reported to the school community during the orientation meeting and via Title I Parent Involvement Policy. Approximately seventy five percent of the school's population has English as the primary language. The home language is Spanish for 61 of our student, Bengali for 5 of our students, Arabic for 3 of our students, Soninke for 3 of our students, and 1 for each Mandarin and Haitian. The parents of 12 students requested written and oral communication in Spanish, the parent of two siblings requested written communication in English and Spanish, and oral communication in English, the parent of 1 child asked for written communication in Arabic and oral communication in English, another parent requested written communication in English and oral communication in Arabic and English. All other parents requested written and oral communication in English. The ESL teacher helps classroom teachers find interpreters for parents who requested oral communication in their home language, either with a pedagogue or the translation hotline. This information is communicated to the school community at the beginning of the year faculty conferences and parent meetings, and as necessary throughout the year. The school's demographic is made available on the school's official DOE website.

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.

If a parent/guardian indicates on the HLIS or communicates to the school in any way that they would like to receive any forms from the school in their home language, PS 54 is sure to meet these needs. All correspondence to parents is translated into Spanish by a bilingual pedagogue. The teacher will be paid per session. The school provides translated notifications as available from the online translated documents. The school will also provide translation through the Department of Education for documents that relate specifically to the Chancellor's regulation, as available on nyc.gov.

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.

For the parents/guardians who have indicated on the HLIS that they would prefer to receive oral communication from the school in their home language, staff members are routinely available to act as interpreters when parents visit or call the school. Staff members are routinely available to act as interpreters when the school or teachers need to communicate with parents. For Spanish speaking parents, we have a Spanish speaking pedagogue translate oral communication. For other languages, we use the translation hotline: 718-752-7373, x4.

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>.

At the beginning of each year, we provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available on the DOE website.

On the door of the primary entrance to our school, we post a sign in the covered languages at our school, Arabic, Chinese, Bengali and Spanish, indicating the availability of interpretation services. Translated signs, in the covered languages, are available on the DOE website.

Our safety plan ensures that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers, because all of the interpreting services we provide in non-emergencies, Spanish-speaking teachers and the NYCDOE translation hotline, are available in emergencies as well.

If we ever have parents of more than 10% of the children speak a primary language that is neither English nor a covered language, we shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to section VII and shall post and provide such forms in accordance with the Chancellor's regulation.

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Samuel C. Barnes	DBN: 13K054
Cluster Leader:	Network Leader: Margarita Nell
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 checked="" 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 checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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: 4 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 3

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: PS 54 2012/2013 Title III Plan drives our supplemental instructional program for grades 6-8 in both the Dual Language and the Freestanding ESL programs that our school provides this school year. Title III supplemental services will offer ESL and ELA to our ELLs who have not met the required levels of proficiency in ESL in Kindergarten, Grade 1 and Grade 2 as most of the ELLs in PS 54 are in these three grades. In addition, newcomer ELLs in the testing grades will The services offered through Title III supplemental services are intended to supplement the services offered to our ELLs throughout the school day and after school extended day.

PS 54 serves its limited English proficient students through two programs, the Spanish Dual Language program in grades K, 1 and 2 as well as the freestanding ESL program which services all other ELLs. The ESL teacher provides 360 minutes per week of explicit ESL instruction to Beginner and Intermediate students either in their own classrooms or in the ESL classroom. The certified ESL teacher provides 180 minutes per week of ESL instruction to Advanced students in their own classrooms or in the ESL classroom and the classroom teacher provides 180 minutes per week of explicit ELA instruction. Native Language support is provided when appropriate and possible. In the DL classroom, the bilingual certified classroom teachers provide 360 minutes per week of explicit ESL instruction and 90 Minutes of explicit NLA instruction to Beginner and Intermediate students. The Advanced students receive at least 180 minutes of both ELA and ESL per week and at least 45 minutes NLA instruction. There are currently 12 ELLs being serviced in the DL classrooms and 18 students receiving ELS services. Five of these students are serviced as per their IEPs. There is a total of 31 ELLs at PS 54.

A seven week residency named Puppetry in Practice will be conducted in January 2013. This is a researched based program which has been very effective in helping ELLs make progress in English language acquisition. Five classes (including three Dual Language classes) will participate in a seven week residency which incorporates ESL methodologies, puppetry, story-telling and book arts to improve literacy. The program is a residency program with author-illustrator Angelo DeCesare and is scheduled once a week, during the regular school day, in the students' classrooms. Students become writers with Flip's Fantastic Journals, while exploring themes and characters in Flip's Fantastic Journals. Students also create their own adventures for the characters. They then create stories of their own and share them using pjuppets and book arts. Parents will also take part in a workshop that will focus on how they can help their child at home. This program services all ELLs in grades K-2, totaling 15.

In addition, an after-school program which will provide English Language help to ELLs is currently under way. This program, which will either meet weekly for 15 weeks or once weekly until the end of the school year, for a total of 30 hours, and will target newcomers in the testing grades. These students will receive homework help and tutoring from the ESL teacher and four content area teachers and teachers completing their transitional bilingual certifications.

