



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BATTERY PARK CITY SCHOOL PS/IS276

DBN : 02M276

PRINCIPAL: TERRI RUYTER

EMAIL: TRUYTER@SCHOOLS.NYC.GOV

SUPERINTENDENT: **MARIANO GUZMAN**

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
Terri Ruyter	*Principal or Designee	
Jessica Winder	*UFT Chapter Leader or Designee	
Howard Sadowsky	*PA/PTA President or Designated Co-President	
Ranjit Arpels-Josiah	Member/Parent	
Anne Glass	Member/Parent	
Matt Schneider	Member/Parent	
Anna Ubell-Garcia	Member/Parent	
Matthew Fenton	Member/ Parent	
Sonia Biccocchi	Member/ UFT	
Emily Schottland	Member/UFT	
Maddy Wyman	Member/UFT	
Michael Flegar	Member/UFT	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

In order to meet the needs of the students we are seeking ways to mitigate the effects of our large class sizes. Our school has approximately 30 students in each class and limited special education and AIS support. In order to provide the level of support our students need in order to make appropriate progress, we want to make sure that teachers have additional support.

By March 2013, the SLT will propose a plan to mitigate the effect of our school's large class sizes on the instructional mission of our school to the PTA for funding for the 2013-2014 school year. The plan will be based on a survey of at least 80% of school staff to seek feedback on most significant concerns and most helpful solutions and will include parental input from SLT members and observers. This goal is forward looking as we seek to find a solution to our large class sizes which are an obstacle to student achievement. By planning for the upcoming year, we will be able to improve student achievement as measured by standardized test scores on the Spring 2014 tests and as measured by teacher assessments of student learning.

Comprehensive needs assessment

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

Our school is growing rapidly. We currently have class sizes of 30+ students with new enrollments ongoing. Because we are a community school, our students represent a range of ability levels and require different types of support in order to successfully attain Common Core Standards. We also want to make sure that our students grow at least one level per year with particular emphasis on the lowest third of students. Providing the intensive and personalized educational program required to meet this goal is made more complicated by our large class sizes. It is further complicated because we do not have Title I or Title III funds to provide additional instructional support. We do, however, have an active and involved parent community who are eager to provide needed support to the school. A financially feasible plan for providing additional support to teachers is necessary so that we can better meet the needs of the range of students in our school to meet state academic and student achievement standards.

Currently, we have one AIS reading teacher, a part time literacy coach, and a part time math coach. With class sizes hovering at 30 students each, teachers need additional support in order to provide the intensive support students who are struggling need as well as enrichment for the students who excel on academic tasks. Research shows that students who need Tier 3 interventions should be receiving support 5 x a week in groups no larger than 3. With 30 children in a class, teachers are hard pressed to provide that intensive level of instruction. We are looking for ways to provide additional guided reading and guided math groups so that students who need additional support in these core curriculum areas can receive it. We are also looking for ways to provide enrichment. Currently, our bottom third test scores bring us into the mid-3s. In order for students to show adequate yearly progress, they need to receive enrichment opportunities. Teachers also need additional support to provide this type of enrichment for students.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - a) Analysis of current staffing that provides support to students and aligning this staffing with data on student achievement to make sure we match staffing to needs.
 - b) Teachers will complete a survey for input on how best we can support them. SLT members will analyze teacher answers and collaboratively work together to derive possible solutions.
 - c) Fall: analyze teacher/student ratios. Research how other schools address the issue of providing additional teachers to mitigate the effects of large class sizes (teaching

assistants, AIS teachers, enrichment teachers). Create a survey for teachers on what they perceive as the need and the types of support they would like to have. Invite parents not on the SLT to participate in the planning group.

- d) Winter: SLT members analyze survey results.
- e) Spring: SLT will craft a plan and propose it for funding to the PTA. F
- f) Fall 2013: use funding from PTA to implement plan to support teachers and students.

Strategies to increase parental involvement

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

This initiative is parent driven. On numerous occasions, parents in the school have expressed concerns about large class sizes and the impact of large classes on student learning. As a result, the parents on the SLT have requested that we study this issue in order that they can understand the issues and come up with a plan that addresses their concerns and is respectful on teacher expertise on what is needed to help solve the problem. When parents feel that their voices are heard, they are more likely to be involved in the school and in fund raising. As we develop our school culture, we work to involve parents in problem identification and solution finding on a regular basis. All SLT meetings are open to the full parent body and are advertised, along with the goal of the SLT, via the school website and in school information that goes home.

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 x Other

If other is selected describe here:

We will be working with the PTA and the PTA grants committee to locate sources of funding for this support.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We are using human resources (SLT members who volunteer their time and commitment and teachers) to study the problem and then to create and implement a plan that provide additional support to the school so that the diverse needs of our student population can be best met.

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

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

To provide improved communication of the school program and their children's school day experience, we will offer 3 types of opportunities for parents to learn about the school and our instruction: formal sessions on the Common Core, formal sessions on the literacy and math curriculum, and informal sessions on the curriculum in classrooms.

