



Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: **PS 89**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **02M089**

PRINCIPAL: **VERONICA NAJJAR** EMAIL: **VNAJJAR@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **MARIANO GUZMAN**

07-01-2013

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|------------------|--|-----------|
| VERONICA NAJJAR | *Principal or Designee | |
| NICOLE ZICCARDI | *UFT Chapter Leader or Designee | |
| AMY WHITMAN | *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 | |
| BREE ALTMAN | Member/PARENT | |
| LISA HILL | Member/PARENT | |
| MARIA DUQUE DIAZ | Member/PARENT | |
| SONIA CARTY | Member/PARENT | |
| ANDREA HERWITT | Member/TEACHER | |
| ALLISON HOLLAND | Member/TEACHER | |
| CONNIE SCHRAFT | Member/STAFF | |

** 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.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

80% of the special needs students with reading goals on their IEPs will increase their F&P reading scores by one level for each assessment period.

Comprehensive needs assessment

The higher the student's F&P reading level is, the more successful the student will be on the NYS English Language Arts test. We hope to increase, specifically, the reading levels of special needs students—who tend to have lower F&P scores and therefore perform worse on the NYS ELA exam.

Instructional strategies/activities

- The Academic Intervention Team (AIT) and Integrated Co-Teaching (CTT) teachers will review all IEPs to determine who has reading goals as part of their plans. These teams will also analyze and track these students' *Fountas & Pinnell Assessment* data, classroom work, state test scores and Acuity data throughout the year.
- The AIT will look for commonalities in skills and goals among students in the same grade (or one grade above or below), so that they can create appropriate student groupings to best meet the reading needs of these students. For students in the same classroom, the SETSS teacher can provide push in support for mandated periods as well as pull out service, whenever necessary.
- Classroom teachers of students receiving SETSS will meet with the SETSS teacher periodically to discuss student goals, foster continuity in approach, and to plan for support and differentiated materials. Classroom teachers and the SETSS teacher will work with targeted students in the classroom, in small groups, and/or the Extended Day program to build reading skills and stamina.
- During the Extended Day program, the school will offer test preparation sessions prior to the ELA test for targeted students in grades 3-5 to further support reading progress. The focus will be on understanding testing formats and test strategies, while incorporating decoding and comprehension practices.
- Teachers will assess students using the *F&P Benchmark Assessment System* in September, January, and May—in order to track student progress in reading. Teachers will analyze student F&P data for their classroom and their grade in order to identify trends and instructional next steps.
- This winter, the school hired a literacy coach to work with teachers in whole group, grade teams, and classrooms. The coach will continue the work of the school's Teacher Team inquiry around improving reading comprehension through literature responses. The teachers increased ways in which they will question and prompt student talk as a way to improve student written responses. Furthermore, the school will establish expectations for responding to literature and consider grade-appropriate criteria.
- In the fall, the teachers engaged in a Teacher Team cycle focusing on how to increase student reading levels using Guided Reading. The staff met whole group to discuss the philosophy and expectations for Guided Reading in the school, and then grade teams had opportunity to meet and plan guided reading lessons.
 - The school invested time and money to create a Guided Reading library for teachers to access materials and lesson plans. The school continues to look for texts on its lowest reading levels, as well as purchase books for classroom leveled and guided reading libraries.

Strategies to increase parental involvement

- Through curriculum meetings, parent workshops, classroom correspondences, and parent-teacher conferences—families will have a better understanding of literacy concepts and their child's performance in reading in order to support their child at home.
- During some Family Friday events, families will have an opportunity to engage in literacy work with their child in the classroom.

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: PTA funds

Service and program coordination

- Tax levy funding for intervention services by the AIS teacher
- PTA funding for teacher professional development and tax levy funding for per diem coverage of teachers: meetings, intervisitations
- Time for the AIS to input and analyze student reading data. Time during grade team meetings and teacher team time to review student data and discuss trends and instructional next steps.

