



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** THE LANGSTON HUGHES SCHOOL P.S. 233

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 18K233

**PRINCIPAL:** DENEAN STEPHENS-SPELLMAN

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**SUPERINTENDENT:** BEVERLY WILKINS



## 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
Denean Stephens-Spellman	*Principal or Designee	
Gail Ericson	*UFT Chapter Leader or Designee	
Candice Pacheco	*PA/PTA President or Designated Co-President	
	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	
Marcia Bent	Member/ Parent	
Nicole Campbell	Member/ Parent	
Shawn Cheribun	Member/ Parent	
Roxanne Francis	Member/ Parent	
Gilroy Golding	Member/ Parent	
Richard Karim	Member/ Parent	
Lloyd Wallace	Member/ Parent	
Allen Abelson	Member/ Staff	
Noelle Gold	Member/ Staff	

Howard Goldberg	Member/ Staff	
Melissa Layne	Member/ Staff	
Hinda Rubano	Member/ Staff	
Janice Sydney-Smith	Member/ Staff	

\*\* 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**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

An analysis of our 2011-2012 School Quality Review indicates that while our Special Education students and English Language Learners participate in small group instruction and guided support, we need to further engage them in deeper levels of thinking and participation (pg. 6 of the 2011-2012 SQR). Our students are not making sufficient progress on the New York State tests in English and Mathematics. While overall our progress score was 22.1 out of 60 we found that our Special Needs students are progressing at a far slower rate. Out of the 15 points we were eligible to earn in Closing the Achievement Gap, we earned 1.59 points. Our Special Needs students need more access to the curriculum in all areas. In order to address this disparity we will provide the teachers of Self-contained and Integrated Co-Teaching classrooms with greater access to technology and training that will increase their ability to use it effectively for instruction.

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

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

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Based on the recommendation of the 2011-2012 School Quality Review, by March 1, 2013 all ICT and self-contained classrooms will be equipped with Smartboard technology and a set of iPads. By June 2013, all teachers in those classrooms will participate in a series of trainings designed to increase their familiarity with the use of the technology. In addition, they will be required to teach a minimum of 6 CCLS aligned lessons using the Smartboard technology and iPads. The lessons must address standards related to ELA, mathematics, social studies and science.

This goal will be used to address SOP 2.4. We are making the strategic decision to organize our financial resources to provide teachers with the tools necessary to increase student engagement. This will provide students with a greater opportunity to meet their goals and raise their levels of achievement. In addition, it will provide Special Education students and English Language Learners with the chance to engage more deeply and fully in learning (see 2011-2012 SQR, pg. 6).

**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) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

**Strategies/Activities**

- Equip all self-contained and ICT classrooms with Smartboards, laptops and a set of iPads
- Provide the teachers of those classrooms with company offered training on the proper use of the equipment.
- Provide the teachers with professional development planning standards-based lessons

**Key Personnel and Resources**

- Smartboard technicians will be used to provide training on the use and maintenance of the equipment
- Network Achievement Coach will be used to provide professional development in the planning of standards-based lessons
- Teachers that have used Smartboards and iPads in the past will provide support for teachers that are new to the technology

**Evaluation**

- Administration will conduct bi-monthly informal observations of the teachers as they use the Smartboards and iPads.
- Administration will provide opportunities for teachers to share their progress in the use of technology during bi-monthly Special Education meetings
- Administration will evaluate the impact that the use of the equipment has on student engagement and achievement in ELA and math.
- 3 SLT Walkthroughs are conducted to assess student engagement before the use of technology and training and throughout our progression in its use

**Timeline for Implementation**

- By March 1- the first SLT Walkthrough is conducted
- By March 1 – all equipment has been delivered
- By March 31 – all teachers have received training from a Smartboard technician
- By March 31- all teachers have received professional development on planning CCLS aligned lessons from the Network Achievement Coach
- By April 15- the second SLT Walkthrough is conducted
- By June 1- the final SLT Walkthrough is conducted
- April-June 2013 – bi-monthly informal observations are conducted by administration

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: Focus Allocation\_

**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).

Funds will be used to:

- Purchase Smartboards and laptops for 6 classrooms. These are the remaining Special Education classrooms that are not equipped with the technology
- Purchase a set of 6 iPads for 9 Special Education classrooms. General Education students, English Language Learners and students in temporary housing will also have access to this technology.
- Purchase a training package for the Smartboard technology
- Provide training rate for after-school training
- Provide substitute teachers for inter-class visitations, in-house professional development, and/or bi-monthly Special Education meetings
- Provide per session funds for bi-monthly Special Education meetings

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

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

An analysis of our School Quality Review for 2011-2012 advises us to enhance teacher questioning and student discussion during the delivery of instruction in order to enrich student participation, thereby increasing further development of critical thinking skills (2011-2012 SQR, pg. 6). The report further states that our students with disabilities and English Language Learners are not engaging in instructional strategies that offer equal opportunities for them to engage in purposeful, deep levels of thinking.

We believe that this has contributed to our students are not making sufficient progress on the New York State tests in English and Mathematics. While overall our progress score on the 2011-2012 Progress Report was 22.1 out of 60 we found that our Special Needs students were progressing at a far slower rate. Out of the 15 points we were eligible to earn in Closing the Achievement Gap, we earned 1.59 points. Our Special Needs students need more access to the curriculum in all areas.

