



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: 22K277

PRINCIPAL: JEANNE M. FISH EMAIL: JFISH3@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. RHONDA D. FARKAS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|----------------------------|--|-----------|
| Jeanne M. Fish | *Principal or Designee | |
| Joyce Verderosa | *UFT Chapter Leader or Designee | |
| Cherie Lang Selma Albin | *PA/PTA President or Designated Co-President | |
| NA | DC 37 Representative, if applicable | |
| NA | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| NA | CBO Representative, if applicable | |
| Janet Kennedy | Member/Assistant Principal | |
| Marguerite Burke | Member/Teacher | |
| Jean Pennacchio | Member/Teacher | |
| Kathy Ene | Member/Parent | |
| Frank McCauley | Member/Parent | |
| Christine Coffey | Member/Parent | |
| | | |

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

To strengthen and improve teacher effectiveness for all teachers, including those new to the grade.

By June 2013, Principal and Assistant Principal will conduct a minimum of three formative observations for each teacher that will be aligned to the three areas of focus as outlined in the Citywide Instructional Expectations.

Comprehensive needs assessment

Based on a review of the Citywide Expectations, it was determined that in order to improve teacher effectiveness and strengthen teacher instructional practice, the research-based Danielson Framework for Teaching rubric would be implemented.

Instructional strategies/activities

- **Teachers will set professional goals based on three areas of focus which include:**

1e – designing coherent instruction

3b – using questioning/prompts and discussion

3d - using assessment in instruction

- **Administrators will provide actionable and timely feedback based on formative observations of teachers' instructional practice.**
- **Teachers will participate in Professional Development based on individual teacher needs.**
- **Teachers will re-examine their professional goals and revise these goals at the end of the year.**

Strategies to increase parental involvement

Sharing of current initiatives, programs, and practices at School Leadership Team Meetings, Parents Association Quarterly Meetings and Parents Association Meetings to inform parents of the new Framework for Teachers and its implication regarding instruction.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- **In September 2012 teachers receive Professional Development and create their own professional goal for the 2012-2013 school year based on a research-based rubric and aligned with the three areas of focus set forth in the Citywide Instructional Expectations.**
- **School Leaders design a schedule of formative observations that address the three areas of focus, as well as one Formal and one Informal Observation.**
- **Principal and Assistant Principal conduct formative observations and provide timely feedback to teachers.**
- **Teachers receive Professional Development that, in addition to feedback, strengthens teacher practice and assists them in reaching their professional goals.**

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Teachers will align Units of Study with the Common Core Learning Standards in response to student learning needs, through the building of capacity on Teacher Teams.

By June 2013, each teacher will implement two Common Core aligned Units of Study in Mathematics, and one Common Core aligned Unit of Study each, in Science and Social Studies. Grade Teacher Teams will meet weekly to review and revise Units of Study that were utilized last year, and create and/or revise new Units of Study that meet the following criteria:

- Utilize rigorous performance tasks that assess student knowledge.
- Are aligned to select standards and skills as outlined in the Citywide Expectations.

Comprehensive needs assessment

- Based on a review of the Citywide Expectations, it was determined that Units of Study must be designed and/or revised in order to meet the Common Core Learning Standards and prepare our students to be college and career ready.

Instructional strategies/activities

- All Teacher Teams will meet weekly in Grade Teams during the Extended Day Collaborative Inquiry period.
- Grade Teacher Teams will assess the quality of student work resulting from Units of Study that will drive revision of instruction.
- Teacher Teams will refine curriculum Units of Study to make certain that they are aligned to the Common Core Learning Standards.
- Teacher Teams will meet with school leaders at monthly Grade Conferences to discuss the progress of students and implications for instruction.
- Instructional Leads will meet monthly to coordinate individual Teacher Team work across the grades.
- Vertical Teams will meet twice a month to share best practices across the grades.

Strategies to increase parental involvement

Strategies which will be utilized to increase parental involvement in regard to curriculum, Common Core Learning Standards, and assessment include:

- Parent Workshops.
- Sharing of current initiatives, programs, and practices at School Leadership Team Meetings, Parents Association Meetings, Parents Association Quarterly Meetings, Parent/Teacher Conferences.
- Inform parents of the variety of resources that are available both at home and in school, to assist parents and children in regard to academic and social-emotional concerns.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- **Restructuring of ELA program guidelines to include close reading and text-dependent questions.**
- **An increase in Literacy Units of Study to include the content areas of Science and Social Studies across all grades.**
- **Restructuring of Mathematics program to include the shift in instructional practice by grade including a greater emphasis on multi-step problem solving, and modeling with Mathematics, as outlined in the Citywide Expectations.**
- **An increase in Mathematics Units of Study from one to two per grade.**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

Students will demonstrate their use of evidence from informational and literary texts to ground reading and writing tasks in Units of Study.