- NYSTL funding for guided reading materials

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

100% of the school's writing curriculum in grades 3-5 will be aligned to the Common Core Standards.

Comprehensive needs assessment

With the alignment of the NYS ELA exam with the NYS Common Core Learning Standards, the school wanted to ensure that the current writing curriculum was completely aligned. In order to prepare students to be college and career ready, the school saw a need to integrate new content as well as eliminate obsolete units of study.

Instructional strategies/activities

- Teachers in grades 3-5 will work with the literacy coach to identify any remaining gaps in the writing curriculum, with respect to the NYS Common Core Learning Standards. The coach will help each grade team develop writing units and related teaching points for any content area that is currently missing from the school's curriculum. Furthermore, the literacy coach will work to ensure that the upper grade curriculum is vertically aligned, so that each grade's rigor is appropriate and skills/concepts are not unnecessarily duplicated year-to-year. School administration has purchased new materials (e.g. teaching manuals, trade books, etc.) in the past two years and will make any future purchases as needed.
- The school is revisiting the three school-wide writing prompts, which are administered at the beginning, middle, and end of the school year. Using a Common Core-aligned rubric, teachers use these prompts to assess student writing skills and track student progress over time. Based on last year's writing prompt administration, teachers felt the need to revise the questions in order to not only be more developmentally appropriate as well as increase the rigor of the writing.
- Teachers will meet during grade team meetings and Teacher Team time to look at student work and identify student strengths in writing and develop goals as a focus for classroom instruction, individual writing conferences, and Extended Day instruction.
- During the winter Teacher Team inquiry study around responding to literature, teachers will consider ways in which to develop student writing to truly reflect their understanding of the text. A part of this work will include planning around developing student talk about texts read, as a way to improve the content that children write in their responses.

Strategies to increase parental involvement

- Through curriculum meetings, parent workshops, classroom correspondences, and parent-teacher conferences—parents will have a better understanding of literacy concepts and their child's performance in writing in order to support their child at home.
- During some Family Friday events, parents will have an opportunity to engage in literacy work with their child in the classroom.

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: PTA funds

Service and program coordination

- Administrative time for teachers to meet during grade team meetings and Teacher Team time
- PTA funding for professional development and tax levy funding for per diem coverage of teachers: meetings, intervisitations
- NYSTL and PTA funding to purchase new instructional materials related to the revised writing curriculum calendars

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

100% of teachers will have a formal observations using a rubric based on elements of the Danielson Framework.

Comprehensive needs assessment

Teacher feedback on the Learning Environment Survey highlighted that administration did not provide enough explicit feedback on their classroom instruction.

Instructional strategies/activities

- The school administrators are basing their observations around their work with the Talent Management Pilot. Even though the school is no longer a part of the pilot program, the administrators are maintaining certain competencies as a part of the formal observation process.
- Each tenured teacher will have at least 1 formal observation during the school year; un-tenured teachers, 2 formal observations. Feedback sessions will take place in a timely manner (within a few days) of the observation, and all teachers will receive written feedback around the content of the lesson debrief. The feedback will be based on low-inference data—which will act as evidence for teacher commendations and recommendations.
- School administration will create ways in which to provide teachers with professional development in their specific areas of need. PD could include: grade-team meetings, staff meetings, out-of-school workshops and trainings, intervisitations, demonstrations lessons, and work with a literacy coach.

Strategies to increase parental involvement

The goal does not involved parent involvement.

