



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: P.S./I.S. 229K

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **20K229**

PRINCIPAL: **ROBERT ZAPPULLA** EMAIL: RZAPPUL@SCHOOLS.NYC.GOV

SUPERINTENDENT: **KARINA COSTANTINO**

JANUARY 18, 2013

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Robert Zappulla	*Principal or Designee	
Donna Valentin	*UFT Chapter Leader or Designee	
Angela Tuzzolino	*PA/PTA President or Designated Co-President	
Lorraine Shields	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	
Sara Cianciolo	Member/UFT	
Renee Dellegrazie	Member/Parent	
Marie Dorval	Member/UFT	
Angela Fava	Member/Parent	
Itala Pizzirusso	Member/Parent	
Ronnie Ryba	Member/Parent	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1: LITERACY/ENGLISH LANGUAGE ARTS – STUDENT WRITTEN WORK (COMMON CORE PERFORMANCE TASKS)

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 75% of students will show growth in their expression of ideas and information (PreK-2) or their use of evidence in their essays (grades 3-8) between the fall and the spring. Using a common rubric and our school-wide grading policy, an autumn score of 1 or 2 will improve by one level; a 3- will improve to at least a 3; and a 3 will improve to at least a 3+.

All self-contained class teachers (of general PreK-8, gifted K-6, and special education PreK-8) and teachers of English, science, and social studies (grades 7 & 8) will implement two NYS Common Core Learning Standards-aligned writing units that embed expectations for:

- 1) students in PreK-2 to examine and convey complex ideas and information clearly and accurately [as per grade level, writing standard 2].
- 2) students in grades 3-8 to support claims with clear reasons and relevant evidence [as per grade level, writing standard 1].

Comprehensive needs assessment

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

To fully implement the NYS Common Core Learning Standards, encompassing differentiated instructional practices for all students (including English Language Learners and Students With Disabilities), students will demonstrate progress in using evidence to support arguments. As we implement the CCLS, it is our desire for our students to become college and career ready. This goal is in alignment with the NYC Department of Education's "Citywide Instructional Expectations."

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Professional development will be provided to all staff regarding the design of Common Core Tasks during Chancellor Conference Days as well as during selected staff conferences. Network resources will be utilized during these trainings.
- Teachers will collaboratively develop strategies that may be incorporated into lessons to foster and enhance students' oral and written skills needed for providing evidence to support arguments. Based on formative and summative assessments, as well as teacher evaluations, flexible groups will be established to meet the needs of individual students, including English language learners and students with disabilities, as they work toward accomplishing this goal.

- After participating in professional development sessions about Common Core-aligned, evidence-based essay-writing units (including grading these essays using common rubrics), teachers will collaboratively plan writing units that develop students' capacity in the targeted areas.
- Implementation Timeline: September-December 2012 and January-April 2013.

Strategies to increase parental involvement

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

In our continuous efforts to keep families updated regarding the implementation of the Common Core Learning Standards and their impact on the educational practices of our school community, presentations for parents/guardians, classroom visitations, and reference tools via the school's webpage will be scheduled/posted throughout the school year.

Budget and resources alignment

- Indicate your school's Title I status: → Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

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

If other is selected describe here:

Pre-K funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Fair Student Funding (Tax Levy) for all classroom staff, AIS teachers, and mentors.
 - Title III Immigrant Funds for after-school programs, including parent programs.
 - Title III Supplemental Program for after-school programs, including parent programs.
 - Pre-K Funding for Pre-Kindergarten teachers, paraprofessionals, and all aspects of the programs.
 - FY2013 State Senate Grant-in-Aid to cover new CCLS literacy/ELA print and online resources, including professional development.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2: MATHEMATICS – STUDENT WRITTEN WORK (COMMON CORE PERFORMANCE TASKS)

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 80% of students will effectively use models and the construction of valid arguments to improve their mathematical skills in each grade. Teachers will develop two Common Core aligned tasks into their units of study that afford students the opportunity to develop and expand upon viable arguments and critique the reasoning of others.

Comprehensive needs assessment

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

To implement a curriculum aligned to the NY State Common Core Learning Standards, encompassing differentiated instructional practices for all students (including English Language Learners and Students With Disabilities), students will demonstrate progress in their mathematical capabilities via the use of models and written explanations of their mathematical thinking. This goal is in alignment with the NYC Department of Education’s “Citywide Instructional Expectations.”

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

- Professional development will be provided to all staff regarding the design of Common Core Tasks during Chancellor Conference Days as well as during selected staff conferences. Network resources will be utilized during these trainings.

- Teachers will collaboratively develop models and exemplars for students to be disseminated into their respective units of study. This will foster an environment conducive to enhancing higher order/critical thinking skills—pertaining specifically to mathematical logic and reasoning.

- Teachers will meet in grade-level teams to assess student work and further identify the means in which to differentiate instruction, including supports for English Language Learners and Students with Disabilities.

- Implementation Time: September-December 2012 and January-February 2013.

Strategies to increase parental involvement

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

In our continuous efforts to keep families updated regarding the implementation of the Common Core Learning Standards and their impact on the educational practices of our school community, presentations for parents/guardians, classroom visitations, and reference tools via the school's webpage will be scheduled/posted throughout the school year.