- **By April 2013, eighty percent of all teachers (twenty-five out of thirty teachers) will implement two Common Core aligned ELA Units of Study that require students to utilize valid reasoning and relevant evidence to support claims and arguments.**
- **By April 2013, seventy percent of students across grades One through Five (253 out of 362 students) will demonstrate progress in their use of evidence in their essays contained in ELA Units of Study, by moving up one level on the rubric.**

Comprehensive needs assessment

Based on a review of data that was collected from the 2011-2012 Progress Report, student writing pieces, and school assessments, which were examined during Collaborative Inquiry Team Meetings, a need for more rigorous writing has been identified. Specifically, it was determined that our students need to further develop the use of evidence to support written arguments in response to informational texts.

Instructional strategies/activities

Teachers will participate in Professional Development, targeting the specific needs of our staff in regard to English Language Arts.

Teachers will develop Common Core-aligned Units of Study that incorporate the use of evidence derived from informational texts to formulate arguments.

Teachers will develop collaborative lessons that incorporate written skills needed for providing evidence to support arguments.

Teachers will meet weekly in grade teams to assess student work and plan lessons that demand evidence to support a claim.

Teachers will meet monthly in grade teams to develop a rubric to assess the use of evidence to support a claim.

Students will engage in rigorous units of study in English Language Arts that require Level Four Depth of Knowledge thinking. These units of study will require our students to read both fiction and non-fiction texts and respond to these texts with written/oral arguments, focusing on the use of evidence to support their argument.

Strategies to increase parental involvement

Strategies which will be utilized to increase parental involvement in regard to curriculum, Common Core Learning Standards, and assessment include:

- **Parent Workshops.**
- **Sharing of current initiatives, programs, and practices at School Leadership Team Meetings, Parents Association Meetings, Parents Association Quarterly Meetings and Parent-Teacher Conferences.**
- **Inform parents of the variety of resources that are available both at home and in school, to assist parents and children in regard to academic and social-emotional concerns.**

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

A re-structuring of our Daily Balanced Literacy Workshop included a greater focus on Independent Reading to promote stamina and Level Four Depth of Knowledge thinking and questioning.

A greater emphasis on writing in response to non-fiction Core Curriculum texts will provide more frequent opportunities for writing rigorous student pieces.

Although programs and services to our school community are limited, we plan to coordinate any and all of our collaborations to assist us in reaching our English Language Arts goal.

Gerritsen Beach Cares provides incentives for our students for essay writing.

The New York State Education Department sponsors the Think Breakfast Program that has been adopted by our teachers. This program includes a series of lessons that prompt discussions about the importance of nutrition in regard to learning. Materials, such as pedometers, and literature, etc. supplement the program.

Sandy Relief Scholastic 9000 Book Give Away.

Integration of The Junior Achievement Program with ELA/Social Studies, toward the advancement of College and Career Readiness.

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 | In grades K-2, students receive intervention through the <i>Foundations Program</i> and the <i>Waterford Early Reading Program</i> . Additionally, students in Grades 1-2 receive academic support through the <i>Treasures Reading Program</i> . Students in Grades 3-5 receive instruction using <i>Best Practices in Reading</i> and <i>Think Alongs</i> . Teachers in all grades provide academic intervention using scaffolded instruction. Speech and Language Teachers provide At-Risk Speech and Language Services using the Cycles Approach. | All Tier II RTI students receive academic intervention in small group instruction from their classroom teachers. All Tier III students receive academic intervention 1:1 with an RTI service provider. At-Risk Speech and Language Services are provided on a 1:1 basis with a Speech and Language Teacher. | RTI services are provided during the school day and through our Extended Day Program. Tier II students receive intervention services 2-3 periods per week. Tier III RTI students receive 1:1 services 2-4 periods per week. Speech and Language Teachers provide At-Risk Speech and Language instruction is provided during the course of the school day and during Extended Day 1-2 periods per week. |
| Mathematics | Students in Grades K-5 participate in small group instruction using the <i>enVisions Mathematics Program</i> . Academic intervention is supplied on as as-needed basis through small group work using scaffolded instruction and flexible grouping strategies. | Academic Intervention in Mathematics is provided by classroom teachers in small groups on an as needed basis. | Academic Intervention is provided during the course of the day and during our Extended Day Program. |