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: PTA funds

Service and program coordination

- Administrative time during grade team and staff meetings, Teacher Team time, and Professional Development days
- Network funds and school tax levy funding for per diem coverage and per session compensation for: planning, intervisitations
- PTA funding for professional development

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 | AIS teachers implement a variety of reading programs and strategies such as <i>Wilson, Recipe for Reading, Preventing Academic Failure (PAF), Words Their Way</i> , pre-teaching, modified class work, graphic organizers, <i>Fountas & Pinnell</i> word study/spelling | 1:1 small group | Extended day During the school day |
| Mathematics | AIS teachers implement 1:1 or small group lessons during the school day. Instruction is based on the concepts and skills from the Common Core Standards and the <i>Investigations</i> program. Students are provided with structured, systematic instruction with opportunities to practice concepts, share ideas and ask questions in a smaller group. Modified materials, graphic organizers and manipulatives are used, if necessary. Additional practice for the student to complete in class and/or home is provided, as needed. | Small group | Extended Day During the school day |
| Science | 2 ESL students Pre-teaching, vocabulary instruction | Small group | Extended day |
| Social Studies | | | |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Instruction is based around building student confidence and self-esteem and diminishing anxiety around academic performance. Strategies address student difficulty self-regulating their classroom behavior and address poor peer relationships—all of which further impact academic struggles. Guidance counselors collaborate with teachers to develop and assess strategies to improve student emotional and social development. | 1:1 small group | During 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.

- Recruiting/hiring new HQT via the New Teacher Finder, Open Market, and hiring fairs
- Providing for continued professional development: grade-team meetings, coaching, workshops, trainings, network meetings/planning sessions
- Mentoring of new and struggling teachers

**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

PS 89 IS NOT A TITLE 1 SCHOOL.

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 Yuet Chu | District 02 | Borough Manhattan | School Number 089 |
| School Name The Liberty School | | | |

B. Language Allocation Policy Team Composition

| | |
|---|--|
| Principal Veronica Najjar | Assistant Principal Thao Vo |
| Coach | Coach |
| ESL Teacher Betsy Chairman | Guidance Counselor |
| Teacher/Subject Area Min Chung/AIS | Parent Ria Seplowin |
| Teacher/Subject Area | Parent Coordinator Connie Schraft |
| Related Service Provider | Other |
| Network Leader Yuet Chu | Other Sileni Nazario/ELL Compliance |

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 | 1 |
| 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 | 532 | Total Number of ELLs | 21 | ELLs as share of total student population (%) | 3.95% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

Part II: ELL Identification Process

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

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

1. Students who may possibly be ELLs are screened by the Pupil Accounting Secretary, the Parent Coordinator, and an Administrator (acting as the pedagogue) at registration, where the families fill out the HLIS. If a parent cannot speak English, the school has on-site staff who speak a variety of languages or the Parent Coordinator will call Translation Services. Typically, guardians who do not speak English bring a friend who can translate for them. The Pupil Accounting Secretary contacts the ELL teacher whenever the HLIS form says that the child speaks another language at home. At the start of the school year, the ELL teacher runs the RLER ATS report to find LAB-R eligible students. Within 10 days, the ELL teacher administers the LAB-R to the student. In the spring, the ELL teacher uses the LAT ATS report to determine the NYSESLAT-eligible students. From this list as well as the new list of ELLs based on the LAB-R results, the ELL teacher administers the NYSESLAT to these students. The school rarely receives students who require the Spanish LAB-R, but future Spanish-speaking ELLs will take the Spanish LAB-R with a pedagogue and translator.

2. First, a letter is sent to all guardians of ELLs, introducing and explaining our English acquisition program and inviting them to an initial group meeting in late September (multiple times are offered to accommodate everyone). They are also invited to meet individually with the ELL teacher to discuss their children's needs and how they will be met. Parental choice, as to what type of English learning program they can choose for their child, is explained. All parents here have opted for our ELL pull-out model, rather than transferring their children to dual language transitional programs or bilingual programs at other schools. When students enter the school in the middle of the year, guardians are introduced to the ELL teacher who explains program options and more specifically, our pull-out program.

3. Guardians complete their entitlement letters at the orientation meeting. For families who do not attend the meeting, the ELL teacher schedules a separate meeting where she give them an orientation and has them complete their entitlement letters.

