



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE HERMAN SCHREIBER SCHOOL_

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 18K 279

PRINCIPAL: LORENZO A. CHAMBERS **EMAIL:** LCHAMBERS@SCHOOLS.NYC.GOV

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 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
Lorenzo A. Chambers	*Principal or Designee	
Denise Jones	*UFT Chapter Leader or Designee	
Cyndi Gabiddon	*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	
Yvonne Daly	Member/Parent	
Ishabet Bascom	Member/Parent	
Pauline Hunter	Member/Teacher	
Peggy Lieber	Member/Paraprofessional	
Marcia Benjamin	Member/Parent	
Marie Aristide	Member/	
Kenneth Briggs	Member/	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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 adapted from 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 “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, 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.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

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

Engage all students in at least two literacy tasks aligned to strategically selected Common Core standards. These tasks should be embedded in Common Core-aligned curricula and include multiple entry points for all learners, including students with disabilities and English language learners. By April 2013 In literacy, students will complete two tasks that ask them to read and analyze informational texts and write opinions and arguments in response.

Comprehensive needs assessment

- The needs assessment is aligned to the city-wide expectations as detailed by the chancellor.

Instructional strategies/activities

Staffing – all teachers engaged in professional development facilitated primarily by the literacy coach – purpose – to create units of study & lesson plans in ELA.

Scheduling – each grade has three, half-day planning sessions & common planning periods weekly.

Funding – no extra funding is currently needed.

Strategies to increase parental involvement

- Parent meetings – administration, teachers and the parent coordinator will attend regularly scheduled parent meetings (PTA, SLT) to share information and respond to parent questions and inquiries
 - School events – curriculum night, parent-teacher conferences, unit of study culminating celebrations will give families opportunities to discuss what their children are learning with teachers
 - Parent workshops – workshop based on feedback from families and needs seen by school staff
 - Parent Resource Room – a room where the parent coordinator is available to assist families and that contains user-friendly instructional materials and guides
 - Handbook – the school has created and distributed a handbook to all families which outlines school programs, protocols and procedures
 - Monthly grade-level newsletters – these newsletters detail the units of study being taught each month so that families can support their children at home
- Class websites – each class has a website on the school webpage that facilitates regular communication with families regarding things happening in both the school and classroom

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are either highly qualified or are enrolled in programs to receive their master's degrees to meet the criteria.

Service and program coordination

As a Title I school we are conceptually consolidated – Assistant Principal and Literacy/Math Coach to schedule and conduct and facilitate professional development sessions to produce products.

Budget and resources alignment

- Professional Development for faculty – Monday mornings and grade meetings twice a month. Potential per session money from grant associated with SINI status.

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

Engage in short, frequent cycles of classroom observation and timely, specific, evidence-based feedback teachers can act on to increase the rigor and effectiveness of their instruction. By June 2013, every classroom teacher will be observed for feedback using the Danielson framework.

Comprehensive needs assessment

- The needs assessment is aligned to the city-wide expectations as detailed by the chancellor.

Instructional strategies/activities

Ongoing snapshot observations followed by written feedback via email and/or face-to-face. Instructional rounds.

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Strategies to increase parental involvement

- Parent meetings – administration, teachers and the parent coordinator will attend regularly scheduled parent meetings (PTA, SLT) to share information and respond to parent questions and inquiries
 - School events – curriculum night, parent-teacher conferences, unit of study culminating celebrations will give families opportunities to discuss what their children are learning with teachers
 - Parent workshops – workshop based on feedback from families and needs seen by school staff
 - Parent Resource Room – a room where the parent coordinator is available to assist families and that contains user-friendly instructional materials and guides
 - Handbook – the school has created and distributed a handbook to all families which outlines school programs, protocols and procedures
 - Monthly grade-level newsletters – these newsletters detail the units of study being taught each month so that families can support their children at home
- Class websites – each class has a website on the school webpage that facilitates regular communication with families regarding things happening in both the school and classroom

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are either highly qualified or are enrolled in programs to receive their master's degrees to meet the criteria.

Service and program coordination

As a Title I school we are conceptually consolidated – Principal and Assistant Principal to schedule, conduct and facilitate observation and debriefing/feedback sessions.