| | | | |
|--|--|--|---|
| Science | Students in Grades 1-5 receive Science instruction from their classroom teachers and the Science Content Specialist through <i>Core Curriculum Science</i> . Academic Intervention is provided through the use of multiple access points, scaffolded instruction and small group work. | Academic Intervention is provided through small group instruction on an as-needed basis. | Academic Intervention of Science is provided by classroom teachers during the course of the school day. |
| Social Studies | Students in Grades 1-5 receive Academic Intervention through materials provided by <i>Core Curriculum</i> . Academic Intervention is provided through multiple entry points, scaffolded instruction and small group work. | Academic Intervention is provided through small group instruction on an as-needed basis. | Academic Intervention for Social Studies is provided by classroom teachers during the course of the school day. |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | The School's Guidance Counselor, Social Worker and School Psychologist provided At-Risk Guidance Services on an as-needed basis. | At-Risk Counseling may be provided in a small group setting or on a 1:1 basis. | At-Risk services are provided through the school day. |

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

The strategies and activities that we include at Public School 277 to recruit, and retain Highly Qualified Teachers include high quality and on-going Professional Development for our teachers and paraprofessionals. This Professional Development is provided by Grade Conferences, Faculty Conferences, Lunch 'n' Learns, Intervisitations, and on the Chancellor's Professional Development Days in November and June each year. In addition, at least one Saturday each year is dedicated to providing Professional Development that is designed to assist our teaching staff in meeting the Citywide Expectations while reaching their own professional goals.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|---|--------------------|-------------------------|--------------------------|
| Cluster Leader/Network Leader Jose Ruiz/Wendy Karp | District 22 | Borough Brooklyn | School Number 277 |
| School Name Gerritsen Beach School | | | |

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

| | |
|--|---|
| Principal Jeanne M. Fish | Assistant Principal Janet M. Kennedy |
| Coach Madelon Wilson | Coach AnneMarie Corrado |
| ESL Teacher Christina Moser | Guidance Counselor Daniel Caiazzo |
| Teacher/Subject Area Jamie Vega | Parent type here |
| Teacher/Subject Area type here | Parent Coordinator Karen Salinas |
| Related Service Provider | Other Natalya Varshavsky |
| Network Leader | Other type here |

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total number of students in school | 436 | Total Number of ELLs | 10 | ELLs as share of total student population (%) | 2.29% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

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. 

e response to questions 1-6 here

1. Public School 277 implemented the following plan for identifying possible ELL students. All parents of incoming students complete a HLIS in their native language at registration with a trained pedagogue. If there is evidence of another language being spoken in the home, Mrs. Kennedy, our Assistant Principal, or Mrs. Wilson, our Literacy Staff Developer/ESL Coordinator conducts an informal oral interview with both parent and child. If the parent does not speak English, a member of our Interpretation Team will be included in the interview to translate. If we do not have a staff member who speaks the home language, interpretation services (phone conference call) will be provided by the Translation and Interpretation Unit of the DOE. A formal initial assessment is then made and if warranted, the LAB-R will be administered by either Ms. Moser or Mrs. Vega, licensed ESL teachers, to the student. It is then determined whether or not a student is entitled to ELL services. The parent is notified by letter of the test results. If a student, whose home language is Spanish, is entitled to ELL services, that child is administered the Spanish LAB to determine language dominance. The Spanish LAB is administered during the same testing period that the LAB-R is given.

Annually each spring, all ELL students are given all components of the grade appropriate NYSESLAT by one of the two certified ESL teachers, Christina Moser or Jamie Vega. The NYSESLAT assesses students' proficiency in listening, speaking, reading and writing and determines if students should continue to receive ESL services the following school year or if they have attained English proficiency.

2. After administration of the LAB-R in September, parents are notified of their child's results by letter in both English and their home language. If their child is entitled to services, parents are invited to attend an orientation meeting within 10 days of enrollment, conducted by Mrs. Wilson and Mrs. Salinas. If a child is admitted at a later time in the school year, a separate orientation will be conducted for that parent. Parent Survey and Program Selection forms are sent home with the parent orientation letter in both English and their home language so parents may familiarize themselves with the literature before they attend the meeting. If the parents require translation services, a member of our Interpretation Team will also attend the meeting. When necessary, we contact the DOE Interpretation Unit to have a member of their staff available for a conference call during the meeting. The parents view the DVD provided by the DOE which explains the three program choices in both English and their native language. Mrs. Wilson answers parent questions and provides additional information about all Programs, the LAB-R and NYSESLAT.