4. Students whose parents choose ESL are initially placed in programs based on grade level. Subgroups are then created based on proficiency level in the various modalities. Multigrade (within three grades) groups are then made by combining grade subgroups that have similar levels of language acquisition.

In the past, families have made program decisions based largely on staying within the immediate neighborhood. Students with no English proficiency are informed about bilingual programs if there are any for their native languages and available seats in neighborhood schools. In one instance, a guardian turned down the bilingual program in favor of the school's ESL program.

5. 100% of parents choose an ESL program.

6. Yes.

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 | Total # |
| 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 | 1 | 1 | | | | | | | | | | | | 2 |
| Total | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|---|
| All ELLs | 21 | Newcomers (ELLs receiving service 0-3 years) | 19 | Special Education | 1 |
| SIFE | 0 | ELLs receiving service 4-6 years | 2 | Long-Term (completed 6 years) | |

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 | 19 | | 1 | 2 | | | | | | 21 |
| Total | 19 | 0 | 1 | 2 | 0 | 0 | 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 |
| 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 | 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 |

**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 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|----|---|---|---|---|---|----|----|----|-------|
| Spanish | | 2 | | 1 | | | | | | | | | | 3 |
| Chinese | 1 | | 1 | | 1 | 1 | | | | | | | | 4 |
| Russian | | | | | | 1 | | | | | | | | 1 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | 2 | | | | | | | | | | | 2 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 6 | 1 | 1 | 3 | 11 | | | | | | | | | 22 |
| TOTAL | 7 | 3 | 4 | 4 | 12 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 |

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1a. One push-in group for a 1st grade newcomer, one for Kindergarten newcomers, in which the ELL teacher assists the classroom teacher in facilitating LEP students' access to the lesson going on or at times, the theme being studied (modified, scaffolded instruction through text re-presentation. The rest of the instruction given is pull-out.

1b. The majority of groups are by grade but grade levels are mixed (no more than a three grade span) to ensure that Beginner and Intermediate students get more instructional time than Advanced students. We have a Kindergarten group with one 1st grader in it, a group of Intermediate 2nd and 3rd graders with one Advanced student in it, a group comprised of a 3rd, 4th and 5th grader-all Beginners, and a group of 3rd, 4th and 5th graders, all Intermediates with the exception of one Advanced 4th grader.

2. The ESL teacher sees four groups of students (with up to 6 children each) during the school day. The ESL teacher allocates more time in her schedule to meet the greater mandated minutes of the intermediate and beginner students. Some ESL students attend Extended Day program to receive extra support services.

2a. The school uses a pullout ESL model. Our approach toward educating all students at this school is much the same as the ELL philosophy. We use a Balanced Literacy Workshop method of learning. This incorporates whole language and phonics, a thematic approach, and teaching learning strategies and vocabulary that support ELLs in their general education classes. All four language acquisition skills (reading, writing, listening, speaking) are facilitated. ELLs read and write for authentic purposes, individually and in cooperative groups. Instructional practices implemented in the ELL classroom are read alouds, shared reading, guided reading groups, literature responses (oral and written), and written reports. Scaffolding techniques are used by the ELL teacher and in general education classrooms to support our LEPs.

3. A variety of content areas are addressed in the ELL classroom. Time is spent on specific Math language and Science language, as well as general English language development. A great deal of P.S. 89's curriculum is Social Studies based, so during ELL class, classroom Social Studies themes are addressed. Students learn vocabulary and language structures that scaffold on what they are doing in their mainstream classrooms. This facilitates their access to classroom learning.

4. Because we are an ESL rather than bilingual program, we do not give children instruction in their native language on a daily basis. However, when standardized tests are given, children in grades 3-5 are provided with a copy of the test in their native language (with the exception of the ELA, for students who have been here longer than one year) when the test is available in that language. When it is not, we provide dual language dictionaries when appropriate and translators when necessary. In addition, this year we plan on using part of our translation budget to hire translators to explain test taking procedures and practice dual language dictionary use with ELLs, prior to the

A. Programming and Scheduling Information

state tests being administered.