Budget and resources alignment

- Indicate your school's Title I status: → Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

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

If other is selected describe here:

Pre-K funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Fair Student Funding (Tax Levy) for all classroom staff, including extended day tutorial groups.
 - Pre-K Funding for Pre-Kindergarten teachers, paraprofessionals, and all aspects of the programs.
 - FY2013 State Senate Grant-in-Aid to cover new CCLS mathematics print and online resources, including professional development.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3: SCHOOL ENVIRONMENT

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all members of the school community—children, families, and staff—will express a 5% increase in positive feelings of security (physically and emotionally), fostering a school culture conducive to academic achievement, on the Spring 2013 Learning Environment Survey.

Comprehensive needs assessment

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

This year marks our first year as a full Pre-K to Grade 8 school. Students, their families, and staff will work together to foster school spirit among the various age groups (early childhood, upper elementary, and middle school grades). Programs will be developed to meet the needs of each age group, both during and after-school hours.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- For grades 6-8, we will create a menu of enrichment/clubs from which students will be allowed to select.
- We will expand our annual Spelling Bee to include students in grades 5 through 8.
- The National Geographic Spelling Bee will be conducted with grades 4 and 5.
- For all students, we will plan family nights (parent/guardian and child), e.g., The Brain Show.
- An Art Show will celebrate the creations of our visual arts students as a culminating family event at the end of the year.
- Our music program will be divided into two groupings: elementary and senior performing ensembles (band, chorus, orchestra).
- A student leadership group (grades 6-8) will be established through the guidance department to foster communication and positive involvement in the life of the school community.
- Implementation Timeline: September 2012 through June 2013.

Strategies to increase parental involvement

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

With the assistance of the PTA, programs for families and email communications will unite “home, school, and community.” The school website [www.PS229.org] will also be the major source of 229K news.

Budget and resources alignment

- Indicate your school's Title I status: → Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

PTA funding will assist in sustaining some of these programs for children and their families.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - TL Fair Student Funding for all regular daytime staff.
 - PTA funding for special events.
 - Volunteers (parent/guardian and/or staff) chaperone and/or plan events for children [and their families].

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> : Students verbally paraphrase readings : Identify main points : read progressively longer passages : repeated readings for accuracy : stopping for checks for understanding : using new vocabulary in context : analyzing and extracting main ideas and concepts from various texts (writing) 	<ul style="list-style-type: none"> : small group : pull-out program : tutoring 	<ul style="list-style-type: none"> : during the school day : after-school
Mathematics	<ul style="list-style-type: none"> : model close reading and step-by-step process : read silently, read aloud, identify operation(s) required : repeated readings for accuracy : using academic vocabulary in context : write the expression(s) after reading the problem : talk through solving- 	<ul style="list-style-type: none"> : small group : tutoring 	<ul style="list-style-type: none"> : during the school day : after school

	<ul style="list-style-type: none"> process aloud for staff to hear : use of manipulatives : use real-life examples 		
Science	<ul style="list-style-type: none"> : Using informational text (non-fiction, reading in the content area) : Students verbally paraphrase readings : Identify main points : read progressively longer passages : repeated readings for accuracy : stopping for checks for understanding : using academic vocabulary in context : analyzing and extracting main ideas and concepts from various texts (writing) 	<ul style="list-style-type: none"> : small group : tutoring 	<ul style="list-style-type: none"> : during the school day : after school
Social Studies	<ul style="list-style-type: none"> : Using informational text (non-fiction, reading in the content area) : Students verbally paraphrase readings : Identify main points : read progressively longer passages : repeated readings for accuracy : stopping for checks for understanding : using academic 	<ul style="list-style-type: none"> : small group : tutoring 	<ul style="list-style-type: none"> : during the school day : after school

	vocabulary in context : analyzing and extracting main ideas and concepts from various texts (writing)		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	: academic : emotional : career	: small group : one-to-one : push-in/pull-out : classroom	: during the school day : before school : after school

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.

- When there is an open (or newly-created) position, the vacancy is posted, appearing on the NYC DOE “Open Market System.” Resumes of staff already working full-time within the NYC Public Schools who apply to our school are reviewed. Online resumes may also be reviewed using various searches (e.g., license, district).
- When permitted by the NYC DOE, new teachers are sought via the “New Teacher Finder.” Openings are posted (including part-time positions). Applicants may express their interest in our school by responding online to the posting or the principal may review resumes using various searches (e.g., certification).
- The principal also attends “Teacher Fairs,” coordinated by the NYC DOE in order to fill vacancies. Attendees at these events may be staff already working in the Department of Education or those who wish to begin a career working with children in the NYC Public Schools.
- New teachers are provided with mentoring.
- Monthly staff conferences include professional development components.
- Teacher teams meet on Inquiry Wednesdays (after-school).
- All staff members are encouraged to seek support from administration regarding the process of teaching and learning and the implementation of the new NYC Common Core Learning Standards.
- Staff members (e.g., lead teachers) participate in Network-sponsored professional development programs (related to their particular license areas and classroom assignments) to be shared with colleagues.