### **Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

### **Annual Goal #2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, our Special Needs students, English Language Learners and students who performed in levels 1 or 2 will receive instruction in at least one of our extended learning time sessions. We will conduct a Saturday Academy and an instructional after-school program designed to provide students with opportunities to strengthen their critical thinking skills through questioning and discussion.

### **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) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

### **Strategies/Activities**

- Use the data from the ELA and Math results to determine the number of students that will be mandated to attend the Saturday Academy
- Use the data from the ELA and Math results and teacher-made assessments and observations to design the classes based on student needs
- Provide per session for teachers to allow for planning time and Inquiry Team work around Saturday Academy students
- Design a Saturday Academy curriculum that is standards-based and promotes critical thinking

- Purchase materials to support the curriculum that is designed
- Identify an Extended Learning Time organization that can provide instruction after-school for the Special Needs and ELL population

**Key Personnel and Resources**

- Administration to identify ELT program and hire staff (Educate Online was the program that was identified and used)
- Teaching staff to plan and implement lessons
- Administration and teaching staff to provide professional development, analyze data and participate in collaborative planning sessions

**Evaluation**

- Students will be assessed a minimum of three times throughout the program to evaluate student progress
- Teachers will meet a minimum of three times throughout the program to plan and analyze student data
- Administration will meet with teachers a minimum of three times to analyze data and provide support
- Administration will conduct observations and provide feedback for teachers of Saturday Academy and the ELT program
- Administration will meet with the Administrators of Educate Online to discuss student progress

**Timeline of Implementation**

- By January 23 – Students are identified for Saturday Academy and the after-school program
- By January 25 – Staff members are selected for the Saturday Academy
- By January 31 – An ELT program is selected; Educate Online was selected
- February 23 – Parent Orientation for Saturday Academy/ Saturday Academy begins for students
- By March 1 – Educate Online program begins
- April 27 – Last day of Saturday Academy
- April 25 – Educate Online after-school program

**Budget and resource alignment**

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

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

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: Focus Allocation\_\_\_\_\_

**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).

Funds will be used to:

- Provide training rate for after-school training
- General Education students, English Language Learners and students in temporary housing will also have access to these programs.
- Provide per session funds for planning, classroom instruction, and data analysis for the Saturday Academy program
- Purchase an appropriate, scientifically based ELT program for after-school services (Educate Online was the program that was purchased)

- Purchase materials for use during Saturday Academy
- Per session funds for principal to supervise instruction of students during Saturday Academy
- Educate Online is the ELT program to be used for instruction for the Special Needs students at a cost of \$36K for 24 hours of one-to-one, online instruction

### **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**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

An analysis of our School Quality Review for 2011-2012 advises us to monitor the consistency of teacher feedback on student work, especially finished products to make clear to students their next learning steps (2011-2012 SQR, pg. 6). The report further states that without clear feedback and precise next learning steps our students are hindered from reaching their maximum potential (2011-2012 SQR, pg. 6).

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

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

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

#### **Annual Goal #3**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all classroom teachers will receive monthly professional development in the planning of standards-based lessons and providing feedback that moves students through the CCLS for their grade. Through data team meetings, before school and after-school planning sessions teachers will have opportunities to develop units, lessons, rubrics and feedback systems that are consistent across each grade.

#### **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) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation

#### **Strategies/Activities**

- Monthly Data Team meetings are used to review the planning of the instructional units to determine the effectiveness of the task, rubric and feedback
- Professional Development is conducted by Administration, ELA and Math Ambassadors, Achievement Coaches and teachers
- Inquiry Team meetings are used to assess student progress and further refine the units of study
- Each unit of study will include a rubric that is directly related to the CCLS
- Teachers will be taught to provide "grow and glow" comments that reference the CCLS
- Provide all classroom teachers with bound copies of the CCLS in ELA and Math
- Review the feedback in the 2011-2012 Quality Review with the teachers to provide a rationale for the goal
- Conduct a grade-wide walkthrough to analyze teacher current feedback

**Key Personnel/Resources**

- CCLS books that provide teachers with access to the standards for their grade, the one before and after
- Administration will conduct professional development and organize forums for PD by other teachers, Ambassadors, and Achievement Coaches
- Administration will rearrange the schedule to provide opportunities for common planning when necessary
- Administration will provide substitute coverage when necessary

**Evaluation**

- Monthly review of bulletin boards and comments in student notebooks to see if the comments reference the CCLS
- Use Inquiry Team meetings to assess student progress as it relates to the rubrics designed for each task
- Monitor the planning of instructional units to determine whether rubrics are aligned to the CCLS

**Timeline of Implementation**

By January 31 – Review 2011-2012 QR with teachers and conduct a walkthrough of bulletin boards to assess teacher feedback

By January 31 – Administrators will review student math and writing notebooks to assess teacher feedback

By February 28 – Administrators will organize professional development for staff members to support their use of feedback through the lens of: CCLS, Planning, Questioning

By March 31 - Administrators will organize professional development for staff members to support their use of feedback through the lens of: CCLS, Planning, Questioning

By April 30 - Administrators will organize professional development for staff members to support their use of feedback through the lens of: CCLS, Planning, Questioning

By May 31 - Administrators will organize professional development for staff members to support their use of feedback through the lens of: CCLS, Planning, Questioning

By June 26 - Administrators will organize professional development for staff members to support their use of feedback through the lens of: CCLS, Planning, Questioning

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: Focus Allocation

**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).

Funds will be used to:

- Provide training rate for after-school training
- Provide per session funds for inquiry and data analysis around the proposed professional development topics
- Hire appropriate entities to deliver professional development when needed

- Hire substitutes to cover classes so teachers can participate in professional development and inter-visitation opportunities

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

An analysis of our 2011-2012 School Quality Review indicates that while our Special Education students and English Language Learners participate in small group instruction and guided support, we need to further engage them in deeper levels of thinking and participation (pg. 6 of the 2011-2012 SQR). This inability to think critically causes our students to respond impulsively with regards to academics and social interactions.

