



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: ERNEST S. JENKYNS PUBLIC SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 19/BROOKLYN/202

PRINCIPAL: PAULINE SMITH-GAYLE

EMAIL: PSG@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. JOYCE STALLINGS-HARTE

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
Pauline Smith-Gayle	*Principal or Designee	
Teresa Mulvey	*UFT Chapter Leader or Designee	
Tonya Barrett	*PA/PTA President or Designated Co-President	
Margaret Haas	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	
Carlyn D. Green	Teacher	
Cheryl Charles	Teacher	
Elizabeth Taylor	IEP Teacher	
Ramona Courton	Teacher	
Andrea Walls	Parent	
Edith Briggs	Parent	
Shatisha Haywood	Parent	
Robin Brehon	Parent	
Courtney Gonzalez	Parent	

Jeanine Boor	Parent	
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** 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

- ❖ *School leadership must strategize a school wide plan and systems that ensure the monitoring of student achievement in which individual and teams of teachers gather and analyze meaningful periodic and classroom level data, and align it to the school's chosen standards in order to target the needs of all students, including key subgroups.*

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.

<u> </u> 2.2 School leader's vision	<u> X </u> 2.4 School leader's use of resources
<u> X </u> 2.3 Systems and structures for school development	<u> X </u> 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- ❖ *By June 2013 PS 202K leadership will implement a school wide plan of action, including RTI, to provide high quality instruction for all students demonstrated through evidenced-based practices and data monitoring. The school leader's vision will be clearly focused on improving the academic performance of all learners and tracking their progress. For at-risk learners, RTI will include screening all students, identifying areas of need of struggling learners, and providing them with appropriate, tiered interventions.*

Instructional strategies/activities

The PS 202K leadership will guide and focus our instructional process to include the whole school community. Leadership must be organized around common tasks and shared common values. Creating this community is the principal's core responsibility. The research based instructional activities that will be used to support our goal have been selected based on the premise that when school leaders focus strategic and shared efforts around student outcomes, they create an environment that allows all students to achieve. These strategies and activities will include:

- PS 202K's principal goal setting and a data based plan of action using all forms of data that align with school needs including organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.
- Weekly Principal and Assistant Principal Cabinet Meetings
- Identification and development of staff for shared leadership roles
- Planning with school leaders and teachers in student goal setting using data, teacher effectiveness, and curriculum
- Strategic utilization of the school budget to maximize instructional delivery and resources (staffing, technology, materials, etc.), opportunities for professional development, extended learning for students, and a program that includes core areas as well as arts, physical education, and a range activities that appeal to all learners.
- Academic Intervention Services for our students Monday through Friday, for 45 minutes per session, with 450 students, being serviced by 45 teachers.
- Students enrolled in our Saturday Academy program every Saturday, 3 hours per session, 10 teachers and 150 students.
- Students enrolled in our Afterschool Program every Wednesday and Friday, 2 hours per session, with 16 teachers and 190 students.

- RTI professional development will enable teachers to help the school provide high quality, research-based instruction to all students in the general education class provided by qualified teachers.
- Students enrolled in our Extended Day program every Monday, Tuesday, and Wednesday, 40 minutes per week, for 150 students, with 15 teachers
- We will research and implement curriculum that is aligned to the State learning standards and grade level performance indicators for all general education subjects; and instructional strategies that utilize a formative assessment process.
- Multiple entry points to meet our school's wide range of student needs.
- Use grade level teams to review screening results to determine what changes or interventions are appropriate for the students identified.
- Progress monitoring of student performance occurs across all tiers.
- Quantify student rates of improvement or responsiveness to instruction and formulate effective individualized programs.
- Monthly School Leadership Meetings (SLT)
- Newsletters, calendars, distribution and displays of data (monthly, ongoing)
- Monthly calendars for staff
- Providing opportunities for stakeholder voice including staff, parents, and students; Monthly: SLT, PTA, Student Council, community meetings with school leadership (Fall, Spring).
- Collaborative planning and implementation of a well coordinated instructional program and a safe and secure facility
- Monthly purposeful evaluation of use of resources by the principal and school leaders
- Coordination of resources and support from community stakeholders, external providers, and grant funding

Key Personnel: PS 202K key personnel and other resources utilized for implementation will include the Principal, Assistant Principals, the School Leadership Team (SLT), instructional lead teachers, guidance staff, paraprofessionals. External support staff includes the Network specialists and CFN support team.

- Create a Professional Development Plan
- CFN 535 PD Support and monthly workshops in content areas
- CEI-PEA Assistant Principal workshop series

Transparency and Sharing of Information:

- PS 202K Meet the Teacher Night
- UFT Consultation Meetings
- Core Team Meetings: Administration, Parent Coordinator, Lead Teachers

Targets: Evaluate of our progress, effectiveness, and impact will include setting mid-year benchmarks and utilization of end year evaluative tools.

- ✓ By February 2013, the following assessments will assist in monitoring our progress: a full day instructional walkthrough performed by our Network specialists in collaboration with the Principal and the school team, review of our mid-year Compliance Review, in-house surveys, and review of teacher observations, balanced budget, inventory review.

- ✓ By June 2013, we will use the following assessment tools to measure progress and plan next goals: Quality Review, final Compliance Report, Arts Survey, Principal's Performance Review, Learning Environment Survey, feedback from Network Leader and Superintendent, and collaborative self evaluation conducted by school leadership.

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 **Title I/Priority/Focus SWP**

Service and program coordination

We will maximize our instructional program by aligning funds to meet the needs of all of our students. We will collaborate with the CFN budget specialist to ensure appropriate allocation of funds, including personnel funds and OTPS.

- After school Program \$47,000.
- Supervisor for After school \$2,731.
- Saturday Academy \$37,944.
- Supervisor for Saturday Academy \$4,412.
- Materials \$8,591

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

- ❖ *Develop curriculum and lesson plans implementing CCLS*
- ❖ *Increase rigor in all content areas through interdisciplinary curriculum and lesson planning*
- ❖ *Increase student engagement and address the needs of all learners through meaningful and relevant curricula activities*

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.

 X 3.2 Enacted curriculum

 X 3.4 Teacher collaboration

 X 3.3 Units and lesson plans

 X 3.5 Use of data and action planning

Annual Goal #2

- ❖ *By June 2013 all teachers in grades K-8 will implement CCLS in curriculum units of study and classroom lessons and activities, and assessments, including formative and end of unit performance tasks. By June 2013 all students in K-8 will complete CIE mandated performance tasks. PS 202K will design and implement engaging, rigorous, and coherent curricula for a variety of learners that is aligned to key state standards.*

Instructional strategies/activities

PS 202K will utilize the Common Core Learning Standards as the foundation of our curriculum development. According to the New York State Education Department, the main goals of CCLS are to provide a “common core of standards that are internationally benchmarked, aligned with work and post-secondary education expectations, and inclusive of the higher order skills that students need” (NYSED, 2012).

The research based instructional activities that will be used to support the goal have been selected based on the premise that all learners, Pre-k thru 12, must be prepared for college and professional life. These strategies and activities will include:

- Implementation of the Common Core Learning Standards.
- Implementation of the New York City DOE Instructional Expectations and Shifts
- Development of units of study and multiple entry points
- School wide and grade refining units of study
- Embedded formative and summative common assessments

We will use trends and historical data, that identification of subgroups and key data that informs planning for diverse learners, curriculum mapping, scope and sequence, the use of CCLS rubrics, unit planning, creation of benchmarks and a measurement processes that enable us to assess the efficacy of our work.

Research based Instructional Strategies (RBIS) identified by Marzano, Pickering and Pollock (2001) will be embedded in lesson plans. These strategies include: setting objectives and providing feedback, cooperative learning, and higher order questioning, and reinforcing effort and providing recognition. Experiential and constructivist learning principles will be the foundation of classroom instruction.

Teachers of Students with Disabilities will receive training in co teaching strategies, modeling and IEP for NYC DOE Sp Ed reform.

PS 202K September 2012 to June 2013:

- Weekly teacher team meetings in which teachers collaboratively look at student work using LASW protocols, and building upon our Inquiry Process work.
- Professional Development includes feedback on effective teaching practices via the observation process
- Ongoing formative and summative assessment
- Revising curriculum maps to deepen CCLS instruction and meet the needs of students in small groups
- Use of research based teaching strategies to enhance best teaching practices
- Developing pre and post assessments when designing performance tasks
- Observation around the use utilization of data

Key Personnel

PS 202K personnel and other resources will include school leadership staff, instructional lead teachers, content area teachers. External support staff includes CFN personnel; and external providers: Pearson/Waterford.

Targets

Coherent curriculum development and unit plans listed on Rubicon Atlas web program to be accessed by all staff.