5a. Currently we have no SIFE students but if any enroll in our school, they will be invited to attend extended day, small group sessions for individualized support. In addition, they will, if assessment suggests they need it, receive support from our AIS (Academic Intervention Services) team.

5b. ELLs who have been in the U.S. for less than three years are monitored by their classroom teachers and the ELL teacher to assess specific language and cultural understanding barriers. The teachers regularly discuss their findings in order to develop tools to meet individual needs. The needs are addressed through a variety of language learning methods used in the mainstream and ELL classrooms as well as but not limited to lessons about American customs and cultural norms, to help students become comfortable around new traditions. Students' backgrounds and cultures are celebrated and they are often asked to be "experts," teaching about their specific countries and traditions. Because NCLB now requires ELA testing for ELLs after one year, ELLs are given test prep classes in addition to English language instruction.

5c. ELLs receiving services for 4-6 years, as all ELLs, have their NYSESLAT scores analyzed by members of the LAP team to determine in which modality(ies) they need additional support. Strategies for the ELL class and the mainstream classroom are put into place and detailed in the A.7.1.

5d. Being a K-5 school, we have no LTEs.

5e. ELLs identified as having special needs are serviced as per their IEPs. Related service providers regularly meet with the ELL teacher to discuss ways to interweave the strategies each student is being taught, in order to facilitate the student's access into the general school curriculum. Instructional materials/strategies include but are not limited to: modified text, levelled text, use of visuals and pictures, graphic organizers, pre-teaching, kinesthetic learning, role play, small group instruction, and instructional technology.

6. The ICT teachers provide differentiated instruction to the ELL-SWD through the use of accommodations and modifications, flexible grouping, small group instruction.

7. The school uses an interdisciplinary approach to learning where our ELL-SWD can make connections between the major content areas using high interest topics. Teachers use a combination of whole/small group instruction and 1-on-1 conferencing in order to differentiate to student needs. Students are given accommodations whenever possible and modifications to tasks whenever necessary. The ESL teacher has time schedule where she can push into the classroom in order to promote consistency in learning in 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