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

Does not apply

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz	District 20	Borough Brooklyn	School Number 229
School Name P.S. 229K			

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

Principal Robert Zappulla	Assistant Principal Jared Shapiro
Coach Linda Palmer (Math)	Coach N/A
ESL Teacher Yvonne Kam	Guidance Counselor Jessica Kmec
Teacher/Subject Area Kayley To/ESL	Parent Celeste Hutra
Teacher/Subject Area n/a	Parent Coordinator Andrea Abrams
Related Service Provider Francine Cannizzo	Other n/a
Network Leader Richard Gallo	Other n/a

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

D. School Demographics

Total number of students in school	1057	Total Number of ELLs	85	ELLs as share of total student population (%)	8.04%
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Part II: ELL Identification Process

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

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

1. a. During the school registration process at P.S./I.S. 229K, families are asked to complete the Home Language Identification Survey (HLIS). At that time, a trained pedagogue (ESL teacher) or the Assistant Principal conducts an initial screening by talking with the parents/guardians in order to determine the language spoken, thus giving them the appropriate language-copy of the HLIS. If parents/guardians indicate that there is another language spoken at home—and this is confirmed after speaking with the child during an informal interview—the child is classified as eligible for testing. Then, we put the appropriate OTELE (Other Than English Language Exposure) code in the box indicated on the survey.

b. During the first ten days of school, a trained pedagogue (ESL teacher) conducts an informal interview with each student whose HLIS form indicates a foreign language on the OTELE code box. If the student is English-dominant during the interview, then he/she is not eligible for LAB-R and the ESL teacher documents the result on the student's HLIS. If the student speaks little or no English, then the LAB-R is administered individually. Any child scoring below the "cut score" on the LAB-R is entitled to participate in an ESL program. In addition to this, if a Spanish-speaking (native language) child does not reach the "cut score," the Spanish LAB is administered to determine literacy in the native language.

c. In early April, a letter is sent home to notify parents/guardians of the NYSESLAT. The speaking section of the NYSESLAT is administered individually by an ESL teacher. The listening, reading, and writing sections of the NYSESLAT are administered in small groups.

2. In the beginning of the school year, family members of identified ELLs are invited to attend an orientation. At the meeting, a video is shown explaining the three types of programs for ELLs that are being offered in New York City. Brochures explaining the three programs are also provided in the families' native languages. ESL teachers and the parent coordinator are present at the meeting to answer any questions that parents/guardians might have concerning the three programs. Family members are encouraged to complete the Parent Survey and Program Selection Form at the orientation. If parents/guardians have further questions concerning the programs being offered in NYC, they are encouraged to call the parent coordinator.

3. Once LAB-R testing is completed, the "Placement Letter" or the "Non-Entitlement Letter" is sent home to parents/guardians notifying them whether their child is in need of ESL services or not. If the parents/guardians of a newly identified ELL are unable to attend the orientation and failed to return the Program Selection Form in a timely fashion, then a note is sent home with the student, and if necessary, the family will also receive a phone call.

4. Student placement is determined according to the parent's choice identified on the Program Selection Form which is available in various native languages. Parents are encouraged to find out more information concerning the three programs on the Department of Education website. If there are more than 15 students of the same native language who have selected the Transitional Bilingual Program, then the students will be placed in the Bilingual Program. If there are fewer than 15 students of the same native language who have selected the Transitional Bilingual Program, then the students will be placed in the Freestanding ESL Program.

5. A trend over the past few years indicates that approximately 95% of our parents request a freestanding ESL program through Parent Survey and Program Selection process.

6. Parents/guardians often indicate their wish for full immersion through an all English-speaking environment and the desire that their children become able to communicate with their English-speaking peers as soon as possible. Thus, program models being offered at our school are aligned with the requests made by the vast majority of parents/guardians.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	85	Newcomers (ELLs receiving service 0-3 years)	73
SIFE	1	ELLs receiving service 4-6 years	11
		Special Education	23
		Long-Term (completed 6 years)	1

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. [i](#)

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

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	73	1	17	11	0	6	1	0	0	85
Total	73	1	17	11	0	6	1	0	0	85

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	5	4	1	2	1	1	1						17
Chinese	9	9	9	5	2	3	3	4						44
Russian	4	1					1							6
Bengali														0
Urdu														0
Arabic	2	3		2	1		3	2						13
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1						1						2
Other		2						1						3
TOTAL	17	21	13	8	5	4	8	9	0	0	0	0	0	85

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. a. At P.S./I.S. 229K, we provide ESL services with pull-out and push-in models . ESL teachers provide students the opportunity to participate according to their grade level and the mandated time. For our junior high school students, the ESL teacher follows the push-in model to help students acquire the content area as well as the English language skills.
 - b. ELLs are grouped heterogeneously (mixed proficiency levels) within the same grade level.
2. All ELLs are receiving NYS mandated ESL allotted instruction time based on students' proficiency level; beginners and intermediate students receive 360 minutes of ESL per week and advanced students receive 180 minutes per week. The ESL teachers keep a daily record of ELLs served to ensure that they received the mandated minutes of ESL instruction per week. Students are served through both push-in and pull-out models, depending on what will most benefit the student.
3. N/A
4. N/A
5. a. For Students with Interrupted Formal Educaion (SIFE), we have volunteer parents coming in as "Learning Leaders" to help them with basic phonics, vocabulary, and conversational skills.
 - b. For ELLs that are in the US schools less than three years also known as the newcomers, we have a "Newcomer Kit" at different levels which provides a tool in helping students who are new to the country to develop the fundamental skills and language necessary to cope with their daily lives. Another tool that we use to help newcomers with English acquisition is the Imagine Learning English interactive computer program. We also offer an after-school Title III program, which focuses on academic vocabulary and basic communication skills.
 - c. For ELLs receiving service 4 to 6 years, the focus is more on the writing section since it is usually the weakest area among all four modalities. Journaling and directed writing assignments are also a part of the classroom literacy curriculum. There are also test-prep classes being offered after school so that students can get ready for the ELA testing after one year.
 - d. For long-term ELLs which we only have 1, we offer him special help during the day targeting specific skills in literacy. Our enrichment for this student include the focus on inquiry-learning to enable the student in developing critical thinking skills.
6. The main focus of our ESL program is to help students acquire English as fast as they can and to get them ready to function independently in the classroom. Beginners learn basic communication skills (so that they may interact with their peers and staff more easily) and fundamentals of English-language acquisition, whereas the intermediate and advanced students focus more on their individual English-language acquisition needs—generally involving the reading and writing strands of the Common Core Standards. Teachers across the school help ELLs by using ESL strategies such as modeling, using visuals, big books and picture books for read alouds and vocabulary