- ✓ PS 202K CCLS Units of Study including weekly plans and unit assessments to address the CIEs and Instructional Shifts in 8-12 week cycles - September, 2012-June, 2013
- ✓ Monthly professional development
- ✓ Formal and mini observations reflect the implementation of our units of study – October 2012 – June 2013
- ✓ CFN instructional walk and feedback – November 2012, February 2013, April 2013
- ✓ Completion of CIEs mandated Performance Tasks K-8 by June 2013.
- ✓ RTI training and implementation by CFN specialists
- ✓ Benchmarks and targets that demonstrate increase in student progress and performance – PS 202K will involve teachers in decision-making around the use of assessments and further our teacher team work to increase understanding of unit and formative assessment, the design of assessments, and LASW protocols.

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 **Title I/Priority/Focus SWP**

Service and program coordination

We will maximize our instructional program by aligning funds to meet the needs of all of our students. We will collaborate with the CFN budget specialist to ensure appropriate allocation of funds, including personnel funds and OTPS.

- Teacher Team Collaborative Meetings \$15,000.
- Pearson Waterford Early Learning Program \$2,700. for Grades K-3
- Rubicon Atlas Online Program for Curriculum Development \$3,000.

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

- ❖ *Extend the range of instructional strategies utilized by teachers*
- ❖ *Provide classroom learning opportunities for students to collaborate and work independently*
- ❖ *Engage students, increase rigor, and use data to inform teaching practice*

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

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- ❖ *By June 2013 all teachers in K-8 will complete an individualized professional development plans as we implement Danielson's framework for teaching: 1e, 3b, and 3d. This researched-based teaching framework will provide clear expectations for teacher practice, and serve as the focus for teacher development. Teachers will gain insight into their personal practice and set goals to improve their pedagogy. By June 2013 all teachers in K-8 will be observed through short, frequent cycles of observations with specific, formative feedback by supervisors. This will be achieved through several cycles of mini observations, professional development, questioning/discussion strategies, and teacher teams.*

Instructional strategies/activities

PS 202K's instructional focus for this goal will be based on the Danielson Effective Teaching Framework and the CCLS.

High quality teaching demands that our profession uses guiding definitions of expertise and procedures for novice through advanced practitioners. Utilization of a framework for professional practice ensures that members of the teaching profession hold themselves and their colleagues to high standards of practice. Danielson (2007), will serve as our research based model. Danielson states: "The framework for teaching is based on important assumptions about what is important for students to learn, the nature of learning and how to promote it, the purposeful nature of teaching, and the nature of professionalism"(2007). In support of the work of teachers, our strategies and activities with timelines will include:

- PD around the framework which includes norming, calibrating, professional reading/resources both internal and external, etc. (September thru June, ongoing)
- Formal and informal observations using a feedback and tracking progress conducted by our supervisors.
- A professional development plan that provides for whole school and individual teacher support (August thru June, ongoing)
- Preparing teachers in the use of data to inform instruction and understand the progress of all learners/subgroups (September rollout of data initiative and teacher conferencing, January check-in for progress evaluation, June assessment, reflection and next steps).
- Preparing teaching in CCLS's and Instructional Expectations (September through June, 6-8 week cycles)
- Principal and Assistant Principal study groups

Key personnel:

PS 202K school leadership, CFN network support, instructional leads

Targets to evaluate the our progress, effectiveness, and impact:

- ✓ CFN 535 Network will complete a full day instructional walk with the school leaders - January, 2013
- ✓ Implementation of two mini-observation cycles by February, 2013. By June 2013 total of three mini-observation cycles will be completed (4 mini observations with meaningful feedback for each teacher)
- ✓ Goal setting by teachers based on self-reflection and choices; professional growth plans assess effectiveness at three cycles: beginning of year, mid-year, and end-of-year feedback)
- ✓ Teacher-teacher intervisitations
- ✓ PD conducted by PS 202Ksupervisors, CFN, and use of media (engageNY)
- ✓ Formal observations two per teacher by June, 2013
- ✓ Teacher baseline, mid-year, end-year evaluations and self –evaluation
- ✓ Teacher feedback meetings with supervisors (October thru June, ongoing)
- ✓ Looking at Student Work protocol implementation (October thru June, ongoing)
- ✓ January (analysis of mid-year student periodic assessment data)
- ✓ Analysis of state assessment data (June 2012 through October 2012)

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 **Title I/Priority/Focus SWP**

Service and program coordination

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.

We will maximize our instructional program by aligning funds to meet the needs of all of our students. We will collaborate with the CFN budget specialist to ensure appropriate allocation of funds needed to cover classroom instruction, coaching, administrative staff, personnel funds and OTPS.

Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

--Teacher/Para per session for professional development, and data specialist

--Supplies/Materials to support instruction

- Datacacion \$8,000.

Key Personnel

PS 202K school leadership, guidance, teachers, counselor, paraprofessional, attendance team, CFN network support, consultants

Targets (September 2012 - June 2013)

- ✓ Increase in student attendance (daily monitoring, mid-year, final attendance rate)
- ✓ Decrease in student lateness
- ✓ Reduction in classroom management issues
- ✓ Reduction in student suspensions
- ✓ Increase in activities and afterschool participation
- ✓ Increase in academic achievement

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 **Title I/Priority/Focus SWP**

Service and program coordination

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS: Teacher/Para/School Aide per session for extended day learning and Saturday programs

- Teacher/Para per session for professional development, and data specialist
- NYSTL/School Library allocation/Software
- Students in Temporary Housing (STH)
- SAPIS worker allocation
- Supplies/Materials to support instruction

- Character Development Through Martial Arts....\$22,000.00
- Ballroom Dancing\$6,600.00

- ✓ Cooking classes for parents
- ✓ Saturday program ELL for parents - weekly February 2013 - April 2013

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 **Title I/Priority/Focus SWP**

Service and program coordination

Leap –GED preparation \$4,250.

Leap – Adult Literacy Skills ELL/Bilingual Adults \$1,700.

Mission: Possible- A Parent Workshop (empowering choices, the value of time, building relationships, different perspectives) \$500.00

Planner for Parent-\$1,065.

Materials-\$876.

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	Scholastic Reading, Best Practice, Waterford Early Reading Program, Reading Focus, Spotlights and Safari Minds are reading programs that were chosen. Based on their ELA strategies are provided to all our students needing help during the normal school day.	Positive results with students in the AIS program, which is small group and one to one.	We also offer small classes during the school day, where specific needs are targeted based on data done on each student.
Mathematics	We are using various books to address the needs of our struggling students. Quick start, Math Steps, Waterford Early Reading Program, Math Options and Exploring Math Not only are we looking at our data to address the needs of our subgroups, but we are also incorporating many studies of gender learning to drive our instructions across	Our teachers are committed to using manipulative, overhead and the smart board and their data to address the needs of our AIS students.	During our Saturday Academy and our After school program the needs of our students are been targeted.

	curriculum.		
Science	Skilled teachers, through the state standards, drive instruction during after school which provides the outlet for grades 4 and 8 to have additional instruction in science. Utilizing the Waterford Early Reading Program for science.	Focus on hands-on activities (experiments) and short response to explain the process of data gathering to conduct an experiment. The short responses are one of the avenues for test sophistication, and monthly unit's assessments.	The target group is grade 4 where unit tests, benchmark tests, museum trips to study different cultures and customs, where the information scaffolds continuously to Grade 8. Class size is approximately 10 students for remedial tutoring
Social Studies	Also, Grade 8 SS teachers use ELA strategies in conjunction with unit tests, exit projects, chapter test and benchmarks to address the needs of the students preparing for the 8 th grade state test. Grades K-2 using the Waterford Early Reading Program	Focus on DBQs and short response to explain the process of data gathering to conduct an experiment. The short responses are one of the avenues for test sophistication, and monthly unit's assessments.	The target group is grade 4 where unit tests, benchmark tests, museum trips to study different cultures and customs, where the information scaffolds continuously to Grade 8. Class size is approximately 10 students for remedial tutoring.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual and group counseling to meet students' emotional and/or academic needs. Role playing, group intervention, family intervention counseling if needed and referral for outside family counseling, if warranted.	Conduct informal observations and tests to assess academic skills and behavioral difficulties. Provide psychological counseling to help resolve interpersonal problems that interfere with school performance. Help students and schools manage arises such as death, illness, or community trauma.	During the school day, collaborate with teachers, parents, and administrators to find effective solutions to learning and behavior problems.

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.

**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:

P.S./I.S. 202, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2012-13.

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the State's student achievement standards as follows:

All staff members will be involved in Professional Development activities that help to provide high quality instruction within the school building. Curriculum planning will be a part of professional development discussions to help improve instruction to meet the needs of all students.

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

November, 2012 Day and Evening
 March, 2013 Day and Evening

- 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 D. Maldonado/M. Fong	District 19	Borough Brooklyn	School Number 202
School Name Ernest Jenkyns School			

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

Principal Pauline Smith-Gayle	Assistant Principal Leslie Rosales
Coach	Coach
ESL Teacher Susan Oh	Guidance Counselor Sherril Smith
Teacher/Subject Area Carolyn Green/Content Area	Parent
Teacher/Subject Area	Parent Coordinator Robyn Julian
Related Service Provider Roma McLawrence/ SETSS	Other
Network Leader Mae Fong	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	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	895	Total Number of ELLs	51	ELLs as share of total student population (%)	5.70%
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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. 