Budget and resources alignment

- Time - Principal and Assistant Principal will schedule observations and meetings for feedback as appropriate.

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

In teams, look closely at resulting student work to continue the cycle of inquiry in literacy, making future instructional adjustments and communicating lessons learned to other school staff. By May 2013 all grade teachers will have engaged in inquiry study of student work in whole group, small group and individualized instruction by examining lesson plans and student work.

Comprehensive needs assessment

- The needs assessment is aligned to the city-wide expectations as detailed by the chancellor.

Instructional strategies/activities

Teams of teachers will engage in instructional rounds in literacy followed by debriefing meetings with student work. Teachers will also examine student work in professional development meetings. Scheduling time and paying for substitute teachers accordingly.

Strategies to increase parental involvement

- Parent meetings – administration, teachers and the parent coordinator will attend regularly scheduled parent meetings (PTA, SLT) to share information and respond to parent questions and inquiries
 - School events – curriculum night, parent-teacher conferences, unit of study culminating celebrations will give families opportunities to discuss what their children are learning with teachers
 - Parent workshops – workshop based on feedback from families and needs seen by school staff
 - Parent Resource Room – a room where the parent coordinator is available to assist families and that contains user-friendly instructional materials and guides
 - Handbook – the school has created and distributed a handbook to all families which outlines school programs, protocols and procedures
 - Monthly grade-level newsletters – these newsletters detail the units of study being taught each month so that families can support their children at home
- Class websites – each class has a website on the school webpage that facilitates regular communication with families regarding things happening in both the school and classroom

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are either highly qualified or are enrolled in programs to receive their master's degrees to meet the criteria.

Service and program coordination

As a Title I school we are conceptually consolidated – Assistant Principal and Literacy/Math Coach to schedule and conduct and facilitate professional development sessions to produce products.

Budget and resources alignment

- ARRA RITT Instructional Expectation funding – per session after-school

ANNUAL GOAL #4 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 #4

Engage all students in at least two math tasks aligned to strategically selected Common Core standards. These tasks should be embedded in Common Core-aligned curricula and include multiple entry points for all learners, including students with disabilities and English language learners. By May 2013 - In math, students will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.

Comprehensive needs assessment

- The needs assessment is aligned to the city-wide expectations as detailed by the chancellor.

Instructional strategies/activities

Staffing – all teachers engaged in professional development facilitated primarily by the literacy coach – purpose – to create units of study & lesson plans in Math.
Scheduling – each grade has three, half-day planning sessions & common planning periods weekly.
Funding – no extra funding is currently needed.

Strategies to increase parental involvement

- Parent meetings – administration, teachers and the parent coordinator will attend regularly scheduled parent meetings (PTA, SLT) to share information and respond to parent questions and inquiries
 - School events – curriculum night, parent-teacher conferences, unit of study culminating celebrations will give families opportunities to discuss what their children are learning with teachers
 - Parent workshops – workshop based on feedback from families and needs seen by school staff
 - Parent Resource Room – a room where the parent coordinator is available to assist families and that contains user-friendly instructional materials and guides
 - Handbook – the school has created and distributed a handbook to all families which outlines school programs, protocols and procedures
 - Monthly grade-level newsletters – these newsletters detail the units of study being taught each month so that families can support their children at home
- Class websites – each class has a website on the school webpage that facilitates regular communication with families regarding things happening in both the school and classroom

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are either highly qualified or are enrolled in programs to receive their master's degrees to meet the criteria.

Service and program coordination

As a Title I school we are conceptually consolidated – Assistant Principal and Literacy/Math Coach to schedule and conduct and facilitate professional development sessions to produce products.