A. Programming and Scheduling Information

development, using authentic materials for show and tell, using graphic organizers such as Venn diagrams, webs, T-charts, semantic mapping, story mapping, KWL charts, collaborative research projects, journal writing, choral and guided reading, plus games and role-playing.

7. For our ELLs identified as having special needs, some have been mainstreamed with our general education ELLs for pull-out services. Utilizing differentiated instruction to accommodate student learning styles we focus on comprehension at level and above reading level, embedded in high interest stories. As academically appropriate, ELL-SWD and other SWDs in self-contained (12:1:1) classes are also mainstreamed for major subjects (e.g., literacy, mathematics) in which they demonstrate at least proximate on-level readiness. All students, including ELLs, ELL-SWDs along with all other SWDs, receive the same enrichment clusters daily as those in general education. All students, including ELLs, ELL-SWDs and other SWDs, are invited to select additional enrichment options of interest available during the school day. Our school enrichment programs include band, chorus, general music, art, computer, physical education, home economics, and math club. ELL-SWDs and SWDs are mainstreamed for daily enrichment clusters, as well as in their selected enrichment options.

Courses Taught in Languages Other than English ⓘ

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

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

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

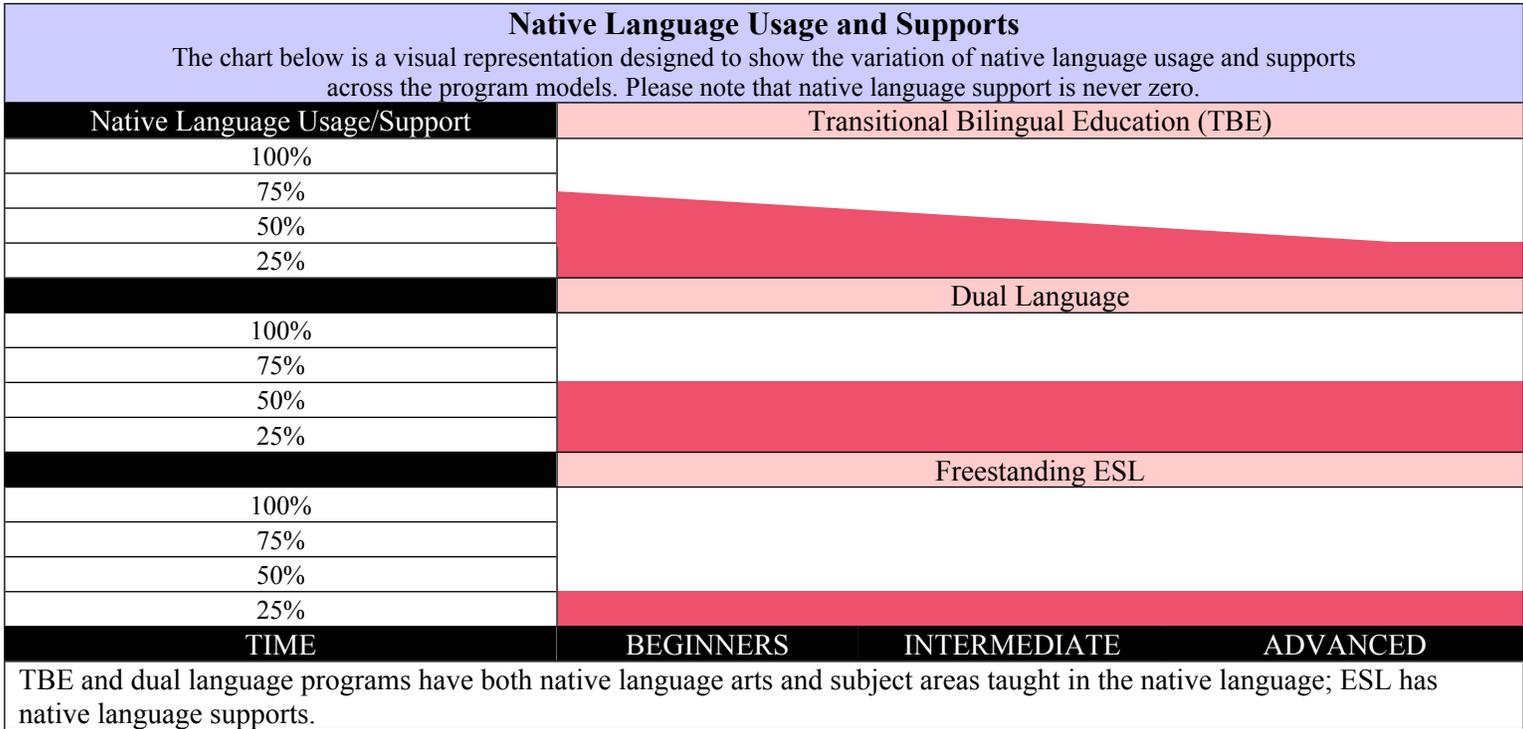
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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