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- 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.

- |  |  |
|--|--|
| <input type="checkbox"/> 5.2 Systems and partnerships  | <input type="checkbox"/> 5.4 Safety                        |
| <input checked="" type="checkbox"/> 5.3 Vision for social and emotional developmental health | <input type="checkbox"/> 5.5 Use of data and student needs |

**Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, we will develop a school-wide system for identifying students in need of Response to Intervention Services for both academic and emotional/behavioral needs.

**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) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

**Strategies/Activities**

- Monthly Pupil Personnel Team meetings are used to review the current system and devise a plan to merge our system with the current Response to Intervention System
- Forms are designed to support the new system of referring students to the team for review, note-taking at the meetings, response to the teacher's request for review, and parent notification
- New meeting structure is designed to increase the effectiveness of our meetings
- Staff is notified of the new structures
- Monthly celebrations of student success is rewarded
- Special incentives are offered for student progress

**Key Personnel/Resources**

- Administration will conduct professional development and organize forums for PD by the Guidance Counselor, Speech teachers, on-site Psychotherapist, Social Worker, Psychologist, and SETTTS teacher
- Administration will rearrange the schedule to provide opportunities for common prep periods for Special Education
- Administration will provide substitute coverage when necessary
- Identify resources that provide ideas for how to address various social/emotional needs
- Identify resources that will support the academic needs of the students

**Evaluation**

- Monitor the response of the staff to the new system
- Monitor the awareness of the staff of the new system
- Review and refine the forms to ensure that they are thorough
- Monitor the efficiency of the PPT meetings
- Monitor the use of the forms

**Timeline of Implementation**

- By January 31 – Design forms for referring students to the team for review, note-taking at the meetings, response to the teacher’s request for review, and parent notification
- By January 31 – PPT will review and revise forms
- By February 15 – Distribute new forms to staff and explain their purpose and how and when they should be used
- February 15 – June – Administrators will organize professional development for staff members to support their use of the resources for providing academic and social/emotional interventions
- February-June students are celebrated for their progress in academics and social/emotional improvements

**Budget and resource alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Focus Allocation

**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).

Funds will be used to:

- Provide training rate for after-school training on programs that teach teachers new ways to provide academic and social/emotional interventions for SE, GE, ELL’s and students in temporary housing
- Provide per session funds for inquiry and data analysis around the proposed professional development topics
- Hire appropriate entities to deliver professional development when needed

- Hire substitutes to cover classes so teachers can participate in professional development and inter-visitation opportunities when needed

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

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

An analysis of our 2011-2012 School Quality Review indicates that our communication to parents is limited. "This lack of precise, ongoing discussion with specific ways to achieve next learning steps inhibits parents' ability to assist their children at home, further reducing effective academic support." This obstacle also limits family engagement.

### **Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

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

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

### **Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, provide parents with more tools to assist with at home support. Those tools will include participation in a parent workshop series for parents with special needs children and increased notifications of student progress.

### **Strategies to increase parental involvement and engagement**

- 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 XX through XX in this SCEP.
- Describe the research-based 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) staff 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.

### **Strategies/Activities**

- Progress reports are issued in between report cards
- Parent workshops are offered monthly to provide parents with strategies and resources that can be used at home to support student learning

### **Key Personnel/Resources**

- SLT will organize monthly parent workshops

- Staff members and outside organizations will conduct parent workshops

**Evaluation**

- Monitor the number of parents who participate in the workshop series
- Monitor the distribution of the progress reports

**Timeline of Implementation**

- By January 14 – The first progress reports for grades 1 through 5 are distributed
- By January 31 – The first Kindergarten progress reports are distributed
- By January 31-June 26 - Monthly parent workshops will begin
- By April 30 – Second progress report is distributed for grades K-5

**Budget and resource alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Focus Allocation

**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).

Funds will be used to:

- Provide per session funds for teachers who plan for and conduct parent workshops
- Resources to provide parents of General Education students, English Language Learners and students in temporary housing with at the end of each workshop
- Provide baby-sitting services at the school for parents while they attend the seminars
- Provide stipends for parents who work to support the students in various capacities during the school day and after school
- Hire appropriate entities to deliver professional development when needed

**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	Fundations Wilson Reading LeapFrog Guided Reading Shared Reading	Small Group	During School
Mathematics	Go Math Everyday Math	Small Group	During school
Science	Harcourt Publishing	Small Group	During school
Social Studies	Harcourt Publishing	Small Group	During school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Anger Management Conflict Resolution Time Management Study & Organizational Skills	Small Group	During 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 necessary, the following strategies will be employed for recruitment, retention, assignments and support:

- Use of Teacher finder to identify suitable candidates
- Use of a hiring committee to interview and evaluate suitable candidates
- Assign teachers based on experience, license area, and content knowledge
- Professional development will be provided on-site
- Allocation set aside for teachers to professional development sessions off-site and work toward completing all requirements in their particular license area

**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.

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**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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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;

- conducting parent workshops on testing, the middle school application process, the Common Core Learning Standards;
- using the school website as a means to provide parents with access to information when they miss a workshop

*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;
- attend seminars to develop skills to support student learning

### **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 <b>L. Lewis</b>	District <b>18</b>	Borough <b>Brooklyn</b>	School Number <b>233</b>
School Name <b>Langston Hughes</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Denean Stephens-Spellman</b>	Assistant Principal <b>Rosemary Cuccia</b>
Coach <b>C. Mascoll</b>	Coach <b>J. Sidney-Smith</b>
ESL Teacher <b>M. Slowe-Deras</b>	Guidance Counselor <b>E. Price</b>
Teacher/Subject Area <b>type here</b>	Parent <b>S. Marshel- Taylor</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>M. Francis</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>L. Lewis</b>	Other <b>type here</b>

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

### D. School Demographics

Total number of students in school	<b>656</b>	Total Number of ELLs	<b>20</b>	ELLs as share of total student population (%)	<b>3.05%</b>
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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. 

When an ESL parent or guardian enrolls a student at PS 233, they are welcomed by our Assistant Principal Rosemary, reading coach Cuccia, Janice Sidney-Smith and the certified ESL instructor Mrs. Makeba Deras who are assisted by Payroll/Pupil Accounting School Secretary, and Ms. Bogle-Garcia for translation services during our oral interview process. Parents are given a Parent Packet of Information containing the Home Language Identification Survey (HLIS) for immediate completion, The Parent Bill of Rights, School Code of Conduct, Emergency Information Cards, Welcome letter to the school that describes school systems, bell schedules, teams and club activities, safety plan procedures, Interpretation notice signs and information are brought to the parent's attention and utilized if necessary. This survey and interview lets us know what language the student uses at home, in school, and other learning environments. If the HLIS indicates that the child uses a language other than English, the student is administered an English proficiency test called the LAB-R (and the Spanish LAB if applicable) within 10 school days of initial enrollment by the ESL instructor, Mrs. Deras. Performance on this test will determine whether the student will be entitled to English Language development support services. Once the assessment is graded, Mrs. Deras notifies parents of their child's entitlement status and she plans an orientation for the parents of newly enrolled ELLs to inform them of the three different ELL program choices that are available throughout the city. Parents are given further description of Transitional Bilingual Education (TBE) programs, Dual Language programs which are developmental, language-enriched, bilingual education programs that integrate students who are native English speakers with native speakers of another language for all or most of their content-area instruction and lastly Freestanding ESL programs receive all instruction in English with native language support. The two recommended ESL instructional program models include self-contained ESL classes, and "push-in" teaching. PS 233 offers a Freestanding self-contained model as opposed to the second option of a pull out ESL program, due to the need of meeting state mandates of 360 weekly minutes for Beginning and Intermediate students among a population where classes are too scattered to lawfully accommodate a weekly 360 minute push in program.

In the orientation in September to which parents are invited in writing and via phone and hosted by Mrs. Deras, Ms. Spellman, and the rest of the LAP Team. Bilingual staff members are made available for this meeting or the services of the New York City Department of Education Translation Unit are utilized to assure that parents understand all three program choices. At this meeting parents have the opportunity to receive materials about ELL programs in their home language and to ask questions with assistance from a translator, if necessary. Parents have the opportunity to watch an informational video, visit the ESL classroom, and speak with ESL students. At the end of the orientation, Mrs. Deras collects the Parent Survey and Program Selection Form, keeps a copy on file and the original in the student file, where the parent indicates what program he/she is choosing for his/her child. ELL students and parents can choose between a push-in and self contained Freestanding ESL program. All forms are collected at the end of session and kept on file in the instance that 15 students who speak the same language, in the same grade, or in two consecutive grades, bring about the need for school administrators to review program services provided by the school. Should the parent need more time to make a decision, our Parent Coordinator, Marilyn Francis, will follow-up to ensure the return of the documents.

Over the past few years with our small ESL student population the trend has been Freestanding ESL based on the Parent Orientation Video choices, discussion with other ESL students and parents and classroom visitation. When the parent chooses free standing ESL, the child is immediately enrolled in our program. When the parent chooses another instructional program, we refer them to the Student Placement office at 715 Ocean Terrace

Building A – Room 208 ,Staten Island, New York 10301 where a service representative will assist them in finding a school that offers the appropriate services for their child.

All students who are enrolled in the ESL program are formally assessed annually using the NYS English as a Second Language Achievement Test (NYSESLAT) to assess their progress in the four modalities of the English language until they acquire a certain level of proficiency that will allow them to enter a monolingual program.

After reviewing the Parent Survey and Program Selection forms for the past few years, we have seen a trend to request the ESL pull-out model, with 100% of the parents choosing this program type. Those families who do not choose the ESL pull-out model and have requested the transitional bilingual model, will then choose another school that provides this service or a third choice of instructional program when we refer them to the Student Placement office at 715 Ocean Terrace, Building A – Room 208 ,Staten Island, New York 10301. A service representative will assist them in finding a school that offers the appropriate services for their child.