Budget and resources alignment

- Professional Development for faculty – Monday mornings and grade meetings twice a month. Potential per session money from grant associated with SINI status.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A		0		
1			N/A	N/A		0		
2			N/A	N/A		0		
3			N/A	N/A		0		
4	29	27				0		
5	21	20				0		
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Our AIS services are provided during the school day. All services are provided using student data to drive small group instruction. The programs used are Scholastic Reading Skills, CARS and STARS Curriculum Associates, Linda Mood-Bell.
Mathematics	Our AIS services are provided during the school day. All services are provided using student data to drive small group instruction. The programs used are CAMS and STAMS Curriculum Associates,
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	Psychologist provides at-risk and crisis intervention services as needed.
At-risk Services provided by the Social Worker	Social worker provides at-risk individual and group counseling as well as crisis intervention. Mandated individual counseling and provides extra support services (classroom intervention, classroom social skills presentation, among others) as needed.

At-risk Health-related Services	
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities 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.

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; [This year, under the leadership of the Title I representative and within the guidelines of the Title I allocation guidelines, the PTA agreed to spend Title I set-aside funds on parent workshops, food and beverage to support the workshops and meetings, copy paper and a copy machine and a series of exercise classes for parents. After reviewing the CEP, the permit\(s\) for all activities related to Title I spending were approved.](#)
- 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

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 with 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 CEI-PEA	District 18	Borough Brooklyn	School Number 279
School Name Herman Schreiber			

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

Principal Mr. L. Chambers	Assistant Principal Ms. S. McStine
Coach Ms. F. Twomey	Coach type here
ESL Teacher Ms. M. Keller	Guidance Counselor Ms. J. Matthews
Teacher/Subject Area Ms. T. Carone/AIS	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ms. T. Rawleigh
Related Service Provider Ms. R. Padeh/SETSS	Other type here
Network Leader Ms. N. Ramos	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	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	553	Total Number of ELLs	21	ELLs as share of total student population (%)	3.48%
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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. 

Potential ELL students are identified by the Home Language Identification Survey which is completed by a parent/guardian at Registration. The certified ESL teacher then conducts an interview with a parent/ guardian whose answers on the HLIS indicate a language other than English is spoken in the home. After determining the student's primary language is other than English, the student is administered a LAB-R within the first ten days of the student's attendance by the ESL teacher. If the student is not found to be eligible for ESL the parent is notified as such. If the student is eligible for ESL the student is placed in the ESL program and the parent is notified and invited to a Parent Orientation Meeting where they will view the Orientation Video for Parents of English Language Learners and be helped to understand the different programs offered. They will then select a program they wish for their child. Parents are encouraged to ask questions and voice any concerns at that time. Parents are informed that LAB-R eligible students receive English as a Second Language instruction and are annually evaluated using the New York State English as a Second Language Achievement Test given in May. Entitlement letters, Parent Survey and Program Selection forms are returned at this time. If the parent/guardian is not able to attend, the letters and program selection forms are sent home for signature. If they are not returned, they are resent and every effort is made to contact the adult. Parent workshops and dialogues with the Parent Coordinator and ESL teacher are available. Translators are available for most language groups. After reviewing the Parent Survey forms for the last few years, approximately 70 parents have been selecting ESL only, therefore PS 279's ESL program is aligned with parental requests on the Parent Survey and Program Selection Form.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes,

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	4	5	4	2	1	5								21
Total	4	5	4	2	1	5	0	0	0	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	4	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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	17	0	1	4	0	2	0	0	0	21
Total	17	0	1	4	0	2	0	0	0	21

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

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
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	2			1										3
Chinese			1											1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	2	2	2	1	1	3								11
French		2	1			1								4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1				1								2
TOTAL	4	5	4	2	1	5	0	21						

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?

PS 279s ESL program is a free-standing pull-out program. Since ELLs represent every proficiency level on nearly every grade, standards based teaching using mini-lessons and differentiated instruction are best suited for the students. The modalities of listening, speaking, reading, and writing will be developed through second language methodology. Successful approaches include, Total Physical Approach, Language Experience, Natural Approach, Cognitive Academic Language Learning Approach, and Scaffolding in order to help ELLs meet the high standards expected of all students. Principles of learning apply at 279.