B. Programming and Scheduling Information--Continued

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

8. The school will provide targeted intervention during the extended day program. Teachers assist students in becoming familiar with the academic vocabulary and terminology used on the NYS examinations. In each of the academic areas (mathematics, science and social studies), students are introduced to vocabulary through visuals, bi-lingual books, and test translations as available. Non-fiction works and grade level curriculum in Science and Social Studies are discussed using graphic organizers to assist student in developing academic vocabulary as well as key concepts and ideas in each content area. We provide translated versions of the standardized tests for our Chinese and Spanish speaking ELL students who are more literate in their native languages so that they may demonstrate their content knowledge on the State Math, Science, [and Social Studies] tests rather than have their results influenced by a lack of English proficiency.

9. As for students who have reached the proficiency level on the NYSESLAT (former-ELLs), the transitional plan is for student participation in our Academic Intervention Services (AIS) offered daily during the school day in order to strengthen the children's English-language listening, speaking, writing, reading skills. Staff members identify former-ELLs through their access to student lists on ARIS. Test accommodations for former-ELLs are conducted according to the regulations for administration of NYS examinations, as well as any additional accommodations listed on an ELL's IEP.

10. All students at P.S./I.S. 229K are encouraged to participate in our many programs which include music, theatre, writing workshop, and the visual arts. We also offer ELA, Math, and Title III after-school programs for targeted populations.

11. N/A

12. The school provides all ELLs with equal access to all school programs during the school day, such as general music, band, chorus, visual arts, physical education, computer, home economics, math club, and science lab. All ELLs are also invited to participate in the same after-school enrichment programs with all other students in the school, such as orchestra, chorus, sports, and drama club. There is also an outside organization which conducts an after-school program on our premises, free to all applicants (including families of ELLs) whose participants are selected by lottery.

13. Throughout the school, we use the Imagine It! and Treasures literacy programs (which include strategies for ELLs), and Everyday Mathematics with its hands-on activities and math word walls. The literacy anthologies include approximately 45% non-fiction content. The NYC Science and Social Studies core curriculum text-based program for each grade (based on NYS syllabi) also offer teaching recommendations for ELLs. Students use Turbo Extreme which is a game-like device which uses grade-level mathematics, spelling, science, and social studies cartridges. The interactive computer program, Imagine Learning English (which incorporates the use of multi-modalities) especially for beginner and intermediate ELLs is on computers throughout the school. We also use scaffolding techniques, group work, cooperative learning methods, and literacy-based thematic units throughout the school. The interactive Leap Frog library is available for all grade levels and our school library includes bi-lingual materials available to students. While the native language is not used in ESL settings, reference materials are available in the classroom, as are non-fiction books related to science and social studies in the school library.

14. Teachers provide buddies/partners who speak the same native languages for newly enrolled ELLs. Teachers in the building who speak various native languages also serve as translators for newly enrolled ELLs. The school library provides bilingual and native language books in the ELLs native languages. The Imagine Learning English computer program also provides native language support for newcomers. In addition, ELLs are provided with bilingual dictionaries in the classroom if needed.

15. Yes. ELLs are serviced and provided with various resources that correspond to their ages and grade levels.

16. Our school assists newly enrolled ELLs and their parents through open house and orientation at the beginning of the school year. ELLs and their parents have the opportunity to ask any questions they might have regarding various ESL programs and the school in general. The parent coordinator is present at the orientation to assist parents as well.

17. All middle school grade students, including ELLs, receive Spanish as their world (foreign) language.

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.

1. ESL teachers attend outside professional development workshops and training sessions relating to language development and how Common Core Learning Standards are to be integrated into the ESL programs. They also attend workshops that showcase new research related to second language acquisition. The assistant principal attends "Universal Design for Learning" (UDL) workshops in order to turnkey training to all staff in the design and editing of curriculum maps to include ELLs and SWDs. All teachers (of gifted, general, and special education) and paraprofessionals are engaged in collaborative teams where student work is examined, and progress of ELLs and SWDs is particularly examined, discussed, and next steps planned. The school psychologist, guidance counselor, and occupational/physical/speech therapists participate in Pupil Personnel Team programs along with ESL, Special Education, and Academic Intervention teachers. Staff also participate in monthly conferences conducted by administration with professional development topics ranging from interpreting data for subgroups (including ELLs), to communicating with all families (including families of ELLs). School secretaries and the parent coordinator attend district training in order to meet the needs of all families, including those of ELLs, who come to or call on the school to meet their children's needs.

2. Trained learning leaders are assigned to sixth grade classes with beginner to intermediate levels ELLs in order to provide them with support as they transition from elementary school to middle school. As students move from one level of education to another (for example, from elementary to middle school grades and from middle school grades to high school), the parent coordinator and guidance counselor conduct workshops to assist families in completing the various applications and guide families in how to discern their school selections. These staff members review each application upon return and notify any families if something seems amiss. If there is a need, other members of the staff assist in language translation.

3. Guest speakers are brought in to the school to provide professional development presentations for all teachers focusing on differentiation of instruction, including strategies for teaching ELLs and ELLs with special needs. New teachers are also sent to special professional development days sponsored by the network or Department of Education for ESL training. We provide mentoring at the school for new teachers in both their field and in the teaching of ELLs. Records are maintained in the main office. New teachers receive a certificate upon completion of the 7.5 ESL-training hours, a copy of which is also kept in their personnel file. Other topics include the process of second language acquisition, content area strategies, and how cultural differences affect teaching and learning. ESL teachers are also a resource for all teachers on the staff.