## 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 type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input 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
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	4	2	3	4	4	3								20
<b>Push-In</b>														0
<b>Total</b>	4	2	3	4	4	3	0	0	0	0	0	0	0	20

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	2
SIFE	2	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	17	4	1	3		1				20
Total	17	4	1	3	0	1	0	0	0	20

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

### C. Home Language Breakdown and ELL Programs

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

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
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	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:

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	2	2	3	3	1								12
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1		1											2
Haitian	1	1		2	1	1								6
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	3	3	3	5	4	2	0	0	0	0	0	0	0	20

## 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?

PS 233 consists of 17 students who have had 0-3 years of ESL service, and 3 students who have received 4-6 years of service. Two of our 20 ESL students are also receiving Special Education services. A majority of our students speak Spanish as their first language where one of them are in kindergarten, 1 in 1st grade, five are in 3rd grade, and one is in the 5th grade. One student in the 1st grade speaks Arabic, 2 students in the 2nd grade speak Haitian Creole as well as 1 in the 3rd grade 2 in the 4th grade and 2 in the 5th grade. We last but not least have 1 student in Kindergarten who speaks French, 1 student in 3rd grade, and 3 students in the 5th grade who all speak French to add to our diverse melting pot of cultures. PS 233 implements a Freestanding English as a Second Language (ESL) program. The primary goal of this program is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate in the program.
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas.

Ms. Deras works collaboratively with ELA teachers to ensure that all staff follow the New York State-mandated ESL/ELA allotted instruction time based on student proficiency level. Following this mandate ensures that beginning and intermediate students receive 360 state mandated instructional minutes, and advanced students receive 180 state mandated instructional minutes while fusing ESL needs across the curriculum. Students who exhibit inadequate growth on reading assessments will receive an additional 30 minutes per day in literacy instruction during extended day. Classroom teachers use the Foundations Program for phonics skills, America's choice for reading and writing as well as Teacher's college for writing. whose focus is on helping students achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing). We currently have 4 Students categorized as, Interrupted Formal Education (SIFE), our staff incorporate ESL strategies into content instruction so that our students learn content while synchronously developing English skills. Our school also gives ancillary assistance to all students by assigning a peer mentor and teacher mentor who check on them frequently, offering extended day services, academic intervention, tutoring, parent and attendance coordinators who meet with parents to discuss student needs.

The goal of our Freestanding ESL program is to attain English proficiency within 3 years by reinforcing English language arts and literacy skills that are fused in all academic content areas such as math, science, and social studies. Despite the goal of exiting the ESL program, none of the supplemental services will discontinue after two years of exiting the program. Transitional support will be provided by means of services provided school wide such as Academic Intervention Services (AIS), Extended Day sessions of 37 1/2 minutes with a classroom teacher to support ESL literacy skills in their second language four days a week.

Our Freestanding ESL program has a wide range of students, both in terms of proficiency and academic background. An important part of our work is to reach all of our ELL students at their language

## A. Programming and Scheduling Information

proficiency. At PS 233, academic instructional services are as important as are our enrichment activities whose services are provided before school at an extended time.

Instruction in ELA, is delivered in English using Language immersion that is a method of teaching a second language in which English is used for instruction. ELL students are dually supported with some ESL commonalities in strategies such as graphic organizers, modeling, and visuals to support student understanding and to bridge the gap between the content area and language deficiencies. Freestanding ESL employs many techniques, strategies and manipulatives such as, graphic organizers, visual aids, smart board driven lessons, modeling, flash cards, puppets, manipulatives, images, demonstrations, logs, journals, dictionaries, internet searches, google images, illustrations, artistic expression, opportunities to speak and share thoughts through peer and teacher conferences, as well as opportunities to utilize the "share" chair and "Author's Chair" during the workshop model which requires students to share their work. The student is taught through daily interactions and constant practice using their second language as a sole means of communication. Beginning students may use strategies of instruction assisted with manipulatives, puppets, illustrations and even technology to help them express their thoughts. As they develop their written and verbal skills to an intermediate level of proficiency students will focus more on fine tuning their language acquisition with targeted reading strategies such as using graphic organizers that assist with comprehension strategies such as comparing and contrasting Venn Diagrams that may also be used to make text to self, text to text and text to world comparisons, T charts that may be used to show the relationship of cause and effect, to make inferences, predictions, to visualize, and question, webs to show the relation of main ideas with supporting details, and focused grammatical mechanics. Advanced students perfect and add a personal style to skills such as verbal expression, details, higher order thinking in both reading and writing and the ability to write while adhering to grammatical rules in their writing. Students at the advanced level are encouraged to generate responses to literature on a higher order thinking level, work independently and practice their skills through the strategy of peering with a beginning or intermediate student who is peer tutored by them. In a study conducted by Charles R. Greenwood, a, Joseph C. Delquadria and R. Vance Halla their results indicated that the experimental group (an experimental, low-SES group received Classwide Peer Tutoring implemented and the comparison group, with distinctly different ecological arrangements and significantly higher levels of academic engagement, produced significantly greater product gains than did the control group. *Journal of Educational Psychology* Volume 81, Issue 3, September 1989, Pages 371-383