PS/IS 202 is a Title I school located in the East New York section of Brooklyn, New York. The school is an elementary to intermediate grade school serving approximately 895 students from Kindergarten to Eighth grade. There are a small number of students that are in self contained Special Education classes. The school participates in the Universal free-lunch program, as over ninety percent of the students are eligible.

Currently, the school has a Pre- Kindergarten to grade eight student population , with an enrollment of 895 students. Out of the 895 students, there are 51 students who are eligible to receive English Language Learner (ELL) services. There is 1 self contained Special Education bilingual class (Spanish and English) for grades six to eight.

ELL Identification Process & Parent Choice:

Students that are in the ELL programs were initially identified at registration as potential ELLs with the use of the Home Language Identification Survey (HLIS). Interviews are conducted by the certified English as a Second Language (ESL) Teacher (S.Oh) or other licensed pedagogue based upon availability to verify if the HLIS forms have been properly filled out and/or if there are any discrepancies once they are filled out. Based upon the responses once the HLIS is completed, in accordance to the mandate, potential ELLs are administered the Language Assessment Battery Revised test (LAB-R) (if eligible) to determine whether or not they are entitled to receive language support services as ELLs. Students that score below the state designated level of proficiency on the LAB-R are entitled to special services for English language acquisition. Spanish native speakers are also administered the SPANISH LAB test to verify native language proficiency if they do not test proficient on the LAB-R.

When entitlement is verified once testing is completed, parents/guardians of newly enrolled ELLs are informed in writing (in English and native language) and encouraged to participate in a parent/newcomer orientation. The Department of Education's (DOE) language support programs are also explained at the time of registration (during the interview) and a viewing of a DVD detailing the three programs is offered if the parent would like the information at that time. We accommodate all languages either in house or with the use of the DOE translation services dept. if necessary. At the parent orientation, information is given on the programs available (DVD outlining all ELL programs offered as a choice in the language of the parents' native language or translator), state standards, assessments and expectations for their children. Translators are on hand to assist for explanation and question/answer sessions. Parents/guardians choose the program that they wish for their child. Students are placed in the program selected by the parent/guardian. As per the ASPIRA decree, if a parent choice shows preference of a Transitional Bilingual Education (TBE) program and there is 15 or more students in the same language group within one or more contiguous grades, the school will open a TBE self contained class. If there are not enough students to open a TBE class, the parent's choice will be filed and the student will still be provided with ESL services in accordance to their proficiency level. If the parent does not want ESL services and still prefers a TBE program, the ELL Coordinator (S.Oh) will assist in offering information of other schools that have placement in a TBE program for that student. The testing and parent orientations are completed within 10 days of student enrollment. To determine continuing entitlement to ELL

services, the NYSESLAT test, is administered annually to all eligible ELLs. If the student scores below the state designated proficiency level, they remain in the ELL program. ELL instruction is provided based on the student proficiency level as required by NYSED - CRPart 154 regulations.

The following steps are taken to ensure that new/out of state transfer students who may be ELLs are properly identified.

- Parents/Guardians of all new entrants are required (mandated) to complete a Home Language Identification Survey (HLIS) as part of the registration packet when enrolling their child at our school. Based on the information supplied on the HLIS form (indicates a language other than English is used), an oral interview is conducted by an ELL specialist or other licensed certified pedagogue in the school. There are Spanish proficient pedagogues (C. Finick-Diaz and R. Courton) available if a translator is needed as well as office assistants (D. Morales) since a high number of Spanish speakers make up the ELL population. If necessary, other translation services will be used for those who are fluent in a language that is not represented on staff. We will supply other language translators as needed for an interview when needed for a specific language that is not represented.

- If the HLIS form indicates that a language other than English is used in the home (if checked off one question Part I: questions 1-4 and two questions Part II: questions 5-8), the student is LAB-R eligible and the student is administered the LAB-R within 10 school days of registration. The parent/guardian is advised of the mandated LAB-R testing based upon the HLIS form that was submitted.

- The parent/guardian is notified in writing (in the language specified on the HLIS form) to advise of the LAB-R results. If the student has tested proficient, they will not be eligible for any language support services. As time passes should the student show a need of language support services, the classroom teacher and ELL specialist can re-visit and investigate the situation at that time. If the student has tested at a beginner, intermediate or advanced proficiency level on the LAB-R, the parent is given the choice of language support services they wish to have for their child (dual language, TBE (self-contained - based on number of students eligible/available to open classes accordingly) or pull-out/push-in ESL services. Entitlement letters in both English and Spanish (dominant at our school) are sent out to the parents with program selection forms so that the school is firm on the parent choice. All of the parent choice letters are maintained in the cumulative student files and the ELL Coordinator keeps a copy in a secure filing cabinet. At least three attempts are made in writing for parent choice responses with program selection as well as follow up with phone calls if selections are not submitted in writing.

- All new entrants whose HLIS indicate a home language of Spanish and has scored at or below LAB-R cut scores must also take the SPANISH LAB test at the time of initial enrollment at our school. This allows the ELL specialists to have a better understanding of the Spanish home language proficiency in all modalities. This information is also shared with the classroom teachers and administrators. All results of LAB-R/SPANISH LAB testing and applicable records are kept by the ELL coordinator and monitored throughout the school year.

The pedagogues who are responsible for conducting the initial screenings, and/or administering on the HLIS and LAB-R/SPANISH LAB-R are proficient in English and/or English and Spanish.

Licensed Pedagogues:

Susan Oh – ESL Teacher/ ELL Coordinator
Romona Courton - Certified Content Area/Bilingual Extension
Theresa Mulvey – Special Education Bilingual Teacher

At the beginning of the school year, the results of the Spring 2011 NYSESLAT results are pulled and reviewed. The data is administered to the administrators and those common branch teachers who have ELLs. Once the results have been reviewed, the eligible ELLs are logged into either the appropriate bilingual classes (based upon parent choice and student numbers) or ESL pull-out program schedule based upon their grade level and language proficiencies. Once again, the parent choice options for language support programs are revisited for those who have not tested proficient and the appropriate entitlement letters will go out in English and native home languages. Those who have tested out will receive a non-entitlement transition letter indicating the results of the exam. Those who have tested out will also be advised of the NYSESLAT results and continuing ELL services.

ELL students are identified not only by the HLIS form and results of the LAB-R but other sources combined to ensure that all potential ELLs are identified. There is also further investigation where a print out of the RLER & RNMR (ATS) reports are reviewed. An RADP (new admission/transfer) as well as a RLER report is printed at least once a month to monitor new students to also verify if any students are LAB- R eligible. Once a student is deemed eligible for language support services (based upon the results of the LAB-R and or information from previous schools for transferring ELLs), the school communicates with the parents not only in person, but in writing as well as a beginning of the year ELL parent orientation for new ELLs. Parent orientations are held throughout the school year as necessary depending on the need. There are Spanish speaking pedagogues available for translation during orientations, workshops and meetings scheduled throughout the year. Also, the school will provide a translator for those parents who speak other languages. We make use of the DOE Translation Unit and various tools from the EPIC box when necessary.

The school has also opted-in to administer all ELL periodic assessments throughout the year as another assessment tool to drive instruction to help support ELLs before the New York State English as a Second Language Achievement Test (NYSESLAT). Also, many of the ELLs are also offered Academic Intervention Services (AIS) if needed. The self- contained special education bilingual teacher (T. Mulvey) and ESL teacher not only uses the ELL periodic assessments to evaluate ELLs but they also participate in the many other ITA diagnostic and predictive assessments in English Language Arts. All the ELL teachers apply other informal and formal assessments to drive instruction and the lessons are constructed upon the needs of the ELL students based upon their specific performances in the four modalities of speaking, listening reading and writing on the NYSESLAT. The scores of each modality is reviewed so that the teacher can begin to take the steps needed to support each ELL in the skill(s) they are needing the most help. The ESL teacher works closely with the homeroom and cluster teachers who have current and former ELLs. Formal as well as informal progress reports are distributed at least three times a year and they are reviewed and discussed. The ELL teachers also participate in the inquiry teams of each grade.

Licensed Pedagogues:

Susan Oh – ESL Teacher/ ELL Coordinator
Theresa Mulvey – Special Education Bilingual Teacher

The school offers parent orientation at the beginning of the school year (and continuous as necessary) to explain the ELL programs that the school offers. The ELL coordinator, bilingual specialists, parent/family coordinator and administrators work closely together to offer various workshops throughout the year to invite all ELL parents to come in and participate in their child’s learning. Not only are the ELL programs explained but many other information is shared such as how to support literacy at home with ELLs, continuing adult programs for parents and community resources for families. Parents are also encouraged to set up meetings with ELL teachers to discuss progress and support of ELLs throughout the year as well as preparation for the NYSESLAT mandated test in the spring and the mandated state exams.