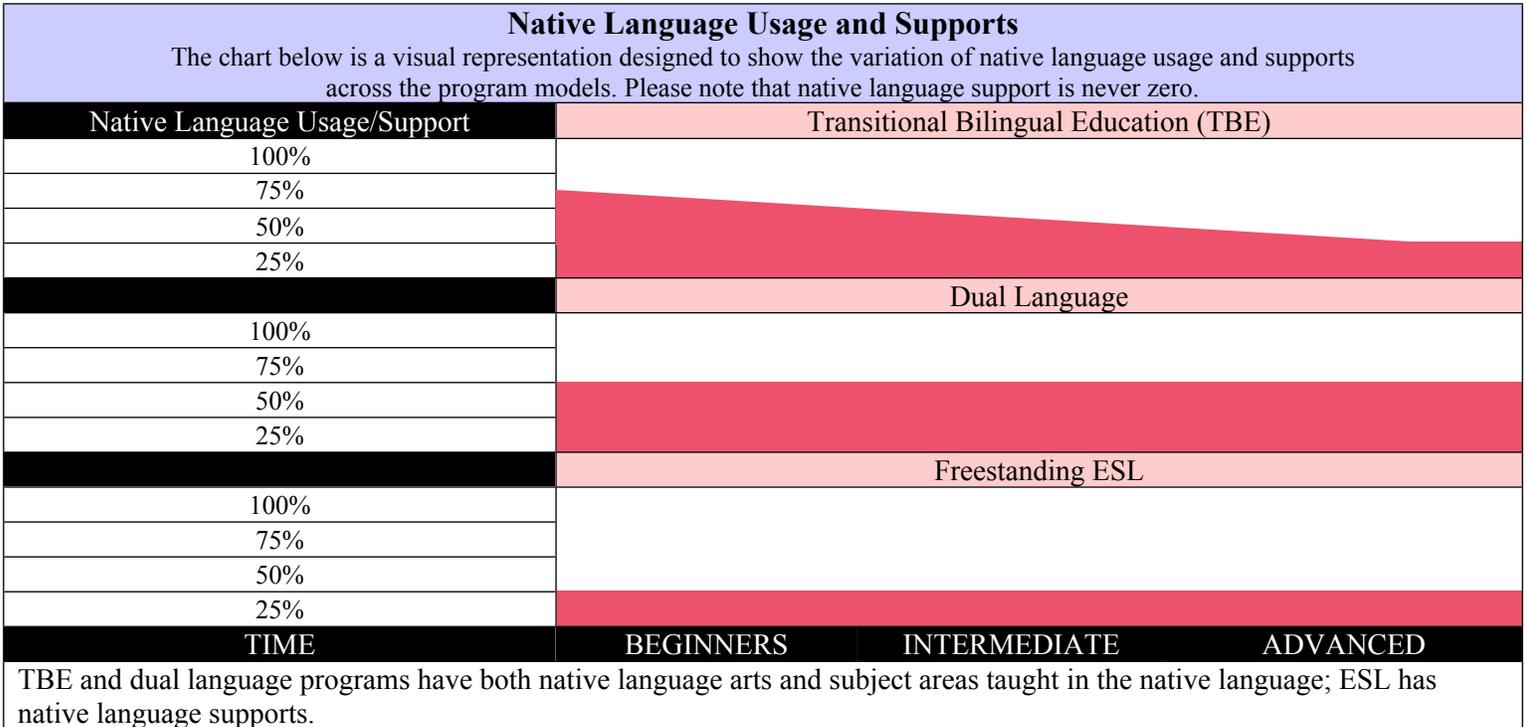
| Class/Content Area | Language(s) of Instruction | | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts | | | | |
| Social Studies: | | | | |
| Math: | | | | |
| Science: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

8. ELL students who need additional intervention services are seen by the school's AIS and SETSS teachers for ELA and MATH as needed. All of these services are taught in English. Intervention services for ELA can include but are not limited to: modified and levelled text, explicit phonics instruction (phonemic and phonological awareness), graphic organizers, small group instruction, guided & interactive reading, interactive & gruided writing, reading comprehension activities with specific emphasis on inferring. For math: reading and solving word problems for meaning; work around computational strategies, the base 10 system, and number theory.

9. Select former ELLs are seen by the ELL and AIS teachers after reaching proficiency on the NYSESLAT. Also, former ELLs receive testing modifications for two years after testing out of the ELL program on the NYSESLAT.

10. Last year, the school created after school clubs for current and former ELL students. These clubs focused on developing language skills through high interest topics like cooking, art, dance, theatre, technology, and games. If funds become available, we will begin the clubs again. They were highly successful.

11. NA

12. ELL students can and do participate in a variety of school programs such as chorus, instrumentals, and ballroom dancing.

13. ELL students have access to instructional websites and audiobooks. Teachers with Smart Boards utilize visuals and opportunities for students to manipulate text and diagrams in order to support their learning. Modified texts, specifically non-fiction, were created to allow students with lower reading levels to access information. Rosetta Stone, a language learning system, has been added to the classroom computers of one of our 4th grade students, a newcomer and English Beginner.

14. The school has an ESL program, which is delivered in English. Our population is very diverse so no instruction is delivered in a language other than English. However, all languages are honored and many classroom teachers, after a series of professional development sessions with our ELL teacher, have incorporate multi-lingual boards and discussion times into their classrooms.

15. Students are grouped as much as possible with like English proficiency and age/grade levels.

16. The parent coordinator corresponds with the family to learn more about the student's English proficiency and prior schooling. The parent coordinator communicates this information with the ELL teacher. Families are informed that translation services on site and via phone service, are available whenever needed.