3. If a parent cannot attend the orientation meeting, calls are made to the home to arrange for an additional orientation and/or to discuss the information disseminated at the meeting. Parent Survey and Program Selection forms are then sent home in English and the child's home language. If Survey and Selection forms are not returned, a second set is sent home. If forms are still not returned, phone calls are then made to parents to ascertain why forms have not yet been returned. Throughout the year, parents are invited to attend workshops/meetings hosted by Mrs. Salinas and/or the Parents Association. Mrs. Wilson and the ESL teachers conduct workshops specifically for ELL parents on strategies for working with their children at home, preparation for the NYSESLAT and on specific parent/student needs. Copies of all entitlement letters, parent surveys and program selection forms are maintained in the main office.

4. Students are placed into appropriate programs based on Parent Selection forms. If a parent has not returned the form, the default program is Transitional Bilingual. If parents select a program not offered at our school, we create a list of parent selections and if we have 15 students on two contiguous grades, who speak the same language and have the same program selection, we will open that program. Parents of students at our school have historically selected freestanding ESL. These students are placed in appropriate grade by age. Children in Kindergarten and Grade One are placed with Mrs. Vega, while children in Grades Two, Three, Four and Five are placed with Ms. Moser. This determination is discussed with parents in their native language at school or by phone, when they are unable to come to school for a consultation. Each spring, all ELLs are administered the NYSESLAT. Results of the NYSESLAT are used to determine students' placement for the following school year. Notices are sent home, in the parents' native languages, informing parents that their child will either continue to receive ESL/bilingual services or that they have reached English proficiency and will no longer receive services.

5. Following a review of the Parent Survey and Program Selection over the past few years, it has been determined that our parents have chosen our ESL Pull-Out Organizational Model each year, with the exception of 2009-2010 when nine of our thirteen parents selected the free standing ESL instructional program. Again this year eleven out of twelve parents chose the ESL Pull-Out Organizational Model.

6. The program models have historically been aligned with parent requests. Of the (FILL IN NUMBER) ELLs currently enrolled, (FILL IN NUMBER) chose the ESL Pull-Out Model; the remaining (FILL IN NUMBER) selected (FILL IN SELECTION CHOICE)

Part III: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|---|
| All ELLs | 10 | Newcomers (ELLs receiving service 0-3 years) | 10 | Special Education | 1 |
| SIFE | 0 | ELLs receiving service 4-6 years | 0 | 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 | | | | | | | | | Total |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| Total | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |

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 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

| | |
|---|------------------------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |
| Ethnic breakdown of EPs (Number): | |
| African-American: ____ | Asian: ____ |
| Native American: ____ | White (Non-Hispanic/Latino): ____ |
| | 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 | | | | | | | | | | | | | | 0 |
| Chinese | 1 | | | | | | | | | | | | | 1 |
| Russian | 1 | 4 | 1 | 2 | | | | | | | | | | 8 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | 1 | | | | | | | | | | 1 |
| TOTAL | 2 | 4 | 1 | 3 | 0 | 10 |

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1. All students receive ESL instruction in small groups, in a push in/pull out model. The are grouped as follows: Grades Kindergarten and One, Two through Four and Grade Five. This program model is based on the NYSESLAT exam the students will take. Within each group, data is used to target the individual needs of each student. All instruction is aligned to grade level work & curriculum. Spring 2011 NYSESLAT test results show that 50 percent of our students scored out of the program by achieving an Overall Proficiency Level of Proficient in both components of NYSESLAT. For those remaining in the program this year, three have an Overall Proficiency Level of Advanced, two scored on an Intermediate Level and three scored on a Beginning Level. One of the students on a Beginning Level is a NYSAA student who, due to his disability, was unable to take the NYSESLAT.

After analyzing the data from both the NYSESLAT Spring 2011 School Roster Report and Spring 2011 Parent Report, for our remaining ELL students, we learned that 100 percent scored Proficient/Advanced on the Listening/Speaking Component. On the Reading/Writing Component, 33 percent scored on the Proficient Level and 66 percent scored on the Intermediate/Beginning Levels.

a. Our ELL population for the 2011-2012 school year is currently ten students. For students in Grades Two through Five, instruction is delivered in both the Push-In and Pull-Out Organizational Models. Students in Grades Kindergarten and One receive instruction in the Pull-Out Organizational Model.