These workshops are offered by:

Susan Oh – ESL Teacher/ ELL Coordinator
Theresa Mulvey – Special Education Bilingual Teacher
Parent/Family Coordinator - Robyn Julian
Content Area Teachers - varies depending on subject matter

The ELL Coordinator ensures that entitlement letters, parent surveys and program selection forms are distributed to entitled students and is collected/filed/secured once the forms are returned. Important letters such as the parent choice for services are stored in the cumulative student files (copies to ELL Coordinator). Follow-ups (in writing and via telephone) are done to try to ensure that parent selections and/or responses to other letters are received. Returned forms are stored in secure files and copies are stored with the ELL Coordinator in Room 207 (secure/locked cabinet file).

Trend in parent choice letters:

There has been an increase in the number of parents requesting self-contained TBE classes after reviewing the parent surveys and program selection forms from the past year as evidenced on the school's BESIS report. There is a larger demand (approx. 60%) for TBE

services rather than ESL pull out services where the entitled students in a monolingual English self-contained classroom is offered either 180 minutes (advanced proficiency) or 360 minutes (beginner and intermediate proficiency) of ESL support services during the week. As per the ASPIRA consent decree, the school will open a TBE class if there are 15 or more students of the same language group in one or more continuous grades. Currently as well as last year, there are not enough ELLs to open a class that meet the criteria. There are 28 students whose selection was a TBE currently, 10 with an ESL selection, 1 for dual language and the remaining in a self contained special education bilingual class.

The ELL specialists, administrators, inquiry team members and LAP team participants meet to discuss the trends based on the feedback from parents. The ELL specialists are responsible to advise parents of program choices. The administrators are also on hand to supply information to ELL parents. ELL parents are given ample opportunities to discuss the best program offerings for their child whether it is in- person meetings, workshops/events or parent orientation meetings. There is always a family room available with a Spanish speaking aide/coordinator and many parent volunteers to assist with any inquiries as well. Again, the recordkeeping of parent choice letters is maintained by the ELL coordinator where the proper documents are stored in the cumulative student files and copies are kept in the ELL coordinator's secured file cabinets.

The school offers as many ELL programs as requested dependent on parent choice and need. Based on parent feedback, communication, meetings, workshops and orientations, there is a strong need to build alignment between parent choice and program offerings. Much of the research is conducted in the first few months of the school year but there is continuous support and investigation throughout the school year to monitor the needs of all ELLs at our school. The parents are assured that they have rights and are entitled to parent choice on ELL programs and offerings at the school whether it is orally, written, participation at meetings or at workshops.

A review of the Parent Survey and Program selection forms for the past two years indicates that the larger majority of the parents chose the TBE program but then accepted an ESL pull out program. The parents choosing a TBE program were offered alternate schools based on placement availability but all chose to stay at PS/IS 202 and accepted the ESL program. There has not been enough enrollment numbers as of yet to open a full class of 15 in the same language group in one or more continuous grades thus far. The ESL program is aligned with the parents' requests.

ELL Programs:

Students that are in the ESL program at PS/IS 202 are students that were initially identified at registration as potential ELLs with the use of the HLIS form. Potential ELLs are tested with the LAB-R to determine whether or not they are entitled to receive ESL services as detailed above previously. Students that score below the state designated level of proficiency on the LAB-R are entitled to services.

The ELL population at PS/IS 202 is less than 6% of the school's population which is a small number of ELLs spread out over all of the grades from Kindergarten to Grade 8 as compared to some other schools. The program that best serves the students at this time is the freestanding ESL program (S. Oh - teacher). The majority of the ELL students participate in the ESL Pull – Out model (currently 86%) that is designed to best meet the language needs of the ELLs. There are a total of 51 ESL students. The other 14% of ELLs (7 students) are Special Education Bilingual students (T. Mulvey - teacher) that are serviced per their IEPs (Grades 6, 7, 8 only). The school will do all possible to schedule program models that are aligned with parent requests as we encourage constant feedback, parent conferences, parent participation in all school events and functions throughout the year.

Part III: ELL Demographics

A. ELL Programs

<p>This school serves the following grades (includes ELLs and EPs) Check all that apply</p>	<p>K<input checked="" type="checkbox"/> 1<input checked="" type="checkbox"/> 2<input checked="" type="checkbox"/> 3<input checked="" type="checkbox"/> 4<input checked="" type="checkbox"/> 5<input checked="" type="checkbox"/> 6<input checked="" type="checkbox"/> 7<input checked="" type="checkbox"/> 8<input checked="" type="checkbox"/> 9<input type="checkbox"/> 10<input type="checkbox"/> 11<input type="checkbox"/> 12<input type="checkbox"/></p>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	51	Newcomers (ELLs receiving service 0-3 years)	37	Special Education	20
SIFE	3	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	4	1	3				3		3	7
Dual Language										0
ESL	40		7	9	1	5	2		1	51
Total	44	1	10	9	1	5	5	0	4	58

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							2	1	4					7
Chinese														0
Russian														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	5	7	4	6	7	2	7	4					43
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French				1										1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	5	7	5	6	7	2	7	4	0	0	0	0	44

Part IV: ELL Programming

A. Programming and Scheduling Information
<ol style="list-style-type: none"> 1. How is instruction delivered? <ol style="list-style-type: none"> 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)? <ol style="list-style-type: none"> 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? <ol style="list-style-type: none"> 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?

A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Program and Schedule Information:

PS/IS 202 has a free standing, pull-out heterogeneous ESL program that provides all english language arts and content subject core matter instruction in English through the use of specific instructional strategies. Support is also provided in the students' native language by pairing students of the same language group if necessary for newcomers only. There is 1 certified ESL teacher (S. Oh) that serves the ESL student population. She facilitates student comprehension and linguistic summary (pragmatically/semantically) where needed to ELLs as part of the language program instructional support by consulting with the other ELL specialists in the building. We also have a self-contained special education bilingual class for grades 6 to 8 served as per IEPs for those disignated ELLs. There is 1 certified special education bilingual teacher that serves the special education bilingual students for the middle school grades.

Students receive mandated instruction (180 minutes per week for advanced/360 minutes per week for beginner & intermediate proficiencies) and are scheduled for ESL instruction according to their proficiency level as required by NYSED, CR Part 154 Regulations. Instruction is provided in content specific, heterogeneous grouping for all pull out ESL classes for grades Kidnergarten to Grade 8. Staff ensures that all students receive the mandated minutes of ESL/ELA instruction per week. In addition, student additional instruction is provided via AIS services (serviced by licensed pedagogues - R. McLawrence, L. Taylor) throughout the daily Monday to Friday schedules as needed and during the extended day 37 1/2 minutes program. Cooperative learning strategies are utilized in addition to scaffolding, graphic organizers, information gap activities, interview grid, strip story, role playing, think-pair-share, making connections, buddy read, choral read, the use of graphic organizers, questioning, predicting, making inferences, listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development. The teacher utilizes a variety of instructional materials to support our ELLs. A Balanced Literacy approach is used that is consistent with the ELA approach in most literacy classes.

Instruction is differentiated according to NYSESLAT proficiency results and grade level, as well as by individual student needs as measured by writing samples, state assessments, observations, conferences and general assessments that are taken and reviewed on a regular basis. Input is also sought from the students' classroom teachers to further tailor the class to students' needs. Focus on the programs are geared to the improvement of academic English skills in an effort to aid students with their overall academic work in their grade span and preparation for the NYSESLAT (grades K-8) and state exams (grades 3-8) each year.

PS/IS 202 offers a freestanding ESL program which uses the pull-out model. The program is available for ELLs in all grades and at all proficiency levels: Beginning, Intermediate and Advanced. Students travel to another classroom to receive ESL instruction which is provided by an ESL certified teacher (S. Oh). The teacher uses the Content Based Second Language Instructional Model as well as variants of Total Physical Response (TPR). Content will be the focus of instruction, but the primary objective of instruction will be to promote language learning through listening, speaking, reading and writing in English. There is also emphasis placed on vocabulary knowledge and development of academic language (higher order thinking). The ESL teacher shares common planning period with some of our classroom teachers in order to maximize English Language Acquisition for ELLs. ESL strategies are infused into content instruction.

Once all of the ESL students are identified, the ESL teacher works with one of the scheduling specialists (T. DeSanno) to schedule the program for all ESL students in grades K-8. All of the teacher/student schedules are compared to ensure that students are pulled out for their mandated ESL support time during the appropriate periods. Students are not to be pulled during content area subjects (other than ELA) or any other mandated subjects that they are required to be in the self-contained classes for. There are multiple proficiency levels so

A. Programming and Scheduling Information

the students are grouped usually by grade level (2-3 contiguous grades) and working groups vary and change with the lessons at hand.