### 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
Native Language Arts	
Social Studies:	
Math:	
Science:	

Class/Content Area	Language(s) of Instruction

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

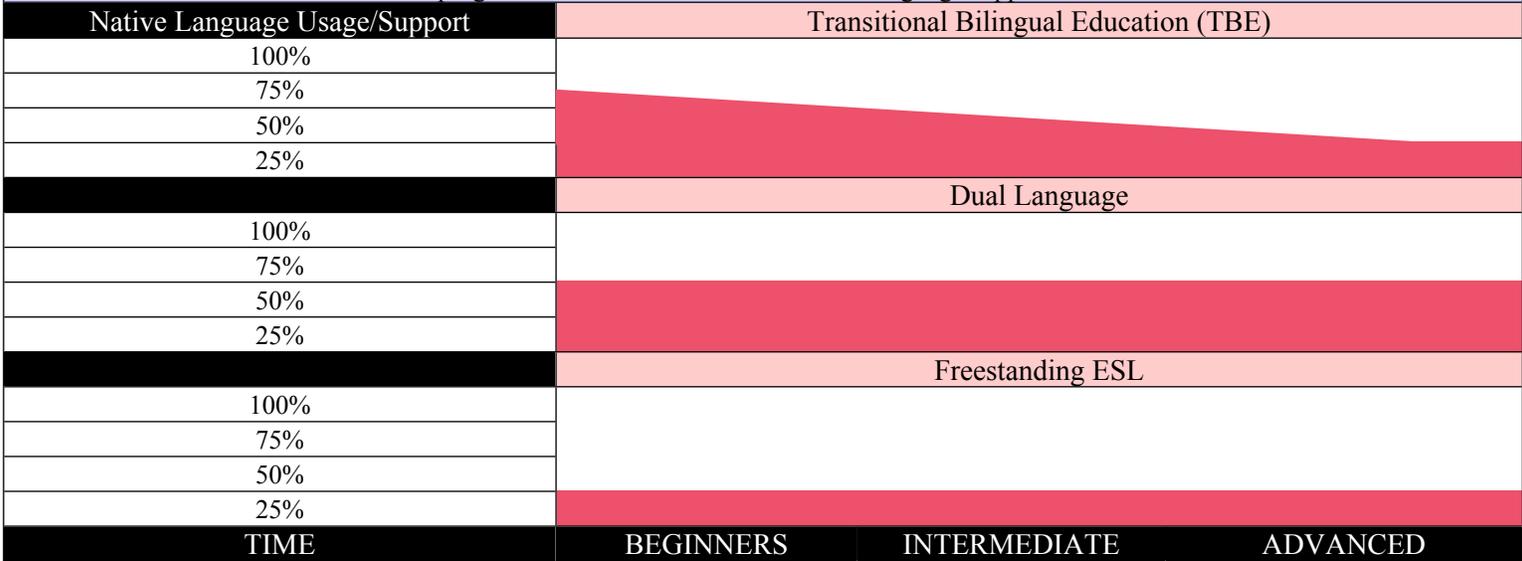
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.



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?

Our English Language Learners perform well in the listening and speaking modalities, however those who are experiencing difficulties in reading and writing will reap the benefits provided by The Workshop Model that is used within our Freestanding ESL program and school wide. This system ensures all students with the academic foundation and support needed to move towards success. Struggling ESL students receive explicit instruction during ELA and other content areas in smaller groups that utilize their reading notebook for various vocabulary activities that entail identifying new and unfamiliar words using context clues, illustrations, the dictionary, online resources, and google images. Graphic organizers such as Venn Diagrams to compare and contrast, and make connections, Tcharts, What I Know, Want to know and Learned graphic organizer is used to help organize thoughts and used to develop them into writing in the prewriting stages of the writers workshop. Manipulatives such as flash cards, signs, posters, videos, student plays and demonstration, blocks, cards, dice, artifacts, play money, etc. that are used during their ESL periods as well as in the classroom are used in the journey of a beginning level ELL student and even used as transitional support for those students who test out of the ESL program as proficient 2 years later. All ELL Students receive -----(ELA Rewards Program, four times a week, which focuses on phonics and vocabulary, as well as, supplemental reading and writing instruction through the Read 180 Program whose focus is reading comprehension. The Junior Great Books Program is also used and focuses on higher level reading comprehension skills. (metacognitive). Our students will also gain the benefits from using technological tools such as over head projectors, a computer Lab, the Rosetta Stone Program for language acquisition and language development which is engaging and helps students acquire critical language skills, as well as having the benefits of Innovative Technology.

Acuity is designed to support both interim and formative assessment programs with a unique integration of classroom-friendly assessments, instructional resources, reporting, and customization opportunities. Students will be granted access to the internet and many ESL related websites facilitated by Ms. Deras. Students will keep a notebook where their daily reading activities will be accompanied by comprehension diagrams, maps and various writing genre activities. Students will also utilize the supplemental materials from the Publishers Empire State, entitled, NYSELAST ESL student workbook for ESL/ELL students, and the English Language Arts workbook. In their ESL class students will use components of the Lucy Calkins reading workshop.