E. Parental Involvement

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

1. Parent involvement for all families (including families of ELLs) is highly encouraged primarily through membership on the PTA, its executive board and sub-committees. Through the PTA, families assist in events sponsored for children (e.g., Halloween Dance, Harvest Walk-a-Thon) as well as for fundraising (e.g., ice cream sales, book fairs). Family members also participate by election to the School Leadership Team, and may be trained as volunteers in the NYC Learning Leaders program for weekly or more frequent classroom assistance.

2. Learning Leaders, a non-profit organization that helps New York City public school students succeed in school by training volunteers to provide tutoring and other school-based support and by equipping parents to foster their children's educational development, comes to our school every autumn term. Each September, our PTA coordinates the Learning Leader program by gathering a list of parent volunteers, hosting the training, and matching volunteers with staff requests. Parents and staff members (in addition to the DOE Translation Unit) assist in the translation of notices for families. Our school website also has a translation tool available to families who wish to read webpages in their native language. On a regular school day, staff, parents and students assist in any translation needs (in addition to the DOE Translation Unit's interpreter-by-phone service). On days of Parent-Teacher Conferences, interpreters are hired to be on site and are "on call" by staff members as the need arises. Our school provides contact information of various community-based organizations such as the Brooklyn Chinese-American Association, the Federation of Italian-American Organizations, and the Arab American Association of New York to families of ELLs. These community-based organizations provide families with services, such as after-school tutoring services, counseling, as well as other assistance in the family's native language (if so desired).

3. Each year, our parent coordinator facilitates the DOE's annual Learning Environment Survey. The School Leadership Team evaluates the feedback received from this survey in planning events for the following year. In addition to this, the parent members of the School Leadership Team devise a questionnaire for families to receive feedback more closely linked to our own school's programs. These responses are also tallied, discussed at the School Leadership Team and shared with all families at a PTA meeting. (These surveys are provided in translation for families, based upon their self-identified preferred language of communication.) In addition to surveying families, student report cards are distributed in native languages as well.

4. Our parental involvement activities include Family Curriculum Orientation, presented by classroom teachers. ESL teachers provide an orientation program for families of ELLs. One of our social workers is planning a series of workshops for all families, the first being, "Reading and Your Child"--from the Sylvan Learning Center. Our parent coordinator and guidance counselor schedule both daytime and evening meetings throughout each phase of the Middle School and High School selection process. Report cards are distributed in native languages (as the self-identified preference of families). Interpreters are made available for meetings between family members and staff whenever necessary (assisted by either staff members or hired interpreters).

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)	0	11	3	1	1	1	3	1						21
Intermediate(I)	4	6	3	2	0	3	1	3						22

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	3	4	7	5	4	0	4	5						32
Total	7	21	13	8	5	4	8	9	0	0	0	0	0	75

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

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

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

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

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

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

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

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

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

1. P.S./I.S. 229K uses a variety of diagnostic tools to assess the needs of our students (including ELLs) throughout the school year. In the early childhood grades, we use the Group Reading Assessment and Diagnostic Evaluation (GRADE), distributed by Pearson (American Guidance Service), the SRA/McGraw-Hill Imagine It! literacy assessment series, and the Macmillan/McGraw-Hill Treasures Assessments to gather additional data regarding an individual student's guided reading level through a running record, comprehension, and a fluency measure.

- The GRADE early literacy assessment is used during the Fall term to gauge baseline skills or, for students already in our school, GRADE provides a means for monitoring progress from year to year. Student results will be analyzed using a variety of diagnostic reports produced for individual students as well as for groups of students using the GRADE scoring and reporting software. These intricate reports pinpoint students' strengths and weaknesses and identify areas for targeted differentiated instruction with their classroom teacher and ESL teachers during the school day, as well as during the extended day. This tool also provides data for students who would benefit from enrichment.

- GRADE is meant to be a diagnostic tool to distinguish what pre-reading or reading skills individuals have and what skills they need to be taught. GRADE measures the following areas in-depth: decoding, word reading, word meaning, phonemics, vocabulary, comprehension, and rhyming. GRADE is administered twice a year, in the Fall and Spring. Because the levels of GRADE are psychometrically linked, results can be used to monitor progress from grade to grade, year after year. This offers our school the flexibility to consistently assess progress on developmental reading goals set for the duration of an educational plan.

- The Macmillan/McGraw-Hill Treasures Assessments gather additional data regarding an individual student's guided reading level through a running record, comprehension, and a fluency measure. From use of this assessment twice annually, a student's independent, instructional, and frustrational reading levels are identified to determine additional individualized learning needs.

2. Data patterns across proficiency levels reveal that the majority of our Beginner Level ESL students are those who are new to our school as well as the country. As students move to the next band of the NYSESLAT, ELLs find the higher level of skills tested naturally difficult (e.g., second grades take an assessment which is also taken by fourth graders). However, students make progress and most reach the proficient level in English-language acquisition as they move up the grades.

3. Across the grades, students at P.S./I.S. 229K show achievement in the speaking and listening modalities, especially after a couple of years in our ESL program.