The ESL teacher picks up the students and travel back to the ESL teacher's classroom once the entire group is pulled from their classrooms. Depending on the age/grade of students, the students are either escorted back to their classrooms or if they are age appropriate (with the teacher's permission), they are given a pass back to class. There are both homogenous and heterogeneous groupings in the ESL class depending on the specific targeted modality and or lesson for that period(s). There are many times when two to three grade bands are combined such as grade K and 1 or grades 3 to 5 during the week (based on need) as the teacher becomes more familiar with the students. There are constant changes in grouping and differentiated instruction is a must not only with language proficiency level but overall needs of the students. The ESL teacher advises/communicates verbally and in writing to all the classroom teachers who have ELLs and former ELLs. They are advised who the ELL students are as well as the number of periods each week they will be pulled for services and which periods they will be out of their home rooms.

For Transitional Bilingual Education (Special Education - grades 6 to 8):

The split for native language and English instruction is allocated per instructional unit. The breakdown for each day is:

ESL – 90 minutes (using specific ESL strategies and methodologies-see above)

NLA – 90 minutes (taught in the Native Language)

Math –50 minutes (in Native Language) and 10 minutes (in English using ESL)

Social Studies/Science – 35 minutes (Native Language) and 10 minutes (English using ESL methodologies)

Art/Music/PE – 45 minutes

The TBE students who reach proficiency on the NYSASLAT and are transferred to a mono-lingual class would receive additional support from the AIS staff, ELL specialists and classroom teacher on content subject areas such as ELA and Math. The instructional materials used by the bilingual and ESL programs vary by grade. Students in grades 6-8 take interim assessments in this program to monitor their progress. NYSESLAT preparation material are also used during the Winter term. These materials allow the ESL and the Bilingual teachers to better prepare their students for things that will be forefront on the examination; such as which graphic organizers to use, as well as how to navigate the exam itself.

Teachers are currently using the results of the ELL Periodic and Interim Assessments that are administered by the ESL/Bilingual teachers to track and monitor their students' individual progress in terms of a standardized assessment component. Classroom teachers are given access to the results on-line, and encouraged to incorporate what they learn from these results into their instruction. All teachers assist and support ELLs to make content comprehensible to enrich language development by differentiated instruction, uses of dictionaries/bilingual glossaries, SMART board, flexible grouping, attention to varied learning styles, comprehension checks (all forms) etc. There is common planning time and collaboration with content area teachers to ensure student developments. The ELE Spanish test is used to evaluate students in their native language besides the SPANISH LAB for new entrants. The bilingual specialist (T. Mulvey) also uses other formal and informal assessments to evaluate native language.

Plan for SIFE:

PS/IS 202 has 3 SIFE students who are given extra support services with one on one academic intervention services (as available) to bring the literacy skills as well as the speaking and listening skills to higher proficiencies. If we admit any more SIFE students in the future, we will continue to support their needs with extra services. Some examples may include a bilingual placement with additional pull-out ESL, AIS services and/or after school tutoring (when available). Special Education services are also available for those students who may be in need of it once the proper evaluations have been completed. The SIFE students currently enrolled at PS/IS 202 who participate in the ELL program are assessed and monitored throughout the year since they are in need of extra support. SIFE students are provided with instructional support specifically designed to meet their particular instructional needs, in the development of literacy skills and knowledge in academic content areas as detailed above. Not every SIFE student is the same and each has his/her specific needs based upon their histories so it is of utmost importance that all educators are aware of the needs. We request parents to engage and participate in their child's learning.

To ensure that the mandated number of instructional minutes is provided, the ELL teachers are obliged to submit copies of the program schedules to school leadership officials. A copy of each student's ELL service eligibility and proficiency levels are given to all classroom teachers in writing. All school administrators are supplied copies of ELL schedules, statistics and data throughout the school year.

Plan for ELLs in school less than 3 years/ Newcomers:

Based on the results of their LAB-R assessments, newcomers to the English Language School System will receive their mandated ESL services. Small group or individual instruction will focus on their immediate needs to facilitate a smooth transition. In addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who

A. Programming and Scheduling Information

share the same first language as the newcomers (when available). Students will participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students' seating arrangements will enable them to clearly see and hear the teacher during instruction.

Newcomers to the country are immediately serviced with some one-on-one ESL time during the first month of the program which they are made to feel more comfortable in their new setting by developing some "survival" language to begin their communicative competence fluency after they are assessed via the LAB-R (within 10 days of registration), SPANISH LAB (if applicable) and other diagnostic materials to determine their English Language Proficiency (ELP). The ESL teacher may also push-in to the general education classroom if it is deemed necessary, in order to make the transition as smooth as possible for the student if there is a need.

Plan for ELLs in school 4-6 years :

The ELLs who are receiving service for 4-6 years are offered various support services such as AIS in addition to the mandated ELL support services. Parents are asked to really get involved and work with the students at home with their literacy support and language support. They are closely observed and the goals that are set for them are examined monthly. The push is to concentrate on the modalities that they are having trouble testing proficient on the NYSESLAT. There is close examination of what progress of the 4-6 year ELLs so that they do not fall into the Long-Term ELL pattern. There is professional development (PD) and various workshops that are offered to the self-contained classroom teachers with ELLs so they are able to continue to support the needs of these ELLs in all of the content areas. All grade inquiry teams work closely together as ELL students move from grade to grade. There is extreme effort to ensure that all the long term and short term individual students goals are documented and followed closely so that the students are monitored in their "trouble" areas.

Both the classroom teacher and the ESL teacher use modeling, scaffolding and realia techniques. With these approaches the students will develop interpersonal communication skills (the connection between form and structure for English and their social-functional meaning), develop the ability to use language by actively employing the students' information processing capabilities required to acquire academic language skills that underline reading comprehension and other content areas, and use language for a functional purpose so that language acquisition emerges as a result of the need to communicate while performing academic activities (the subject matter may be modified so that it is comprehensible to the ELL students).

The ELL programs at PS/IS 202 focus on the following for all ELLs:

- academic rigor; high expectation and goal setting
- the use of ESL methodologies and/or bilingual education methods during instruction within the common core curriculum
- alignment of all instruction with the NYS/NYC standards and ESL standards
- the recruitment and retention of high quality teachers of English Language Learners.

Plan for ELLs in school 6 years completed or more / Long Term ELLs

Long term ELLs will continue to receive their mandated ESL services plus additional support that will be provided through a Personal Intervention Program and/or additional support with AIS services. There is a review of the Long-Term ELLs progress and target the skills that are keeping the student from testing out on the NYSESLAT. Besides additional AIS services that are offered, there is counseling and various meetings with the student to discuss not only short term and long term goals, but to target the modalities that need the most support. There is support of reflection and peer work that will strengthen the student's confidence so that the most important goal of testing proficient on the NYSESLAT is evident. The progress is documented and various ESL strategies are investigated to seek the best teaching methods for these students. There are also PD and various workshops to support the monolingual classroom teachers so that they too can participate in the specific ELL needs of the students. All students learn differently so the key is to examine exactly how the ELL specialists can move the students and target the differentiated instruction in a meaningful way. The parents are encouraged to be involved to work together with the teachers to foster language learning so the goal of testing proficient can be met on the upcoming NYSESLAT.

Some instructional strategies that teachers of ELLs implement is the TPR method, Community Language Learning approach and fostering of a collaborative small group learning environment. The teachers use various technological programs such as Achieve 3000 and Headsprout reading to support and build literacy. There is use of smartboards and various english language learning websites to aid instruction. There is use of bilingual glossaries, dictionaries and native language books in the libraries to build comprehension and provide access to academic content areas and accelerate English language development. Some grade-level materials used are the Scott Foresman ESL texts as well as the Avenues text by Hampton Brown. Various graphic charts, flash cards, periodicals, posters, manipulatives, games etc. are implemented to differentiate and vary instruction and lessons.

The school will do all possible to use curricular, instructional, and scheduling flexibility to mee the diverse needs of all ELLs. The school culture enables grade team leaders, inquiry team leaders and administration to meet frequently to discuss the special needs of all students. The ESL teacher also meets with classroom/cluster teachers frequently to discuss various needs of particular student(s) so that the

A. Programming and Scheduling Information

necessary changes can be made in scheduling or instructional matters. The ELL specialist are invited to join any of the teams that are in place at the school. The focus is to be as flexible with the needs of all ELLs within the least restrictive learning environment. We have a dean (J.Brown) and guidance counselor available for those students who may need additional counseling or other needs.

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

Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

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?