17. There are no language electives at our school.

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)?

NA

D. Professional Development and Support for School Staff

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

1. The ELL teacher participates in all PD that is offered by the network. Also, the ELL teacher attends staff meetings and school PD days in order to learn more about school initiatives and programs. The ELL teacher has attended PD on: Differences Between Social and Academic English and How to Use Social English to Bolster Academic English; General Best Practices, Focusing on Interactive Techniques; Understanding Second Language Learning: Stages of Acquisition; Creating an Optimal Environment in the Mainstream Classroom; Scaffolding; Encouraging Language Production.
2. The guidance counselor and parent coordinator counsel families on finding the middle school with the most appropriate setting for students and their language needs.
3. ELL PD consists of theories behind language acquisition and the stages that ELLs go through as they become more proficient in English. The staff has had PD provided by a network specialist and the school's ELL teacher. School PD is documented via agendas. PD also includes demonstrations of how to use instructional aides to help support language development. The ELL teacher meets with grade teams and individual teachers to discuss student progress in the general education classrooms. The meetings are documented through the ESL teacher's planbook.

E. Parental Involvement

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

1. Parents can be active participants in classroom instruction by attending Family Friday events, which take place on the last Friday of every month. Parents can also volunteer in school committees or in the classroom (aids, field trip chaperones, special projects) or library. For social studies culminations, families attend events to learn about and see student projects to celebrate the hard work in the unit of study.

For ELL students, engagement begins with a letter introducing and explaining our English acquisition program and inviting them to an initial group meeting in late September (multiple times are offered to accommodate everyone). They are also invited to meet individually with the ELL teacher to discuss their children's needs and how they will be met. Parental choice, as to what type of English learning program they can choose for their child, is explained. All parents here have opted for our ELL, pull-out model, rather than transferring their children to dual language transitional programs or bilingual programs at other schools. When students enter the school in the middle of the year, parents/guardians are introduced to the ELL teacher who explains program options and more specifically, our pull-out program.

During the school year, the part-time ELL teacher attends one of the two rounds of parent-teacher conferences. However, on-going meetings and telephone calls on an as-needed or as-requested basis encourage and support parent/guardian involvement with ELLs.

Approximately twice a year, parents are invited into our ELL classroom for a celebration of the culmination of one of our themes or for a publishing party. This allows parents to gain comfort/confidence in the school community by having them see that there are other parents who don't speak English and by seeing that their children are respected and honored for the work they do (though that is also apparent in the regular classes).

Parents are encouraged to use their native language and to build L1 literacy at home and in extracurricular settings. The native traditions and cultures of our students are shared and celebrated.

2. ELL families are invited to all school events. Also, the parent coordinator and administrators inform families about PD for parents whenever they are offered by the city or network.

3. We ask families about their needs (e.g. translated materials, interpreters, meetings, etc.) on an ongoing basis.

4. Parental involvement activities are similar to those offered to English speaking families. They inform parents about the school curricula, the activities and units that students are studying in school, and the progress that their children are making.

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 | 2 | | 1 | 1 | 1 | | | | | | | | 8 |
| Intermediate(I) | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | | 6 |
| Advanced (A) | 1 | 1 | 2 | 1 | 1 | | | | | | | | | 6 |
| Total | 5 | 4 | 3 | 3 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | 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 | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

Native Language Tests

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

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

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

1. The vast majority of students increased their Fountas and Pinnell reading levels, with only a few students remaining the same from one assessment period to the next (October, February, June). The overwhelming majority of students increased their reading levels by at least one level for every testing period.