- At the kindergarten level, the majority of our newly enrolled ELLs are at the beginner level across all four modalities. In the fall, instruction for kindergarten ELLs is concentrated on their listening/speaking skills. In the spring, more instructional time is spent on reading/writing skills with the kindergarten ELLs.

- First grade ELLs generally score at the advanced level in listening/speaking, and beginner-intermediate level in the reading/writing modalities. Instruction for first grade ELLs are focused on non-fiction reading and writing.

- Second to fourth grade ELLs have made progress in all modalities. The majority of the students are proficient in listening/speaking and score at the advanced level in reading/writing. The focus of instruction is on reading comprehension and writing.

- The majority of our sixth to eighth grade ELLs have only been in the country for a few years but have made significant progress across all four modalities. Instructional time is divided among all four modalities according to the needs of each student.

4. a. Students are generally stronger in listening/speaking and weaker in the reading/writing modalities across all grades. Newly enrolled ELLs in the upper grades often fare better when tests are taken in their native languages.

b. School leaders gather data from teachers and from the Acuity, ARIS, and Scantron Performance Series websites to look over trends among classes on a grade, across the grade levels, and according to ELL status. Administrators also conduct professional development with teachers in order that they may use the websites to their fullest potential, including the ability to isolate subgroups in order to get clearer snapshots of student needs (including those identified as ELLs and ELL-SWDs). Collaborative teacher teams meet every other week to discuss student work and teacher practice in order to meet the needs of all students, including ELLs. In place of ELL Periodic Assessments, we rely on Acuity (ITAs and Predictives), ARIS, and the Scantron Performance Series, as well as our own school-wide periodic assessments. (Our school's assessments include Macmillan/McGraw-Hill Treasures Running Records and NYS ELA-Style Assessments, GRADE+ (early childhood literacy assessment), and/or the SRA/McGraw-Hill Imagine It! assessments. The Acuity, ARIS and Scantron websites allow teachers to look at student subgroups, including ELLs. Acuity and the Scantron Performance Series sites also facilitate grouping of students by individual performance indicators or skills for reinforcement, re-teaching, or enrichment. Treasures Running Records and the Performance Series facilitate identification of guided reading levels for each student, including ELLs.

c. Data insights gained from periodic assessments show that our students are having trouble with inference, making predictions, and vocabulary. We will re-evaluate these targeted learning goals once the next set of periodic assessments are administered during the winter trimester. (The use of the native language is not applicable in this ESL context.)

5. N/A

6. We attribute the success of our program for ELLs to a dedicated staff of classroom and ESL teachers, motivated students and cooperative families. The majority of our students score proficiently on the NYSESLAT within the suitable period of time designated by NY State. This is due to the fact that the small group attention given particularly during ESL classes is helping students to reach the proficient level on the NYSESLAT and to meet the standards assessed on the New York State ELA Test. Also, continued support for former-ELLs is provided in a small group, pull-out AIS model, as well as during the Extended Day program. These supports, along with differentiated instruction in the classroom, will help our ELLs to reach their full potential and to become productive citizens of the 21st Century.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Dyker School

School DBN: 20K229

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robert Zappulla	Principal		10/11/11
Jared Shapiro	Assistant Principal		10/11/11
Andrea Abrams	Parent Coordinator		10/11/11
Yvonne Kam	ESL Teacher		10/11/11

School Name: Dyker School

School DBN: 20K229

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Celeste Hutra	Parent		10/11/11
Kayley To/ESL	Teacher/Subject Area		10/11/11
	Teacher/Subject Area		1/1/01
Linda Palmer(Math)	Coach		10/11/11
	Coach		1/1/01
Jessica Kmec	Guidance Counselor		10/11/11
Richard Gallo	Network Leader		10/11/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **20K229** School Name: **P.S. 229K**

Cluster: **6** Network: **604**

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.

- Parent Surveys are completed by parents and collected at registration. Data is then collated to form a primary language needs data base.
- Information is maintained on ATS and on the student emergency card.

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.

- Chancellor's Regulations A-663 (Translations) were shared and discussed with the SLT, the PTA and the school staff.
- Based on a review of the ethnic and racial census report, the home language survey, and discussion with parents and teachers, it was determined that written translation and oral interpretation services are needed in Chinese and Spanish. Approximately 44% of our 1053 students are of Chinese descent and approximately 10% of our students are from Spanish speaking homes; of these about 25% of parents do not read English.
- Consequently, the school estimates that 180 students' parents are in need of written translation and oral interpretation in Chinese and 30 families are in need of Spanish translations of the school's written communications. There is also a limited need (under 10 per language) to translate written communication into Russian, Arabic and Polish.

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.

- Documents are translated by the DOE's Translation and Interpretation Unit.
- Documents are translated in-house by the school staff.

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 interpretation services are provided by the DOE's Translation and Interpretation Unit at the school or by telephone.
- Oral interpretation services are provided in-house by the school staff.
- Oral interpretation services are also provided by family relatives/ friends who accompany the parent to school functions or conferences.

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>.

- Copies of the Parent's Bill of Rights and Responsibilities (including their rights regarding translation and interpretation services) are distributed each fall.
- A sign is posted at the primary entrance informing parents of the availability of interpretation services.
- Parents are given the P.S./I.S. 229K Parent Handbook in their primary language.
- The School Safety Plan indicates when parents (whose primary language is not English) need to communicate with the school's administrative offices, they are afforded three options:
 - They are able to bring their own interpreter.
 - The school will make available an in-house staff interpreter.
 - Services will be provided via a conference call with the DOE's Translation and Interpretation Unit.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: P.S. 229K	DBN: 20K229
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input 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: 36
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The after-school program for ELLs serves students who are at the intermediate and advanced levels of NYSESLAT and LAB-R. Serving the testing grades, emphasis is placed on English language arts and "reading mathematics" in preparation for the NYS Common Core assessments.