Plan for ELL Special Needs Students

For those students with Special needs, their IEPs are taken into consideration as well as their needs as indicated by their NYSESLAT or Lab-R scores. Special Education teachers as well as subject area teachers are consulted in an effort to stream line all instructional efforts to achieve higher performance goals. The ELL coordinator and ELL specialists work closely with the Individual Education Plan (IEP) team to verify which students have IEPs. The IEP specialists (C. Cylin, A. Andino, L. Taylor) in the building are asked to supply those ELL specialists a copy of the most recent IEP for given students as well as assistance on the SESIS network. The ELL specialists are to review and better understand the assessments that have been established thus far for the ELL in question. There is constant communication between the ELL teachers and IEP team in terms of any changes or updates that have been made. There are special needs ELLs who have other support services (SETSS, speech, occupational therapy, physical therapy etc.) besides ESL/TBE so there is communication between all support service providers so that the best needs of the student is met. The instruction of ESL/TBE is catered to the student based upon the specific outline in the student's IEP.

Intervention Programs for ELLs (AIS)

Targeted Academic Intervention Services are provided to students during the school day (as scheduling permits as well as need) and during the extended day plan. ELLs are offered academic intervention services mostly in ELA and math subjects in small group tutorial sessions during the school day or after school (funding to be determined for this school year's after school programs). In addition, ELLs are invited to participate in all scheduled academic enrichment programs. The programs are designed to further support ELL development as well as content area instruction/review.

Transitional Student Support Plan (ELLs that pass NYSESLAT/Transitional students for 2 years)

Students reaching proficiency on the NYSESLAT will be offered the opportunity to continue with some language support services with the authorization of their parents if the need should arise after investigation. Observation and assessments will determine when the student is ready to finally "exit" the program. At the beginning of the school year, the ELL coordinator works closely with the testing and data coordinators (currently school administrators - L. Rosales, M. Adams and V.Richards) to ensure that the former ELLs (those who have tested proficient on the NYSESLAT) are given all testing accommodations accordingly for up to two years after testing out. Former ELLs meeting the test accommodations guidelines are tested in a separate area and are given extended testing time on all mandated city/state exams. They are also provided bilingual glossaries (in the language available) on the math, science and regent exams (where applicable). We currently do not have any blind ELL students or ELL students requiring large print but we verify if there are any changes or any new ELL students who require these accommodations. There is also a monitoring of performance of ELLs reaching proficiency in case there is a need for continued academic support during the transitional period of 2 years. The ELL specialists work closely with the classroom teachers for performance and feedback and meet with administration if there a need for further support and reevaluation.

Future Plans for ELL Programs –

The ESL teachers use methodologies in academic content area instruction to develop English language skills. The focus of the ELL programs are to help students acquire English language proficiency in the areas of listening, speaking, reading, writing and critical thinking, using CALLA/ TPR approaches and other effective methods as necessary. The allotted time for ESL instruction is determined by the student's English language proficiency level. Students at the Beginning and Intermediate levels receive 360 minutes of ESL instruction

weekly. Students at the Advanced level receive 180 minutes of ESL instruction weekly. We would like to work closer with the parents and community to investigate what plans can be made to better support our ELLs during school hours as well as outside of the building. The plan is to continue to support ELLs through strong ELL programs that are inclusive of all staff and serves students in the ELL classes as well as the general education class. The administration will work on budget to verify if after school club/programs and Saturday academy will be scheduled this school year. It is not definite at this time that after school and Saturday academy programs will be discontinued this school year because the school is still working on implementing various programs (as permitted due to budget).

Equal access to all programs

ELL students are provided with the opportunity to participate in all school activities (when scheduled/offered) and are scheduled for AIS services (if needed) as are all students at PS/IS 202K. The school does not discriminate and all ELLs are welcome and encouraged to participate in all programs and events offered at the school. ELLs are afforded equal access to all school programs such as school shows, events, workshops, fairs etc.

After school/supplemental programs for ELLS

Currently there is not an additional after school program for ELLs in the school building besides the 37 1/2 minutes of instruction but parents are given access to information where ELLs are able to participate in community based organizations such as the PAL program and CYPRESS and other independent after school programs. We are working to offer any additional programs after school. ELLs are afforded the same eligibility to participate in after school programs as any other student. The after school program is normally conducted on Mondays, Tuesdays and Wednesdays - after through the school's 37 ½ minute extended day. In addition, Title III provided an extended education program for ELLs in 2010-11. If granted this year, ELLs attend small group sessions after school and on Saturdays in which English social and academic language skills are practiced through reading and writing activities. The program further supports ELLs in both reading and mathematics to ensure readiness for state tests.

Instructional materials including technology/ Instructional materials in Content Areas

PS /IS 202 utilizes instructional materials that include both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities. Various on-line sites developed for the support of ESL students are also used to bolster student ability and use of technology.

ESL – We use the Scott Foresman ESL program with both hardcover and workbook for newcomers to advanced proficiency levels grades K-8. We also use The Avenues program for grades K-6 in conjunction with the ESL program. There are various/numerous books, educational magazines and games that are geared to support ELLs with their second language acquisition. There are also authentic materials that are used which vary from all proficiency levels and grade bands. All ESL students (K-8) are also given technology time every other week and they work in pairs. There are various websites that are used to promote language learning and proficiency such as www.starfall.com. Technology is also used to foster research for the upper grades. There are specific periods set aside so that students can make use of more computers and SMART Boards. Besides the computer, the ESL program uses the television, DVD player and cd player to incorporate various lessons and exercises that foster proficiency in the listening and speaking modalities. There is also the ACHIEVE 3000 and Headsprout literacy computer programs that have been implemented for use.

Native Language Support

Native Language support is given in the form of peer-interaction whenever necessary, as well as by the use of bilingual dictionaries/glossaries and text in Spanish, whenever needed. There is access to books in the native language in the classroom and school libraries. Special Education bilingual Spanish speaking ELLs are provided support by the Spanish speaking bilingual education provider that is their teacher.

Spanish Native language support staff:

Theresa Mulvey – Special Education Bilingual Teacher

Clarissa Finick-Diaz – Content Area Teacher

Janet Thomas - Content Area Teacher

Ramona Courton - Content Area Teacher

Ms. Santiago - paraprofessional

Ms. Torres – paraprofessional

ELLs are encouraged to maintain their home language and it is not discouraged in classes. Students are encouraged to continue expanding their literacy in their home language while they are continuing their second language acquisition. This information is shared with parents at parent-teacher conferences, parent orientation and workshops. The parents are advised that maintaining the home language is an asset and big support of second language acquisition. All of our services support, and resources correspond to ELLs' ages and grade levels.

At this point in time, there is no specific program in place to assist newly enrolled ELL students before the beginning of the school year other than a school rep. providing a tour of the school requested and a licensed pedagogue assisting with the registration process and forms, especially the HLIS form. Currently, there is no language electives offered to ELLs or any other student at PS/IS 202 but that may change in the near future.

Support Services

All ELL students have the support of their teachers, administration, the parent coordinators, the guidance counselors and all staff members. The guidance counselor assist students with middle school and high school requirements. The parent coordinator works closely with parents to facilitate a positive home school relationship for all students including ELLs. Information, written and oral, is provided to parents in their native language to ensure effective communication and parent involvement.

All the support staff including AIS teachers, speech specialists, resource room, occupational and physical therapy specialists, IEP specialists and counselors work together with the students who are ELLs but have other special support services that they are entitled and eligible for. We balance out scheduling and conference on the progress of the student. The main link is the common branch or the special education self contained teacher that all the professionals interact collectively with.

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)?

N/A

D. Professional Development and Support for School Staff

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

Professional Development

PD plan for teachers and staff working with ELLS

A qualified ELL instructor (S.Oh or T. Mulvey) will support staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

Monthly ESL/Bilingual teacher professional development facilitated by the CFN network specialist. These sessions will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of common core.

Staff development will include training for all teachers using ESL methodologies. Training will be done by certified ELL teachers as well as the CFN Specialist for ELL Curriculum and Instruction. Most classes have at least one or more current or former ELL student and teachers must be trained in the strategies that can be incorporated into the balanced literacy program that will enhance English language acquisition. Those teachers who have ELLs in their classrooms are: Darko, Stribling, Bailey, Courton, Wilen, Paul, Merceron, Jordan, Gunraj, Shapiro, Thomas, Braxton, Montague, Salahuddin, Lanza, Thurston, Luna, Chapman, Quinones and McFarlane as well the cluster prep teachers.

A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers (including, Four Square for writing, Venn diagram, T-chart etc.), hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will work with a buddy when necessary. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs.

Strategies for including culture is another main theme at the PDs. Incorporating culture into the classroom should be about more than holidays and food. There are many strategies that teachers can use to encourage an awareness of student diversity. Story-telling is one important strategy that can be used across grade levels. Asking students to tell a story that is either popular in their home country or draws on their own experience, and allowing them to tell it both in their native language and in English, can help build their confidence and can send a powerful message of cross-cultural appreciation. A similar strategy, and one that is not limited to elementary school, is Show & Tell. Inviting students to bring an object that represents their home culture and to tell the class about its uses, where it is from, how it is made, and so on, sends a similar message of inclusiveness and awareness. A third strategy for working culture into the classroom is known as Misunderstandings. Teachers can ask students to share an incident they have experienced that involved a cultural misunderstanding. Questions can be asked about the nature of the misunderstanding—whether it involved words, body language, social customs, stereotypes, or any number of other factors. Students can examine the misunderstandings and gain insight into the complexities and importance of cross-cultural awareness. The humor that is often involved can also help engage students in further culture-based inquiry.