A. Programming and Scheduling Information

2. Staff schedules are organized to include ESL instruction according to our students' proficiency levels. All beginning and intermediate ELLs receive 360 minutes of ESL Instruction per week; all advanced students receive 180 minutes of ESL Instruction per week. All instruction is delivered as per CR Part 154 mandates. Students receive all mandated ESL instruction during the day and additional support in the Extended Day Program. ESL instruction is delivered through both Push-In and Pull-Out Organizational Models. All students, regardless of ELL proficiency level, also receive at least 360 minutes of ELA instruction per week, which exceeds CR Part 154 mandates.

3. All teachers have received Professional Development on ESL methodology. In order to meet the needs of our ELL students, we focus on Academic Discourse through direct instruction on how to use language symbolically. Academic language is formally taught in English and continuously practiced to describe the features and systems of the English language. Teachers scaffold students' independent reading comprehension through modeling strategies during all components of the Reading and Writing Workshop and in all other content areas. Both our Reading and Math Programs have an ESL component built into the program, in addition to Science and Social Studies. These methods and strategies are incorporated into the lesson plans of the teacher. The children receive small group instruction in all content areas using ESL methodologies. Our Fifth Grade student is in a Self-Contained 12-1 classroom and has a one-to-one Paraprofessional. Two of our First Grade ELLs are in an ICT classroom and benefit from having two teachers throughout the day in addition to the eight periods they receive of small group ESL instruction.

4. ELLs are properly assessed in their native language. Translated versions of state Math and Science exams are available to students, as appropriate. Bilingual dictionaries and glossaries are available during instruction, to assist students with content understanding. Differentiated instruction is based on test results including LAB-R, NYSESLAT, State Tests, Interim Assessments, ECLAS and Fountas and Pinnell Benchmarking. ESL teachers apply appropriate teaching strategies depending on the level and abilities of each student.

5. We differentiate instruction for ELL subgroups as follows:

- a. N/A. There are no SIFE students in Public School 277.
- b. Newcomers are identified as ELLs who have been in an English speaking school system less than three years. All newcomers are invited to participate in our Extended Day Program and our Enrichments Programs. Our Enrichment Programs meet the needs of diverse learners as they focus on the Arts, Music, Science, and Physical Education. When appropriate, newcomers will also receive AIS Literacy and/or AIS Math small group instruction during the day and/or the Extended Day Program.
- c. N/A. We have no ELLs receiving service 4-6 years.
- d. N/A. We have no long-term ELLs.

6. Our one ESL-SWD receives instruction utilizing a combination of ESL and SWD strategies to access grade appropriate curriculum. By differentiating instruction, the curriculum is scaffolded to provide access to content and language development.

7. There is one ELL student identified as having Special Needs. The ESL Teacher meets regularly with the Classroom Teacher and Special Education Teacher to discuss the goals and modification of the student's IEP.