Part B: Direct Instruction Supplemental Program Information

Trips are an important component of how students also acquire language and is included in the overall program of the school. In addition students will be exposed to venues that supports both cultural diversity and content in science and the arts. Trips will be organized for the Brooklyn Children's Museum, Chinese Museum and El Museo del Barrio.

The school will purchase materials and general supplies for all Title III programs including books such as the bilingual dictionaries, chart paper, notebooks, loose leaf paper, markers, and NYSESLAT tutoring guides to help our students become more proficient in the English Language and meet the city and state mandates. Evidence of our success will be standards based, data driven assessments by state standardized exams including the NYSESLAT, reading and math assessments, ongoing class assessment and report card grades.

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: Professional Development focuses on providing ESL and ESL Content Area teachers with differentiated instruction strategies for teaching the English Language Learner. Its primary function is two folds: to provide ESL and ESL Content Area teachers with English language learners research based pedagogical strategies to best meet the needs of our ELLs, to prepare ELLs to meet and exceed NYS performance standards and to be successful on all State Assessment examinations through data driven instruction. Professional development will focus on: types of supportive services, differentiated instruction, development of strategies to be successful on assessment and instructional strategies to enhance student's skills for success.

The Bilingual certified teachers, the ESL teacher, and the ELA teachers working with ELLs as well as teachers from other content areas who teach ELLs participate in these professional development sessions. They participated in professional development workshops as of September and will continue to attend many of the sessions offered by the Office of English Language Learners, as well as by other institutions. In addition teachers in grade 2 will receive professional development from the Parks Foundation to support a science based program that engages students in real world application of science. This program allows for hands on activities, which is critical for acquisition of the science content for ELLs.

The school has a general calendar for the professional development sessions as follows:

- a. One and half days of professional development sessions on the 4th and 5th of September 2012.
- b. A full day of professional development session on November 6, 2012.
- c. A full day of professional development sessions on June 6, 2013.

Part C: Professional Development

d. 50 minutes professional development/grade level meetings every Thursday.

e. ESL teacher will participate in 4-5 full day professional development in workshops offered by the office English Language Learners.

The above professional development sessions will cover the following topics:

> Scaffolding in the content areas

> Achieving Success for ELLS: A Common Understanding of What Works

> Data Driven Instruction

> Accessing and using English Language Learner Periodic Assessment Data

> Differentiation in the classroom

> ESL in the Mathematics classroom

> Balanced Literacy for ELLs

> TC Workshop for ESL teachers: ESL Teachers and Balanced Literacy: Planning and Teaching in Ways Which Align with Units of Study and Components of Balanced Literacy Not Bumping in the Classroom Teaching

> Adapting the Writing Workshop to meet ELL needs

> Adapting the Reading Workshop to meet ELL needs

To ensure the receipt of 7.5 hours of ELL training for all staff who do not have an ESL or Bilingual license, 3 years ago, all staff attended a full-day workshop. All subsequently hired staff were sent to ELL professional development full-day workshops at the Teacher's College Reading and Writing Project (TCRWP) Our in-school and off-site Professional Development program focuses on:

> the literacy needs of our ELL population within the prescription of the TCRWP.

> scaffolding instruction for ELLs in Math and Science through the use of manipulatives and experiments.

> using technology and online resources to make content area instruction more comprehensible for ELLs.

> Wilson Program for Academic Intervention teachers.

Teachers will also receive professional development to support ELLS in science through the City Parks Foundation in the spring.

Due to the professional development opportunities that the Dual Language teachers take advantage of, part of the title III funds have been allocated to per diem substitutes in order to provide absence coverage during these workshops. A total of \$1,341 has been reserved for this purpose, which allows the

Part C: Professional Development

teachers a combined total of 8 days of absence coverage for off-site professional development opportunities.

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 involvement of the parents and the family in the study and school activities of their children is very important for many reasons. Research has shown that family participation in education was twice as predictive of students' academic success as family socioeconomic status. It has also shown that the more intensely parents are involved, the more beneficial the achievement effects and the higher grades, test scores, and graduation rates the students achieve. Moreover, this results in better school attendance, increased motivation, better self-esteem, lower rates of suspension and fewer instances of violent behavior.

Parent Orientation Workshops are offered to all parents in September, and ELLs parent orientation sessions are held the second week of September and throughout the school year to the parents of newly admitted ELLs. At these workshops and orientation sessions the school uniform policy, monthly calendars and all activities are explained to the parents. There is a questions and answers period available after the workshops. Translation is always available for parents in commonly spoken languages among the parents of our ELLs.

Parent Engagement:

- > Parents as Reading Partners
- > Parents as Math Partners
- > Parent Literacy library access in English and Spanish
- > Cultural events to engage parents - Hispanic Heritage celebration
- > Include parents on trips to museums

These sessions are offered by the school staff and/or by professionals appointed by the school for sessions the school does not have the qualified staff to offer.

The parents are notified by mail, flyers, brochures, and phone calls. Translation of the written and spoken communications with parents will be available in all the language spoken in our school i.e. English, Spanish, Bengali, Arabic, and Chinese.

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

Allocation Amount: \$

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		