ELL students are assured their mandated number of instructional minutes by the ESL teacher as per CR Part 154 determined by LAB-R and NYSESLAT information. The ESL program is a free-standing pull-out using standards based thematic teaching in ESL. Explicit ESL

A. Programming and Scheduling Information

is delivered through balanced literacy mini-lessons using performance indicators aligned with New York State Standards in ESL. Beginning and intermediate students receive four hundred minutes of ESL, while advanced students receive two hundred minutes of ESL and two hundred minutes of ELA. Literature and content based instruction is aligned to the New York State Common Core standards of English for information and understanding; English for literary response, enjoyment, and expression; English for critical analysis and evaluation; English for social classroom interaction; and English for cross-cultural knowledge and understanding in the four modalities of listening, speaking, reading, and writing. The Balanced Literacy program is the model to deliver both ESL and ELA at PS 279. Explicit ELA is delivered in ninety minute block by components of Balanced Literacy using the workshop model and incorporating phonics, fluency, vocabulary and text comprehension into the components of read aloud, shared reading, guided reading, independent reading, writers workshop which correspond to NYS Common Core Standards in ELA.

Implications for instruction in content areas are as follows: advanced and intermediate students on levels 2 and 1 in math on grades 4 and 5 need emphasis on contextualization, bridging, and metacognition, while beginning students in math level 1 grades 4,5 need modelling, bridging, and schema building. Intermediate and Advanced ELLs with levels 2, 3 on the Science State Assessment need modeling, bridging, and contextualization. Grade 4 and 5 students on level 2 and 3 need contextualization, text-representation and metacognition. Professional development for teachers in these areas will continue. The goals for ELLs are to achieve English proficiency for their grade level and to meet or exceed New York State Common Core Standards in all content areas.

PS 279 has a wide array of services for ELL/SIFE/Long-term ELLs including free-standing pull-out ESL, targeted instruction, differentiated instruction, counseling, student assessment analysis, Pupil Personnel Committee, AIS, referrals for related services, Resource Room, extended day targeted instruction, and referrals to community agencies.

Newcomers are especially welcomed and engaged immediately at PS 279 by using best strategies for ELLs such as following established routines; providing comprehensible input by use of context clues, visuals, realia, manipulatives and gestures; listening centers; computer programs; modeling of standard language structures; encouragement of students to work in pairs when appropriate; and variations in levels of lessons to name a few.

Special Education students are identified through their IEP, LAB-R, and NYSESLAT. Alternate placement in Sp. Ed. students have a bilingual paraprofessional assigned and receive appropriate ESL/ELA as per their IEP. ESL methodology is used by their self-contained teacher.

Transition plan for students reaching English proficiency include AIS, extended day targeted instruction time and extended time on NYS tests for two years. Data driven instruction is used to meet diverse needs of ELL SWDS within the least restrictive environment.