Courses Taught in Languages Other than English ⓘ

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

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

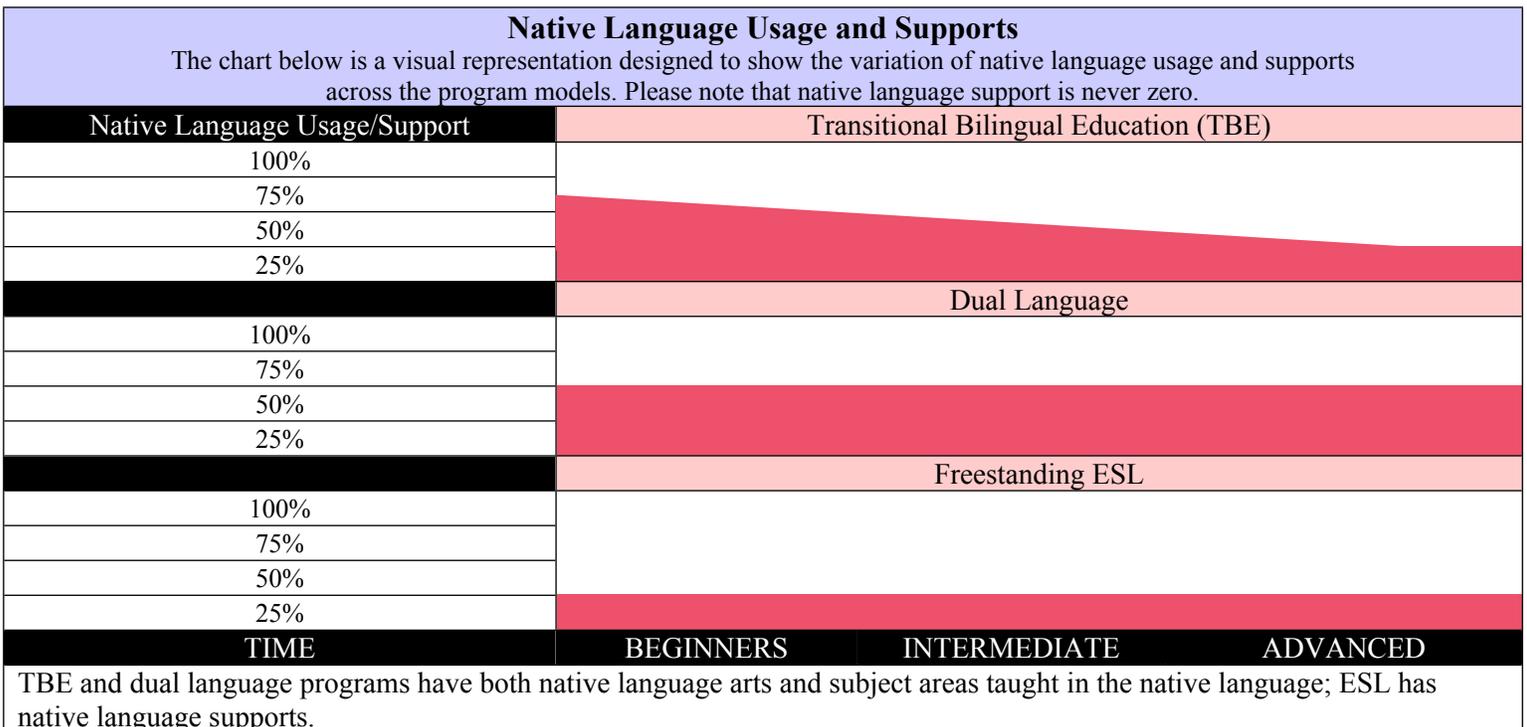
| Class/Content Area | Language(s) of Instruction | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--------------------|----------------------------|
| Native Language Arts | 0 | | |
| Social Studies: | 0 | | |
| Math: | 0 | | |

| | |
|----------|---|
| Science: | 0 |
| | |
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| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8 | | | |
|--|-----------------------|-----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12 | | | |
|---|----------------------|----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. The targeted interventions are as follows:

ELA: Extended Day which focuses on non-fiction aligned to the Common Core Standards. Particular focus for ELLs is on Tier 2 and Tier 3 vocabulary development. NYSESLAT and LAB-R data support the need for additional support in reading and writing for our ELLs. Collaborative Inquiry group is studying our NYSESLAT and LAB-R data to drive instruction.

Math: Extended Day Math focus for ELLs is on comprehending word problems. Our Inquiry Group has discovered that the academic language may be a barrier to our ELLs' progress in Math.

In addition, our focus on academic language extends to all content areas during the school day - Science, Social Studies, the Arts, etc.

9. ELLs who reach proficiency on the NYSESLAT continue to receive additional support for two years. These students are invited to participate in the Extended Day program. They continue to receive test modifications as appropriate, based on NYS testing regulations.

10. New programs available for the 2011-2012 school year include: Envisions Math, Listening for Vocabulary All Year Round, and Core Curriculum for Social Studies in Grades One and Two.

11. No programs have been discontinued.

12. All ELLs receive the same opportunities as all other students at Public School 277. They are invited to participate in all after school and Extended Day programs based on grade level.

13. Instructional materials include: Glossaries and dictionaries in native languages, LEAP Frog, Waterford Early Reading Computer Program, interactive ESL websites (i.e. Starfall, etc.) and alternate text set libraries.

14. Native Language support is provided as mandated by CR Part 154. Parents receive communication in their native language. Translation services are available at the school or through the DOE Translation Unit. Report cards are in students' native languages. Native language dictionaries and glossaries are available to the students. Additionally, students are paired with other students who speak the same language, as appropriate, to assist in translation, comprehension, etc. Computers/websites are also used to support the native languages of our students.

15. Yes. Administration and teacher teams ensure that resources are age and grade appropriate. Our Inquiry Team is looking closely at the resources we use to develop age/grade appropriate academic vocabulary.