2. Twenty-six students took the NYSESLAT and they scored the following: 8 Proficient, 9 Advanced, 6 Intermediate, and 3 Beginners. Of the students who tested Advanced in 2008, 4 tested Proficient in 2009. The only student who did not, stayed at Advanced and tested Proficient in 2010. Of the 4 who tested Intermediate, 3 moved to Advanced in 2009 and Proficient in 2010. One student stayed at Intermediate in 2009 but also scored Proficient in 2009. Of the 7 students that took the NYSESLAT for the first time in 2009, 2 tested as Beginners and 5 tested as Intermediate. Both Beginners moved to Advanced. Of the 5 students who tested as Intermediate, 2 moved to Advanced, and 3 moved to Proficient.

3. Because our ELLs have consistently made progress in all four modalities, our balanced literacy instruction in both the ELL classroom and mainstream classrooms will continue.

4. The school does not administer the ELL Periodic Assessments. Students who are ELLs and take the NYS ELA test generally perform worse than their English-speaking peers because of their English proficiency. Students who take assessments in their native language (e.g. NYS Math) fare similarly with their English-speaking peers. Also, the ESL students perform better when given the assessment in their native language than on similar class assessments that are given in English. Advanced and some Intermediate ELLs perform on a similar level than the average English-speaking student on that grade level. Beginner ELLs perform worse than their English-speaking peers. Students are able to use their native language via a bilingual dictionary for the Periodic Assessments.

5. NA

6. We evaluate the ELL programs based on a number of factors. Classroom teachers and the ELL teacher talk often to discuss how each student is acclimating in the general education classroom. Informal assessments in all four language modalities are made regularly by both the classroom and ELL teacher. In addition, we look at student performance on formative, periodic, and state tests. We also look at the number of years that a student is in the ELL program and analyze in what areas he is growing and in what areas he is struggling. We continuously work to support weaknesses and build strengths.

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.

Part VI: LAP Assurances

| School Name: <u>The Liberty School</u> | | School DBN: <u>02M089</u> | |
|---|---------------------------------------|---------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| VERONICA NAJJAR | Principal | | 12/1/11 |
| THAO VO | Assistant Principal | | 12/1/11 |
| CONNIE SCHRAFT | Parent Coordinator | | 12/1/11 |
| BETSY CHAIRMAN | ESL Teacher | | 12/1/11 |
| RIA SEPLOWIN | Parent | | 12/1/11 |
| MIN CHUNG/AIS | Teacher/Subject Area | | 12/1/11 |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | |
| YUET CHU | Network Leader | | 12/1/11 |
| SILENI NAZARIO | Other <u>ELL</u> <u>COMPLIANCE</u> | | 12/1/11 |
| | Other | | |
| | Other | | |
| | Other | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M089

School Name: The Liberty School

Cluster: 1

Network: CFN 103

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.

At registration, the school looks at data generated from the Home Language Survey and Preferred Home Language form. School personnel also assesses translation needs based on personal interactions with the families. Interpretation services for oral translation are required for the following languages: Japanese, Chinese, Spanish. The school provides BOE materials in the major BOE languages.

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.

There are many families at P.S. 89 who speak a language other than English. However, the vast majority of these families indicated that they have at least one family member capable of translating and interpreting communication from school. About 1% of families at P.S. 89 require a translator or interpreter. The school informs the parents and their children's teachers that there are translation services available to them whenever necessary.

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.

When necessary, in-house staff (bilingual paraprofessionals, teachers, and the school secretary) translate important school correspondances in the appropriate languages. Whenever available, the school sends official translated NYCDOE letters and memos to the appropriate families. The school makes use of the BOE translation office, school staff, parents, and outside vendors (Legal Interpreting Services) to provide translation services and materials.

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 can be provided by in-house staff or parents. The school also uses Translation Unit's over-the-phone interpreters for all other situations.

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>.

The Safety Agent at the front entrance as well as the Parent Coordinator in the main office has access to NYCDOE translation kits where they can support families in identifying their translation needs. The school posted the NYCDOE poster next to the school elevator, that informs parents of the translation services available. A link to the Parent Bill of Rights is made available to families on the school's website, and a notice of this resource is emailed to parents via the school's family list serve.