There are various PD that are attended by the ESL/bilingual teachers throughout the year that is offered by the a DOE Branch or CFN organization. Within the school, the ELL coordinator offers professional workshops for the administrators as well as the common branch teachers to attend to learn how they can better support the ELLs in the classrooms. The ELL specialists always turn-key the information that is learned at the PDs outside of the school and informs the administration and other teachers accordingly whether it is new ELL teaching strategies, assessment info and compliance issues. ELL teachers are provided ample opportunities throughout the year to attend

various PDs to support them with their learning and teaching. The administration is supportive of the professional developments.

We provide support to staff to assist with ELLs as they transition from elementary to middle and middle to high school with various orientations, counseling, events where highschool reps come into the school for speaking engagements as well as a yearly career fair. There is inquiry team involvement so that students can transition smoothly and know the academic expectation and challenges of the next grade.

Training of all staff – 7.5 Hours required/ records

Teachers presently working at PS/IS 202 are long time staff members and are familiar with the 7.5 hours of ELL training for all staff. For those teachers that must fulfill the training requirement, training will be provided on site by the ELL Specialists who turn key information after off site PDs or representatives from the network leaders. The training will be facilitated to staff in the Fall and the Spring. Each participant usually is awarded a certificate of completion upon completion of the training series. Evidence of these trainings will be filed and secured.

Workshops for ELLs in all content areas cover various topics such as training for data collection and review, how to support ELLs in the classroom, importance of building vocabulary and how assessments can drive instruction in the classroom. There are numerous compliance and data specialists who give instruction and training to those professionals working with ELLs.

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?

ELL parents are involved with various activities at our school. All parents are invited to PTA meetings and open school night functions. Many of the parents are invited to join in for READ ALOUDS and observations not only with the ELL teachers but with all teachers at the school. We encourage parent volunteers in all areas of the school. Parents are involved with various bake sales, flower sales, escorting students on field trips and classroom activities to name a few. There are many teachers who are proficient in Spanish which is 98% of the dominant home language for the ELLs at our school. We also have a PTA parent volunteers who are proficient in both English and Spanish. We offer parents translation services for a language that is not immediately offered by a professional at the school by arranging the necessary trained translation specialist based on need.

The school partners with other community based organizations who provide workshops or services to ELLs as they do the rest of the school population. We evaluate the needs of the parents with parent surveys, open question and answer sessions, PTA meetings and open family room that is offered whenever parents would like to come in to volunteer, to ask questions or request assistance. Parents are a crucial part of a student's educational plan so it is imperative that parent needs are monitored and addressed consistently. The parent coordinator of the school is R. Julian.

Parents/guardians choose the program that will best meet their children's needs. When entitlement is verified, parents/guardians of newly enrolled ELLs are informed and encouraged to participate in a parent orientation workshop. At the meeting, information is given on the programs available, state standards, assessments and expectations for their children. Students are placed in the program selected by the parent/guardian. Certain activities are initiated and planned to address the needs of parents which are ongoingly evaluated throughout the school year. Parents are reminded that the DOE offers a website that has useful information for all types of parental needs and is translated in many languages.

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)	6	6	3	5	3	2	5	5	2					37
Intermediate(I)		1	2	1	3	1	2	2	2					14
Advanced (A)		1			1	1	1	1	2					7
Total	6	8	5	6	7	4	8	8	6	0	0	0	0	58

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2				2
4	4	1			5
5	3				3
6	4	2			6
7	4	1			5
8	2	4			6
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	3		1						4
4	3		3						6
5	2	1	1						4
6	6		2						8
7	5		2						7

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2			
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)	4	1	1						

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
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.

For the 2011-12 school year, PS/IS 202 will continue the citywide program to promote literacy. The daily instructional schedule currently requires teachers to include additional literacy instruction. All grades follow the Balanced Literacy model which includes the reading and writing workshops. In addition, upper grade teachers are required to incorporate a skill instruction period.

The assessment tools that the school uses to assess the early literacy skills of ELLs are ECLAS-2, Scott Foresman assessments, DRA and authentic teacher made formal and informal assessments. Teachers meet at least twice a week in each grade level meetings and a large part of the reviews are based on various assessments. The insights the data provides is how quickly the beginner ELLs are either improving are areas in which there needs to be more attention and support based on various learning styles. If a particular assessment tool is not working well with certain ELLs depending on their proficiency level and years of service, the lessons can be adjusted or an alternative authentic assessment can be implemented with the assistance of the ELL Coordinator.

About 20% of the ELLs from last year have tested proficient on the 2011 NYSESLAT. That has gone up from the year before. There was a stronger focus on getting long term ELLs tested out by working on their weaker modality skills to ensure success of reaching their goals. There are a larger number of ELLs showing growth in the areas of the speaking/listening modalities based upon the data patterns on the NYSESLAT which means that we will continue to focus on improving the reading/writing skills for all ELLs not just the long term ELLs.

After reviewing the state exam scores, there is an immediate need to improve scores to the next score level, especially those who have scored a 1 on the ELA and Math exams. There will be a push to assist ELLs with improving their academic language and to continue building vocabulary and comprehension. A more rigorous and challenging instruction will be incorporated so that ELLs can improve their scores on the state exams. Those who require academic intervention services will have support provided.

ELA/ESL

The literacy program includes at least 175 minutes of literacy instruction with a 120 minute block for most grades in the morning except some of the middle school grades who have it scheduled towards the latter part of the day. The 120 minute block includes the elements of Balanced Literacy/reader’s workshop which focuses on read-aloud, guided reading, shared reading and independent reading. Literacy centers have been established and leveled/genre libraries have been set up in all classrooms. The texts are culturally relevant and there are native language texts (Spanish) in many of the libraries especially in the ESL and Special Education bilingual classroom. PS/IS 202 has,

for the past several years, implemented a skill of the week and a writing calendar to ensure adequate and consistent instruction in these areas. These calendars were correlated to enable teachers to make connections between the reading skills being taught and the forms of writing to which the skills were related, on par with the common core curriculum. The school also implements a Book of the Month program for all grades.

Mathematics

The Everyday Math common core curriculum program is used for math instruction. Seventy-five minutes of instructional time in math is provided every day, with at least 60 minutes in a single block. Math centers have improved school wide, with the purchase of materials to support skill instruction and problem solving. During ESL instruction, ELLs in the upper grades are exposed to mathematical language and functions using ESL methodologies. Bilingual glossaries and dictionaries are available to support language learning.

Science /Social Studies

PS/IS 202 has a program for content area instruction that utilizes cluster teachers for primary instruction in both Science and Social Studies.

All classes receive two periods a week of instruction by either the classroom or the cluster teachers in each subject. Cluster teachers meet regularly to plan instruction based on the state standards and the common core curriculum. Units are planned and classroom teachers receive an outline each month of the topics to be covered. This allows teachers to support content area instruction in the classroom. Cluster teachers are also provided with their own classrooms, providing the opportunity for the development of instructional environments that support student learning. This is particularly important in Science. It is expected that this program will continue.

Based on the results of a thorough analysis of the data involving the ELLs at PS/IS 202, there are a large number of ELLs that are at a higher proficiency level with the speaking and listening modalities than the reading and writing modalities (approx. 66%). Many of them have tested proficient in those modalities (approx. 18%). There needs to be more emphasis and work to support better writing and reading skills. The modality that needs the most support is writing. In order to foster higher order learning and thinking, the school is committed to support ELLs with more challenging methods to improve their writing skills as a way of self reflection and thought on their language learning. The school encourages students to take ownership of their learning and goal setting is extremely effective and an important part of a student's portfolio.

Based on the result patterns across the NYSESLAT modalities – there will be a higher emphasis on improving the reading/writing strategies with those students who have tested proficient on the speaking and listening. We will address the needs of the newcomers in that the priority is to provide a stress-free learning environment so that they can begin to engage and become communicatively competent. The school acknowledges that many newcomers may be in "culture shock" so there are procedures in place to aid students during their "silent periods" of learning. There would be a balance in instructional decisions based on constant reflection, observations, goal setting and assessment review and evaluation.

The results of the ELL periodic assessments are used not only by the ELL teachers but the common branch classroom teachers are supplied with the results twice a year to mark the progress of their students. These results are discussed/relayed not only on a progress report but they are addressed during conferences with the ESL teacher and classroom teacher. Based on the needs of the student, there are changes made in the way some of the lessons are conducted or introduced to some of the ELLs, different groupings are established and additional support is suggested if needed academically (ex. AIS), counseling or tutoring.