Our English Language Learners perform well in the listening and speaking modalities, however those who are experiencing difficulties in writing will receive supplemental writing practice across all subject areas as they are asked to explain their findings in detail. They will be exposed to various genres that teachers will model, students will then imitate, and participate in a year long school wide celebration of various writers and writing styles. Students learn about the mechanics of writing using the core writing curriculum of Lucy Calkins Writer's Work Shop Model. "Time For Kids Exploring Writing" kit to used with ELL student's to develop writing, thinking and learning skills in the writing process. The workshop model is used in writing in ESL instruction as well as in their mainstream classes. The writers workshop model is composed of a Minilesson (10-15 minutes), that may include varied activities such as a connection, a teaching point, demonstration, active

Engagement, and link Independent Practice (20 – 30 minutes) In Martha Dudley's Journal article "The Writing Workshop: Structuring for Success" she describes the subtle changes a writing teacher makes throughout the year as she shifts to a writer's workshop approach in which students choose their own topics, their own genre, determine their own pace, and expand or contract the time allotted to each task as required. This is a model that has worked for many of our students and has helped them make gains. (RS)English Journal, v78 n1 p28-32 Jan 1989

### 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)?

### 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.

Ms. Deras as well as all staff members are supported by Network DSSI Cluster 01 as well as administrative personell directly in surveying, assessing and developing plans for curriculum implementation for ESL students during their State mandated time as well as in their time spent in their mainstream classrooms. At the beginning of the school year Mrs. Deras addresses the staff on requirements and state mandates for the ESL program as per CR part 154, annalysis of NYSESLAT/ARIS/ELA data for ELL students and the academic needs of ELL students.

Through out the year techniques such as scaffolding in reading and writing, Spiraling instruction to provide several opportunities for students to revisit topics and practice skills, Peer tutoring, One on one instruction, Differentiated group instruction, Center Activities, Journal writing, using Flash Cards, Graphic Organizers, Visual Cues, Author/Share Chair (develop speaking and listening skills) and Teacher Modeling.

Sharing these strategies though meetings and phone conversations give colleagues an opportunity to share resources and discuss some of the differences and challenges that ELL's may face in their classroom. A monthly journal article discussing many current issues facing the ELL population as a whole is shared with colleagues as well as parents through the school milbox system and a bulitin board that gives the opportunity for feedback on the article.

Regular edifying opportunities of communication are provided to staff by means of memos sent to all staff, Network ELL PD's, weekly grade level planning Meetings, data meetings every 3rd week of the month and Pupil Personell Secretary meetings where ELL students are the focus of discussion.

### 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?

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process as well as school events. PS 233 has an open door policy that welcomes the participation of parents. Special days are planned for every class in an event called "A Day In The Life" , which occurs one grade level at a time, where parents are able to experience, observe and partake in student instruction in their child's class. Outside organizations such as IFETAYO provide african dance, Capuera Brazilian dance as well as drumming class to our students with the history of each dance. PAL provides swimming classes to our 2nd graders. Ms. Francis, our Parent coordinator presents workshops during afternoon and evening hours of the week and even on Saturday's, with a parent or staff translator available, to make sure that all parents have an opportunity to participate and be aware of school events, as well as information and resources that are available to them. "Out Reach" services are provided by Mrs. Jones, parent Volunteering, Parent Association meetings, Parent News letters, School Web site access, memos , documents,that are all provided in various languages as needed and PTA involved activities such as graduation activities, fundraising, Student Leadership Teams that give parents an opportunity to be involved in the development of our school and contribute to its climate and culture.

## 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)	4	2	2	3	2	2								15
Intermediate(I)					1	1								2
Advanced (A)			1		1	1								3
Total	4	2	3	3	4	4	0	0	0	0	0	0	0	20

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

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

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

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

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

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

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

The NY English Language Arts(ELA)State Test taken in April 2011 show the test scores of 5 out of the 7 of our 4<sup>th</sup> through 5<sup>th</sup> graders, where 1 student in our 4<sup>th</sup> through 5<sup>th</sup> grade ELL student population are partially meeting learning standards(Level 2), 4 students in our 4<sup>th</sup> through 5<sup>th</sup> grade ELL student population are not meeting ELA learning standards(Level 1) and 2 ELL studentsin our 4<sup>th</sup> through 5<sup>th</sup> grade student population haven't taken the ELA State Test due to qualification factors. The May 2011 NY State Math Test shows that none of our 7 of our 4<sup>th</sup> through 5<sup>th</sup> grade ELL students are meeting learning standards(Level 3), 4 out of the 7 of our 4<sup>th</sup> through 5<sup>th</sup> grade ELL students are partially meeting standards(Level 2), 3 out of 7 of our 4<sup>th</sup> through 5<sup>th</sup> grade ELL students are not meeting math state standards(Level 1).

The NY State Science Test shows that 2 out of 7 of our 4<sup>th</sup> through 5<sup>th</sup> grade ELL students when tested in the 4<sup>th</sup> grade were meeting learning standards with distinction(Level 4), 3 ELL students are meeting standards(Level3), 2 are partially meeting learning

standards(Level2) , 1 ELL student is not meeting learning standards(Level 1) and 5 ELL students have not taken the NY Science State test. The NY Social Studies State Test shows that 3 of our 13 ELL students are meeting learning standards, 4 are partially meeting learning standards(Level2), 3 are not meeting standards(Level 1) and 3 have not taken the Social Studies State test in grades 5.