Students will be divided into two groups, based on grade levels and/or proficiency needs (e.g., grades 3-5; grades 6-8). The program will run on Thursdays from January through June for a maximum of 22 sessions (2:30-5:00 PM) and will be conducted in English by two NYS certified teachers of English as a second language.

Thematic units using leveled books (e.g., Rigby Program) for guided reading as well as posters, charts, and worktexts to integrate the content areas of science, social studies, and mathematics, helping to reinforce content and skills needed by the children for successful achievement of the Common Core Learning Standards. The sessions are structured with interactive, multi-sensory elements where plenty of visual aids and auditory components are provided. Students will also be supported in their ESL instruction through the use of Imagine Learning software. This program allows children to work independently on language skills at their level and at their own pace. As a child's skills level increases, the program moves the child to the next higher level. A "Newcomer Kit" will help develop language skills through the use of manipulative charts, language practice games, and vocabulary building activities. Together, these components provide the resources needed for differentiated instruction according to students' needs.

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:

The focus of professional development (PD) is to assist teachers in enhancing their strategies and methods in helping students achieve English language proficiency. Teachers are encouraged to select programs of interest offered through the Network, the NYC Department of Education, as well as outside agencies.

During the 2012-13 school year, our ESL teachers are scheduled to attend these DOE-sponsored trainings:

Part C: Professional Development

- Instructional Strategies for English Learners with Special Needs, 2/1/2013 9AM-3PM
- Literacy, Vocabulary and Writing, 4/5/2013 9AM-3PM

This year's school-based PD (conducted by administration) is centered around implementation of the Common Core Learning Standards for all students, including ELLs:

- Using Internet Resources: Common Core-Alligned Curriculum; The Common Core Tasks; Preparing for the New State Assessments (Chancellor's Conference Day, September 2012)
- An Overview of Rigor, Relevance, and the School Quality Review: Meeting the Needs of All Learners (Chancellor's Conference Day, November 2012)
- Reflecting on Instructional Practice for Common Core State Standards & Testing Meeting (December Staff Conference, December 2012)
- Questioning Techniques; Literacy Interventions for Response to Intervention (January Staff Conference, January 2013)

A State-certified TESOL and supervisor will coach teachers using an informative, collaborative, and facilitating mentoring model, tentatively scheduled for five one-hour and one half-hour sessions on Fridays during the school day in March and April. This training will be provided by the Center for Integrated Teacher Education (CITE):

- Danielson's Framework for Effective Teaching: ESL & Student Engagement
- Universal Design for Learning (UDL): Using the Sheltered Instruction Protocol (SIOP) to Provide Tools for Building Background
- Common Core Learning Standards and the ELL: Teaching Academic Language
- Webb's Depth of Knowledge for ELLs: Comprehending Content
- Assessment of ELLs and Immigrants: Differentiated Instruction and Checks for Understanding
- Response to Intervention (RtI): Strategies to Address the Needs of ELLs

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:

At the start of the implementation, teachers send a letter home to the parents introducing them to Imagine Learning English and encouraging them to continue their student's learning at home. All parent letters, including progress reports, will be printed in the student's first language when available, ensuring student comprehension. As their children work through the program, parents receive progress reports. These home reports provide parents with actionable steps to support their child outside of the classroom. Along with the home reports, worksheets are also sent home so that learning may continue there. These materials are part of the Imagine Learning English software provided by Imagine Learning.

Part D: Parental Engagement Activities

The reports and worksheets are sent home with the student.

Aligned with the our school’s Comprehensive Educational Plan's goals, we will host two workshops (6:45-8:00 PM) for families of ELLs and immigrants presented by a facilitator from Learning Through an Expanding Arts Program (LEAP), Inc., New York City: Scrapbooks and Family Albums (tentatively March 21) – Families will create their own albums to capture memories using mementos, decorative papers, photographs, and writing journal entries to share and celebrate their cultural heritage through presentation to others; and Puppet Making (tentatively April 18) – Families will learn to make different types of puppets (e.g., shadow, paper bag, sock, finger) to help children build confidence in speaking as a particular character or as a means to share their feelings. Notices will be posted (and available with translation) on the school webpage, emailed via the PTA list, and backpacked home by children to families.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$7096.72	\$5521.12. Two teachers, per session rate @ 50.19 per hour (2.5 hours per day x 22 sessions per teacher = 55 per session hours per teacher) to provide an after-school intensive program for ELLs. \$1575.60. One supervisor, per session rate @ 52.22 per hour (2.5 hours per day x 12 sessions = 30 per session hours) to oversee an after-school intensive program for ELLs when no other after-school programs are in session.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$1,466.50	\$1,466.50. 5.5 hrs (partial) of 10 PD hours provided by the Center for Integrated Teacher Education.
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional 	\$1628.97	\$1628.97. Purchase of instructional materials which focus on the development of English conversation, vocabulary development, reading, and writing skills for ELLs. Worktexts and supplies for classroom projects.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	\$1007.81	\$1007.81. Renewal fee for the school website: communication with translation capabilities for families (e-Chalk).
Travel		
Other		
TOTAL	\$11,200.00	January 18, 2013