Courses Taught in Languages Other than English ⓘ

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

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

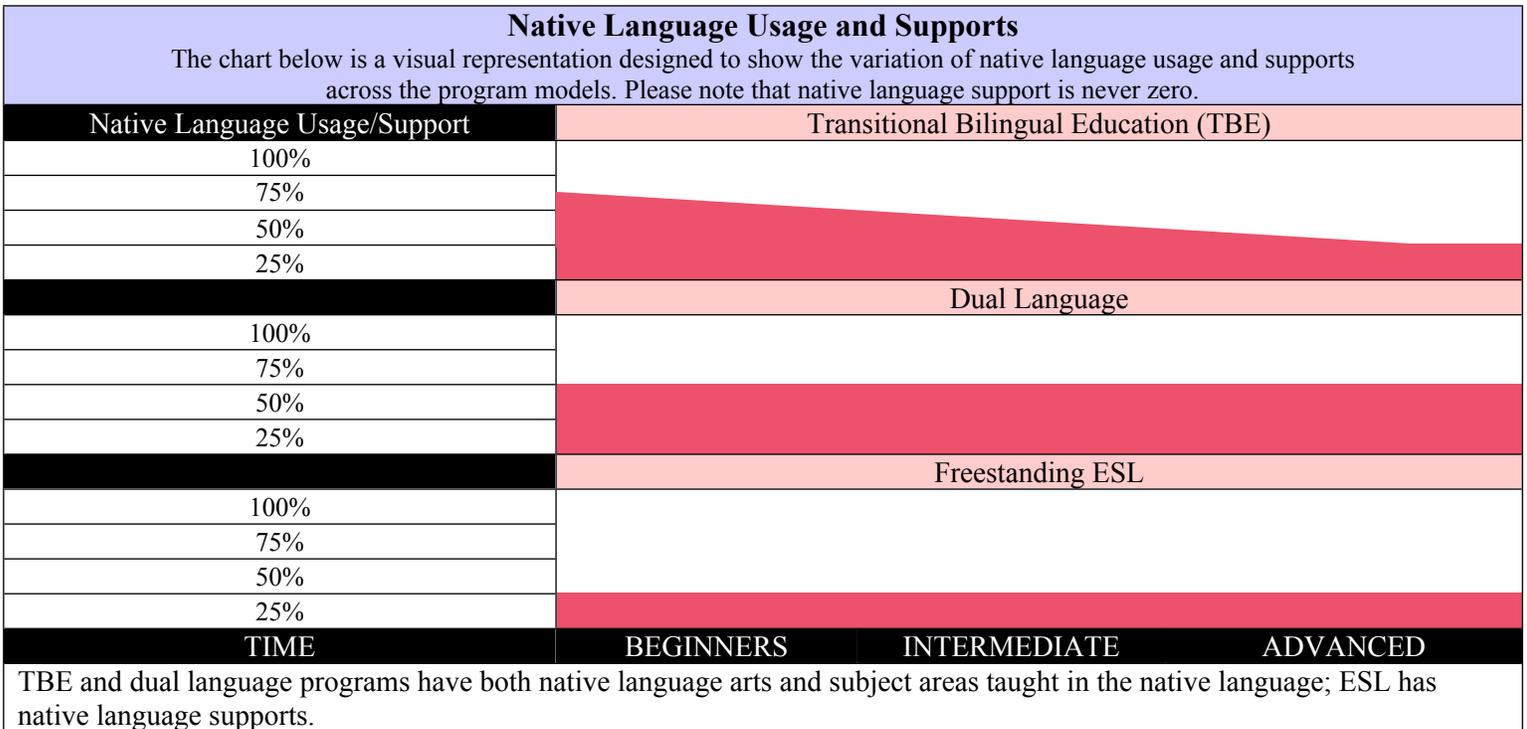
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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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?

Targeted intervention programs for ELLs in ELA include ninety minute literacy block, Great Leaps, Soar to Success, DRA, Dibels (K-2), Princeton Review Assessment (3-5), Accelerated Literacy Learning Program schoolwide.

Targeted intervention programs for Math include Harcourt Brace Math, Everyday Math, Math Steps, sixty minute math block (K-2), ninety minute math block (3-5), planning guide and curriculum pacing calendar schoolwide.

Targeted interventions for Science include hands on lessons using scientific materials and manipulatives, inquiry based instruction aligned to Common Core Standards, NYS Learning Standards, Harcourt text (1,2,5), Harcourt and FOSS (3,4).

Targeted interventions for Social Studies include schoolwide thematic assembly programs, Multi-Cultural Awareness Day Celebration, small group guided discussions and readings, computer internet sites for research.

Additional targeted intervention programs for ELA and Math include AIS for students scoring three and below on either ELA and Math or both on the NYS Assessments. These programs are offered in English with the use of Word by Word glossaries as approved by the NYSED.

Continuing transitional support for ELLs reaching proficiency on NYSESLAT include AIS, extra time on all tests and assessments either inclass or state mandated, extended time tutorial differentiated instruction.

Improvements for our programs include better use of data using ARIS and articulation between pedagogues concerning ELLs progress. ELLs have access to all school programs including WID (Wonderment, Inquiry, Discovery). This program is an enrichment program where students come up with questions of their choosing, do research, and produce a culminating project. Scholastic Writers of Tomorrow is another program where students produce their own book to be published.

PS 279 is rich with materials for ELLs. Newcomers use Longman Phonics, Oxford University Press, The Oxford Picture Dictionary for Kids tapes, workbooks and monolingual dictionaries, Addison Wesley-ESL, and Language Master series. Content area instruction is aided by Oxford Picture Dictionaries in the Content Areas by Oxford University Press, and Windows on Literacy and Reading Expeditions by National Geographic. SIFE students are helped with Word by Word Phonics picture dictionaries by Longman. Learning English Through Literature by Jamestown Publishers, and Poetry Power ESL by Modern Curriculum Press are used with the ESL/ELA component. Into English by Hampton Brown Books and Amazing English by Addison Wesley series are also on hand. Leveled multi-genre classroom libraries including multi-cultural books round out the selection of materials.