The NYSESLAT data shows that 1 of our 4th graders are proficient, and one 1<sup>st</sup>, 2<sup>nd</sup>, and 4<sup>th</sup> grade students along with three 3<sup>rd</sup> graders and two 5<sup>th</sup> graders are at the advanced stages of listening and speaking, while one 5<sup>th</sup>, 4<sup>th</sup>, 3<sup>rd</sup>, and 1<sup>st</sup> grade students are at the Intermediate level in listening along with two 2<sup>nd</sup> graders. Four K students are at the Beginning level of listening along with one 4<sup>th</sup> grader.

In the area of Reading and writing on the NYSESLAT one 4<sup>th</sup> and one 5<sup>th</sup> grade ELL student is at an Intermediate stage in their reading and writing, one 4<sup>th</sup> grade student and one 5<sup>th</sup> grade student is currently at the advanced stage in Reading and Writing, while the greater numbers of PS 233's population is currently at a beginning stage. There are currently four K students, two 1<sup>st</sup> grade students, two 2<sup>nd</sup> grade students, four 3<sup>rd</sup> grade students, and one 5<sup>th</sup> grade student at the Beginning level of Reading and Writing on the NYSESLAT.

With the combined data of the NYSESLAT, LAB R testing, State Standardized tests in the areas of ELA, Math , Science, and Social Studies, writing samples with finished products produced through the writing workshop model, Acuity testing results, sight word and letter recognition testing, running records testing, oral quick read testing, and finally analyzing student grades for each subject are using the school wide ENGRADE System data has, after careful review, shown that a majority of our ELL population struggles in the areas of reading and writing despite their gains in the areas of listening and speaking. PS 233's goal is to help ELL students gain a better understanding and ability to manipulate the strategies and skills of a Critical thinker who possesses good Reading and Writing habits. We expose and submerge our ELL students daily in curriculum to help them reach their goal of proficiency. This is especially the case of the ELLs who are at an

advanced level. After looking at the LTE scores by modalities, it was prevalent that the reading and writing scores had a tendency to fluctuate causing advanced leveled ESL students to remain at an advanced level. Using the data gathered with strategies that target specific student deficiencies

### 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.

and address those needs will ensure that we provide the skills needed in the areas of writing and reading. Strategies that address those needs can be found in programs, used school wide that were mentioned before, such as ACUITY, Foundations for Phonics, America's Choice for reading and writing and Teacher's College for writing along with the curriculum structure supported by curriculum maps and a scope and sequence structure.

## Part VI: LAP Assurances

**School Name:** PS233

**School DBN:**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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School Name: <u>PS233</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
D. Stephens-Spellman	Principal		1/1/01
R. Cuccia	Assistant Principal		1/1/01
M. Francis	Parent Coordinator		1/1/01
M. Slowe Deras	ESL Teacher		1/1/01
Sharon Marshel Taylor	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
J. Sidney- Smith	Coach		1/1/01
C. Mascoll	Coach		1/1/01
E. Price	Guidance Counselor		1/1/01
L. Lewis	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **18K233** School Name: **PS233 Langston Hughes**

Cluster: **01** Network: **111**

**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**

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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.

At Langston Hughes Elementary School, P.S. 233, we strive to enhance our ability to communicate and engage with limited English language proficient parents. Upon enrollment we have parents complete a Home Language Survey (in either English or another language of choice) specifying the languages used in their home and whether they wish to have translation and oral interpretation services provided. Parents also fill out a biographical card that includes what languages they speak. Based on the answers to these questions, as well as the parent's verbal requests in the enrollment interview, P.S. 233 then provides parents with appropriate and timely information in a language they have chosen as most understood.

If the parent is new to our school but not new to the New York City Department of Education, the appropriate administrators, including the ELL Coordinator, will look at the child's Home Language Survey to determine if a language other than English is requested for communication. If no space is available or language is indicated, parents will receive a written letter requesting them to specify their preferred language for communication.

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.

Currently, approximately 50% of P.S. 233's ELL student population speaks Spanish, with 40% speaking Creole and French and 10% speaking Arabic. Most households of ELL students have asked that communication be sent in English as well as the second language because English is also spoken fluently at home. Due to this request we haven't had the need to request outside translation and oral interpretation services. The school does, however, have several staff members who speak Spanish, French and Creole when translation and oral interpretation services are required or requested.

## Part B: Strategies and Activities

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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.

Langston Hughes Elementary School will provide written translation services and meet the identified needs indicated in Part A. To ensure timely provision of translated documents to parents in need to language assistance services; teachers will submit letters up to three business days prior to promulgation. These letters will be translated by the appropriate translator, be it through the Office of Translation, an outside vendor, in-house school staff, or a parent volunteer.

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.

P.S. 233 will also provide oral interpretation services for parents based on the needs identified in Part A. Depending on the language, oral interpretation services will be provided by an outside contractor or in-house school staff or parent volunteer. These services include an oral translation during parent-teacher conferences, oral translation available at school-wide meetings, and oral translation as per requested by the parent.

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>.

We will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by downloading and disseminating a copy of the Bill of Parent Rights and Responsibilities in their language of choice, as made available by the Office of Translation and Interpretation. The school will also have signs in each of the most prominent covered languages, including English those languages which may not be covered by the Office of Translation and Interpretation, indicating the availability of interpretation services. Moreover, the school's safety plan will establish procedures to ensure that parents in need of language assistance services are not hindered in communicating with the school's administrative offices merely because of language barriers.