The periodic assessments allow the school to learn which ESL standards need to be addressed as well as the performance patterns of each ELL. These results are another way of forming a better understanding of the skills that need to be addressed in terms of listening, reading and writing. It allows the various support teams at the school to better address some of the ways ELLs can be supported. The periodic assessment is a predictive as to how an ELL may perform on the upcoming NYSESLAT in May. It provides a window to better prepare the ELLs so that they can work on the modalities that need the most improvement via enhancing the ESL learning standards.

The success of the ELL program is measured in many ways. We evaluate the success of our programs for ELLs by assessing all the relevant data, feedback from teachers, parents, students and the community. It is also measured by the advancement of the ELLs on the NYSESLAT, by improvements in reading/writing and speaking/listening abilities, by the comfort levels of ELLs in using English in every day settings including academic activities and by the performance of ELLs on state assessments. There is always an effort to ensure that the ELLs at PS/IS 202 have every advantage as all the other students and to provide support for yearly success even after testing out of the

programs.

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.

At this time, our bilingual program is a self contained special education bilingual program for grades 6, 7 and 8 only. The school will open bilingual classrooms based on student enrollment in the same language group in one or more contiguous grades and the parent choice selections of language support programs.

Part VI: LAP Assurances

School Name:

Ernest Jenkyns School

School DBN: 19K202

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Pauline Smith-Gayle	Principal		
Leslie Rosales	Assistant Principal		
Robyn Julian	Parent Coordinator		
Susan Oh	ESL Teacher		
	Parent		
Carlyn Green	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Sherril Smith	Guidance Counselor		
Mae Fong	Network Leader		

School Name:**Ernest Jenkyns School****School DBN: 19K202**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Roma McLawrence	Other <u>SETSS Teacher</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **19K202** School Name: **Ernest S. Jenkyns Public School**

Cluster: _____ Network: **CFN 535**

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.

• Needs were determined through discussions during cabinet meetings with the administrative staff, input from the IEP Team, and with our ELL teachers as well as our ESL teacher.

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.

Translation services in our school are required:

- To provide accurate copies of school generated letters/announcements to parents in their native language.
- To have a staff member or parent volunteer available to interpret for parents during the course of the school day.
- To have staff available for translation services during open school parent conferences.
- To have staff available (per session) for parent events outside of the regular school session (open house, parent forum etc.)
- To provide a full translation of the CEP in all appropriate languages to be made available to parents (paid translation service)

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.

Written

- The school will designate individual(s) to translate routine home/school written communications on an as needed basis.
- We will utilize existing resources provided by the DOE to ensure that various forms needed by parents are provided in their correct native language.
- The school will use outside vendors to translate formal documents such as the CEP.

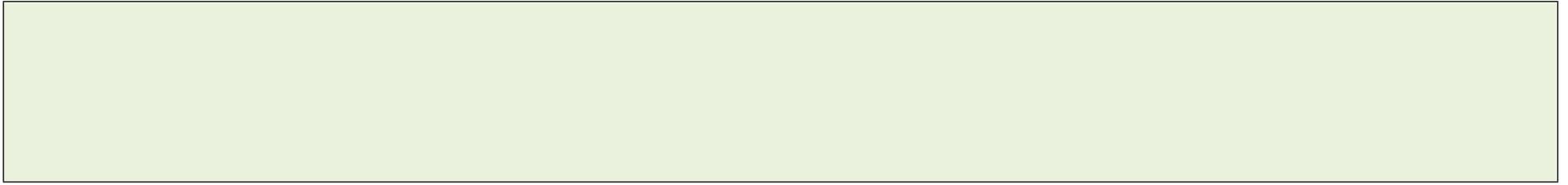
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral

- Oral translation services will be made available during the course of the regular school day by qualified staff. Per session stipends will be available if such services are conducted outside of regular work hours (lunch/prep).
- Oral translation services will be provided during open school conferences by qualified staff in the same manner as referenced above. If services by paraprofessionals and/or school aides are required during evening conferences, per session stipends will be provided.

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>.

- Appropriate signs will be posted throughout the building using those available on the DOE website (free) and through the purchase of signage not otherwise available.
- The school's safety plan contains procedures for ensuring parents in need of language assistance services.
- Interpretation of services of all school letters will be available to all non-English speaking parents via school personnel interpreters.
- All school documents and letters will be provided to all non-English speaking parents in their native language.
- When school temporarily cannot provide required translation in one or more covered languages a notice on the face of the English document in the covered language indicating how a parent can request free translation services or interpretation of such document.
- Interpretation will be provided to the parent within the school building or via telephone.



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: Ernest S Jenkyns	DBN: 19K202
Cluster Leader: D. Maldonado	Network Leader: Ellen Padva
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 48 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Based on the NYSESLAT scores 51.5 % of our students in grades 3-8 are reading at the beginner level. We will also include intermediate level students and those who are at an advanced level that are very close to testing proficient that need additional support. We will use at least 70% or more of the Title III funds for instructional purposes.

The certified ESL teacher and ELA teacher will provide instruction in an After School Program and a Holiday Academy in English utilizing ESL strategies and methodology. Instruction will focus on building and supporting language and literacy development for ELLs. The focus of the program is to help students meet the requirements of the NYS standards in English Language Arts and develop their English language proficiency.

There will be 33 students in the After School Program serving student in grades 1 - 8. The program days are Monday, Grades 1 -2 (7 students); Tuesday, Grades 3,4,5 (15 students); and Wednesday, Grades 6,7,8 (18 students). The program will begin at 3:00pm and end at 4:30 pm for 13 weeks. Educational software and NYSESLAT prep books will be purchased to support the supplemental Title III program activities.

The Holiday Academy will be held on April 10, 11, & 12 for 4 hours each day; beginning at 9:00am and end at 1:00 pm. It will serve 33 students in Grades 3 - 8. The 2 classes will have grades 3, 4, 5 and grades 6,7,8. The students will spend 1/2 of each session with the ESL teacher and the other 1/2 session with the ELA teacher. The students will be rotating between teachers. Certified ESL teacher along with a ELA

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:

There are a minimum of three (3) professional development programs throughout the year that are

Part C: Professional Development

offered to all teachers/staff, which are conducted by the ELL Coordinator. The school encourages all ELL Specialists to attend various professional development workshops that are geared for teachers who deliver instruction and services to LEP (current and former ELLs) students. Some of the workshops that are covered in our PD programs deal with supporting teachers with various ELL teaching strategies/methodologies, differentiated instruction between language proficiency levels and assessment tools to enhance planning and data copulation. There are conferences that are planned with the ELL Coordinator and these self-contained monolingual classroom teachers to support the ELLs in the building to improve the four modalities of speaking, listening, reading and writing. Professional development also occurs during grade inquiry meetings to discuss targeted groups, discuss professional literature and share best practices. Teachers are encouraged to have inter-visitation classroom visits and attend various workshops to enhance instruction to their ELL population. The PDs (on site at PS/IS 202) for teachers of ELLs/former ELLs usually run for a minimum of 45 minutes to an hour and a half. One on one professional development sessions (based on request/need) are scheduled for approx. 2 hours. Primarily, the ELL Cooridinator is sent to many PD's off site but there are instances where the administration will also send content area teachers or other special services teachers to attend off site ELL PDs.

There are consultants that come in to conduct PDs and training for teachers especially focusing on how we can set ensure that we meet all AMAO targets and and working with the inquiry teams that are specific to the ELL population. The frequency is about once a month and scheduled in the afternoons unless there are specific morning sessions that work best based on scheduling. The school will use 20% of the Title III funds for ELL PDs.

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:

There are parent orientation programs throughout the year, and there workshops that are offered a few times a year that deal with various issues to enhance and educate everyone on English Language Learners. The Spanish speaking staff are able to assist the school community with language translations, which allows the parents of ELLs to come in and discuss any concerns and offers a platform to voice any needs that are lacking at the school for their children. This also allows a true involvement and is an integral part of the connections and open communication that the school provides for ELL parents. In addition, the school continues to provide parents with school news and events via the monthly school newspaper, letters, and messenger system. The parent coordinator will continue to strenghten the

Part D: Parental Engagement Activities

home-school connection. At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs. Parent workshops will focus on basic educational concerns, health care, and financial planning. ELL Professional Development: Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children. The following CBOs, Tomorrow's Leaders (mentoring program), Arts of East New York and Cornell University Nutrition Program will be working with the ELLs population.

Light refreshments will be served during parent programs/meetings. There will be at least a few times during the year where there may be special events involving meals that are planned/prepared for parent events. All events are advised in writing in English and the dominant native language for our ELL population (Spanish) and materials are prepared before meetings/events so that parents are familiar with the topics and situations at hand.

The parent coordinator works closely with all parents (including parents of ELLs and former ELLs) to support and strengthen the connections between home life and school culture. This includes providing support to parents on how they can become more involved and aware on school events.

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. 		

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.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		