Language support is offered through bilingual, multi-cultural library books. Languages include Spanish, Chinese, Haitian Creole and Korean.

Required services support ELLs. Materials are plentiful and correspond to primary school level K-5 age and grade appropriate. There are currently no programs before the beginning of the school year for newly enrolled ELL students.

Native Language Arts is not assessed by PS 279 ELLs as there are not enough students in one language group on any two contiguous grades to warrant Bilingual classes. Language electives are not offered.

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.

Professional Development plan for ELL personnel at PS 279 include monthly collaborative planning for content area congruence. Articulation is ongoing through individualized meetings and grade conferences where some topics include rubrics, use of data, portfolios, differentiated instruction, conferencing and Core Curriculum. Faculty conferences and professional development are used to support staff with A.L.L training, and Smart Board training.

Support provided staff to assist ELLs as they transition from elementary to middle school include intervisitations between our school and the closest middle school, articulation between the schools applied to by our students by the guidance counselor, parent advise meetings and open house invitations.

The certified ESL teacher provides turnkey training as part of the 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose.P. Topics for the training include best strategies for ELLs in the mainstream classroom, cooperative learning techniques, modeling lessons, training for the six types of scaffolding (modeling, bridging, contextualization, schema building, text re-presentation, and metacognition), use of graphic organizers, and differentiated instruction. Coaches and school leadership are also involved through conferencing and group training.

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?

Parental involvement at PS 279 is important and linked to student success. ELL parents are welcome and included in all programs and meetings by the PTA and Parent Coordinator. This is achieved through flyers and invitations to events translated into the eight major language groups. Our Parent Coordinator has ongoing events for all parents including Parents Fitness Challenge, Kinder-Dance Presentation, and Parent Book Club. Our school participates in Parents as Learning Partners where parents/guardians are invited to our school once a month to visit their students classroom and share the learning and teaching that is going on at PS 279. The adults can move with the student and share part of the day with them.

PS 279 does not directly partner with outside community based organizations, but through the Parent Coordinator, Social Worker and Guidance Counselor our ELL parents are assured assistance with problems that may arise for them. The Parent Coordinator is in constant communication with all parents and notifies ELL parents when workshops are given by the Department of Education through the Office of English Language Learners, the Office for Family Engagement and Advocacy, and the Office of Public and Community Affairs.

The needs of parents at PS 279 are evaluated by the Parent Coordinator's accessibility to our population. The HLIS form is a useful reminder when a parent wants to be notified in their home language. The ESL teacher is also a liaison between our school and parents of students whose first language is other than English.

The Parent Teacher Association holds open meetings and discusses events and issues important to our school. Topics include computer lab equipment, school uniform policy, picture day, character day sale, and any new business for future meetings.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				

New York State Regents Exam

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

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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?
- Describe how you evaluate the success of your programs for ELLs.

PS 279 uses DIBELS for K-2 and TCRWP for 3-5. DIBELS is a vehicle to monitor student's progress in literacy skills. The different areas include initial sound fluency, letter naming fluency, word usage fluency, phoneme segmentation fluency, nonsense word fluency, oral