16. All newly enrolled students, including ELLs, are invited by our Parent Coordinator to an open house the Spring prior to first attendance. Tours are offered in which the parents and students are able to visit classrooms, talk to administration and teachers. There is also an open house for all incoming Kindergarten students on the first day of the school year.

17. No language electives are offered to any students at Public School 277.

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)?

Paste response to questions 1-5 here

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.

Paste response to questions 1-3 here

1. On-going Professional Development during Faculty Conferences, Professional Development days throughout the year and during our Lunch and Learn Program, has and will continue to be provided to all staff members who service our ELL students. This training will be provided by Sheila Singer, our Network ELL Instructional Coach, and our certified ESL teachers. The training will focus on understanding and using specialized instructional strategies to meet the needs of the ELL population. We will also make arrangements for our staff to attend ESL Professional Development offered by the Network. Scheduled topics include: Universal Design for Learning; Scaffolding Performance Tasks for ELLs, and Word Play.
2. Our Counselor meets with small groups of students to help transition to middle school. She also meets with parents to address their concerns and offer support during the transition to middle school. Teachers are invited to attend these parent meetings. In addition, Our Counselor meets with Grade 5 teachers to provide training, support and to answer any questions regarding the transition to middle school.
3. All staff participate in school-based and network-based Professional Development to meet the requirements of Jose P. ELL training is also provided during Faculty Conferences and on Chancellor's Professional Development days. Currently, all pedagogues who work with general education ELL students have received more than the minimum 7.5 hours of ESL professional development. All pedagogues who work with Special Education ELL students have exceeded the minimum 10 hours of ESL professional development. Agendas and sign in sheets of these trainings are kept on file.

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?

Paste response to questions 1-4 here

1. Parents of all our students, including ELLs, are very active members of the school community. Parents provide training to both teachers and students in the following areas: Google Earth, Visual Arts and Technology (Renzulli). Parents are invited twice monthly to Parent Workshops provided by the Parent Coordinator. Translators and/or DoE Translation Services are available, if needed, at these meetings. Our Parents Association actively fundraises for our school and supports our Recreation Program and the purchase of supplies and materials. They also fund an Art program for Grades Two through Five.. Each Spring, parents actively participate in our culminating Arts activities -- a Fifth Grade dramatic performance and our Pre-Kindergarten through Grade Two Dance Festival. Administration celebrates parent involvement each spring with a luncheon that is well attended.

2. Public School 277 partners with the following CBOs to provide services to parents of all students, including ELLs: Gerritsen Beach Cares and the Gerritsen Beach Public Library. The Gerritsen Beach Cares Program pairs students and their parents in environmental and civic activities. The Gerritsen Beach Public Library offers a Homework Helpers Program to our students and their parents, as well as all access to all activities and events.

3. Parents' needs are evaluated through surveys conducted by our Parent Coordinator. We closely examine the parent responses to our Learning Environment Survey and use that information to address their needs and/or concerns.

4. Our Parent Coordinator covers a variety of topics in her workshops including Foundations Reading Program, Fire Safety, CPR, College Savings Plan and Handwriting Without Tears. Topics are determined based on feedback from the parent surveys and conversations with the parents.

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) | 1 | 2 | | | | 1 | | | | | | | | 4 |
| Intermediate(I) | | 1 | | 1 | | | | | | | | | | 2 |
| Advanced (A) | 1 | 1 | 1 | 1 | | | | | | | | | | 4 |
| Total | 2 | 4 | 1 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

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 | | | | | | | 1 | | 1 |

New York State Regents Exam

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

New York State Regents Exam

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

Native Language Tests

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

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

Paste response to questions 1-6 here

1. Our ELLs are assessed with the following tools: Fountas and Pinnell, E-Class, LAB-R (as appropriate), interim assessments, running records, informal classroom observations, conference notes, student work and rubrics. The data shows that our First and Third Grade ELLs need additional support with listening and speaking skills. As a result, we are focusing on read alouds and oral responses to expand vocabulary and speaking skills. In addition, our ELL Inquiry Team is focusing on Listening and Speaking Skills.
2. The data patterns show that most of our students are in the Advanced Level. No students are at the beginning level. Our small number of students have very diverse needs and are scattered across the grades. Most students need additional support in Literacy Skills.
3. As we review NYSESLAT data, we set goals for students based on their areas for improvement. As mentioned above, our First and Third Grade students are receiving additional support with listening and speaking skills. Students who need support with reading and writing receive AIS services and Extended Day.
4. a. The data shows that our students have very diverse needs. No students took native language exams last year.
b. School leadership and teachers will perform an item analysis on the ELL periodic assessments results. This item analysis will be used to target the instructional needs of each individual student.
5. N/A - No dual language program.
6. The success of our ELL program is measured by the number of students who reach proficiency levels on NYSESLAT and by the students' levels on ELA and Math exams.