reading fluency, and retell. Text reading and comprehension (TRC) are also assessed through running records. The Teachers College Reading and Writing Project (TCRWP) is used to assess students fluency and comprehension through running records, retelling, and comprehension questions and answers. Both are used to move students to new independent reading levels as per our goals. They are also used to monitor progress and find students strengths and weaknesses to be addressed through differentiated instruction. ELLs have fared well using these tools to monitor progress. Twelve percent moved up eight or more reading levels, six percent moved five levels, eighteen percent moved four levels, six percent moved three levels, eighteen percent moved two levels, and thirty-two percent moved one level. Data across proficiency levels on LAB-R and NYSESLAT reveal the beginner, intermediate, and advanced students in the lower grades K-2 have strengths in the listening and speaking modalities, while their weaknesses show up in the reading and writing modalities. In the upper grades 3-5 it appears that the same pattern emerges of strengths in listening and speaking, and weakness in reading and writing. Since ELLs represent every proficiency level on every grade standards based teaching using mini-lessons and differentiated instruction are best suited for student learning and achievement. The modalities of listening, speaking, reading, and writing will be developed through second language methodology. Successful approaches include Total Physical Approach, Language Experience, Natural Approach, Cognitive Academic Language Learning Approach, and Scaffolding in order to help ELLs meet high and rigorous standards expected of all students. Principals of Learning and Common Core State Standards apply at PS 279.

ELLs at PS 279 are assessed in content areas of math, science, social studies, and English language arts in English unless there is a translated assessment available. However, the preferred assessment language is English. School leadership and teachers use the results of the ELL interim assessment to drive instruction in grades 3-5. March results grades 3-4, 52% average correct. March results grade 5, 70%. The implications for instruction are strong cognitive involvement as well as contextual support will continue in the four modalities. Implications for instruction in math, science and social studies content areas are emphasis on contextualization, text re-presentation and metacognition for advanced students while using modeling, bridging and schema building for int/beg. students. Professional development for teachers in these areas will continue. The goals for ELLs are to achieve English proficiency for their grade level and to meet or exceed New York State Standards in all content areas. Native language is used by providing NYSED approved glossaries for use in the classroom and on all assessments except ELA.

Success of our programs for ELLs are evaluated by looking at the data on DIBELS, TCRWP, NYS exams, teacher observations, LAB-R, NYSESLAT. The trends are promising, with ELLs making progress toward English proficiency. One student moved from beginner to intermediate level on NYSESLAT, three students moving from beginner to advanced, eleven became proficient, and the others have made progress on their scaled scores within their level of proficiency on NYSESLAT.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Herman Schreiber</u>		School DBN: <u>PS 279</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lorenzo Chambers	Principal		1/1/01

School Name: Herman Schreiber**School DBN: PS 279****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Stacey Mc stine	Assistant Principal		1/1/01
Tamika Rawleigh	Parent Coordinator		1/1/01
Michelle Keller	ESL Teacher		1/1/01
	Parent		1/1/01
ToniAnn Carone	Teacher/Subject Area		1/1/01
Rikki Padeh	Teacher/Subject Area		1/1/01
Francine Twomey	Coach		1/1/01
	Coach		1/1/01
Judith Matthews	Guidance Counselor		1/1/01
Nancy Ramos	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: 18K279 **School Name:** The Herman Schreiber School

Cluster: CFN **Network:** 533

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.

Upon registration families are provided with a language identification form. English language Learner teacher assess forms to ensure that information is provided in the necessary home language to families. Translation support is provided in various sources both oral and written: Home Language Forms, ATS systems, Parent Coordinator interviews and informal oral 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.

Parents who ask for information sent home in other languages are accommodated by us and can also be downloaded from the NYC DOE website. We also provide in-house written translation. In-house staff who speaks Haitian-Creole and Spanish. Our school written and oral translation needs indicate there is a need to provide services for parents in the following languages: Haitian Creole and Spanish.

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.

Parent meetings are conducted with the assistance of an in-house translator. Documents are available from the translation and interpretation unit. We have a sign in the main lobby, in each covered language, indicating parent rights regarding translation and interpretation services. We will provide written translation services by using NYC DOE translation unit for all translation needs. Translated letters will be used to invite our parents to an orientation meeting for parents of English Language Learners.

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 interpretations are conducted by in-house staff where necessary. Parents receive assistance for parent teacher conferences as well. Oral interpretation services will be available by the NYC DOE Translation and interpretation unit's phone service when needed. In-house translators are available during parent orientation meetings, teacher conferences, and IEP meetings.

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>.

Our school will fulfill section VII of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services. Our school will provide each parent who speaks a language other than English, who requires language assistance with written notification of their rights regarding translation and interpretation services. Our school has posted a sign which covers all eight languages where translated versions of the Parent's Bill of Rights can be obtained.