Additional Information

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

Paste additional information here

School Name: Gerritsen Beach

School DBN: 22K277

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-------------------------------|----------------------|-----------|-----------------|
| Jeanne M. Fish | Principal | | 12/1/11 |
| Janet M. Kennedy | Assistant Principal | | 12/1/11 |
| Karen Salinas | Parent Coordinator | | 12/1/11 |
| Christina Moser Jamie Vega | ESL Teacher | | 12/1/11 |
| | Parent | | 12/1/11 |
| | Teacher/Subject Area | | 12/1/11 |
| | Teacher/Subject Area | | 12/1/11 |
| AnneMarie Corrado | Coach | | 12/1/11 |
| Madelon Wilson | Coach | | 12/1/11 |
| Daniel Caiazzo | Guidance Counselor | | 12/1/11 |
| | 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: **22K277** School Name: **P.S. 277**

Cluster: **605** Network: **CFN 605**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

When a parent arrives at our school to register their child, they are instructed to complete a HLIS. If it is determined that there is another language spoken in the home, Mrs. Kennedy, the Assistant Principal, conducts an oral interview with both the parent and the child. This is done in order to ascertain if the parent requests/requires written translation and/or oral interpretation services and secondly, to determine if we need to administer the LAB-R to the student. If a parent requires oral interpretation services in order to participate in the interview, a member of our school Interpretation Team is called to translate for the parent. If we do not have a team member available who speaks their native language, we enlist the aid of the DOE Translation/Interpretation Unit to translate by means of a telephone conference call. Translation/interpretation information is also obtained through the Parent Survey distributed during the ELL Parent Orientation meeting, the information provided by all parents on the Blue Home Emergency Card and through outreach conducted by the Parent Coordinator. We use this data to make a list of all parents requesting/requiring translation and/or oral interpretation. It is then disseminated to the staff.

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.

Twenty eight families have requested that information be sent home to them in both English and their native language. This information was disseminated to our school community through our ESL/LAP Team, School Leadership Team, Parent Coordinator and Parent Association. The translation services that we specifically provide include, five in Spanish, five in Chinese, fourteen in Russian, one in Urdu, one in Turkish, one in Slovak, and in one in Arabic.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written translation services will be provided by in-house school staff, parent volunteers and our Parent Coordinator. We will also network with neighboring schools to procure personnel that will assist with written translation services. Before correspondence is sent home to parents, documents in need of translation are given to our Translation Team for processing. When necessary, we will avail ourselves of services provided by the DOE Translation and Interpretation Unit. In this way, all correspondence is sent home at the same time. English and foreign language report cards, as well as any other materials available from the DOE in multiple languages, are obtained in all relevant languages and sent home simultaneously.

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

Oral interpretation services will be provided by in-house school staff, parent volunteers and our Parent Coordinator. It has been our experience that parents prefer to bring a friend/family member to translate during parent/teacher conferences, meetings, etc. If/when interpretation services are necessary for parents to communicate with the staff, arrangements will be made to have a member of our Translation Team available to attend the meeting. When necessary we will also make arrangements for oral interpretation services (phone conference calls) offered by the Translation and Interpretation Unit of the DOE.

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>.

When a parent enrolls a child in our school and indicates that a language other than English is spoken by the parent, registration materials, including the parent selection DVD, are given in the parents' native language, when possible. Oral translation services are made available to the parents, either by a bilingual staff member or through the DoE translation and interpretation unit. We maintain a current record of the primary written/spoken language for each and every student/parent in our school. This information is collected from parent surveys, HLIS forms, Blue Home Emergency Cards, parent orientation meetings and outreach conducted by our Parent Coordinator. Documents identified by the Translation and Interpretation unit as containing critical information regarding their children's education, are obtained in relevant, covered languages. Members of our Translation Team are available to clarify and answer questions. Translation services are available for parent teacher conferences. Every effort is made to have bilingual translators at all school events. Chancellor's Regulations A-663 are reviewed annually by our LAP team, ensure they are in place.