By June 2013, there will be an increase of in parent understanding of the curriculum as it relates to the CCLS as measured on the 2013 Parent Learning Environment survey. In 2012, we had 89% of parental respondents indicated that they agree or strongly that the school communicates effectively about the academic program. We would like to increase the overall percentage by 3%. Additionally, we would like to increase the number of people who "agree" to "strongly agree" by 10%.

Comprehensive needs assessment

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

School satisfaction survey indicated that parents would like to know more about the curriculum.

During PTA meetings and in queries posed to the PTA executive board via email or in person, parents have expressed a desire to know more about the school curriculum.

Parents in our school are very engaged in their children's education and want to know what their children are learning and how they can support their children.

Instructional strategies/activities

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

Fall and Winter: During PTA meetings present to families on the Common Core Learning Standards, the shifts in instruction as a result of the transition to the CCLS, and how it will impact report cards and testing. November meeting: ELA standards, December meeting: Math standards, January meeting: standards aligned report cards, February meeting: NYS testing and the Common Core.

February: k-2 math workshop with teacher and network support. 3-8 workshop with teacher and math coach. Assessed by attendance and parent feedback.

March/April: k-2 reading workshop with teacher and literacy coach. 3-8 workshop with teacher and literacy consultant. Assessed by attendance and parent feedback.

May: K-2 supporting your child's academics over the summer. 3-8 supporting your child's academics over the summer.

All powerpoints will be posted to school website. Google analytics tracking will be done to monitor traffic to these links.

Strategies to increase parental involvement

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

The purpose of this goal is to enhance parent understanding of our instruction and their children's school experiences. The workshops will be advertised through fliers on the building, through the weekly PTA e-news, and through the parent coordinators weekly e-news and are listed on the school web calendar. Parent inquiries and feedback to teachers are used to guide information provided at workshops.

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:

Teachers presenting at the curriculum workshops will be provided per session pay to plan the workshop. There is no other funding needed.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Funding for this initiative comes from FSF/Tax Levy monies allocated to paying teachers per session to plan and lead parent workshops.

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

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

To ensure greater growth among students who have not performed as highly as others in the grade, there will be a greater concentration on the outcomes of PS/IS276's students who scored in the lowest third city wide on the 2012-2013 statewide English language arts exam. Returning students in testing grades identified as being in the lowest third will make progress above the citywide median. Collectively, by June 2013 students who scored on the lowest third citywide on the state ELA tests will average an adjusted growth percentile of 59th on the Spring 2013 English Language Arts test.

Comprehensive needs assessment

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

Most of our students score in the mid-threes on their state assessments. We have several students in each grade who score 2s. While we want to make sure that students performing below grade level are brought up to level, we also want to help the other children in the low to mid 3s to increase their achievement. By focusing on the lower third of our students, we will be addressing the needs of all these students. As we roll out the Common Core Learning Standards and student face the increased challenge of the CCLS aligned tests, we want to make sure that students are successful. Our students who perform at the lowest third of our school are students who we are concerned will struggle as they encounter the challenges of higher grades and the CCLS.

Instructional strategies/activities

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

Teachers use ARIS, benchmark assessments, and performance tasks given at the beginning of the year to identify students who need additional support. Types of support are determined by working collaboratively on grade teams, in consultation with the PPT, and in consultation with the literacy coach and AIS teacher.

Students who need additional support are provided with support in small group work and in extended day through work with classroom teachers and learning specialists and in working with the AIS teacher. We have monthly meetings on the progress of students to modify instructional supports.

We have one full time and one f-status ELL teacher to support ELL students in developing literacy skills. They will document the work they do with students and student growth and share these results with classroom teachers in order to support these students.

Strategies to increase parental involvement

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

Parents of students who struggle are brought in to have additional conferences. Additionally, we have open SLT meetings, encourage parent attendance at PTA meetings which have been instrumental in sharing information about the Common Core Learning Standards, have an active website which teachers update regularly to share information with parents and have curriculum mornings during which teachers share curriculum goals and teaching methodologies with parents.

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:

To fund the AIS teacher.

To partially fund the literacy coach we are using Common Core monies.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We use tax levy funds to pay the AIS teacher.

We use tax levy funds to pay for one full time and one f-status ELL teachers to support the students.

We use common core funds to partially fund instructional coaches.

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Fundations, Leveled Literacy Intervention, Guided Reading, additional scaffolding for writing tasks Reading Recovery	Small group, one to one	After school and during the school day.
Mathematics	Guided math, small group math instruction, scaffolds for math work (support materials such as number lines, 100s charts, and math manipulatives)	Small group, one to one	After school and during the school day.
Science	Reteaching in small groups and providing additional support to children who need support.	Small group, one to one	After school and during the school day.
Social Studies	Reteaching in small groups and providing additional support to children who need support.	Small group, one to one	After school and during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance counselor provides at risk services		

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.

We recruit our staff carefully. Parents and teachers participate in an interview process that is aligned with 18D guidelines. We especially encourage parents who are educators to sit on the hiring committee as they bring multiple perspectives and experiences to the interview.

At PS/IS276 we recruit actively through Open Market, through participation in hiring fairs at local schools of education, and through networking in which we reach out to respected colleagues for possible candidates. All teachers teach within their license area. We follow up interviews with references. As a result of diligent effort, all teachers are teaching in their licensed areas.

We work to maintain a highly professional work environment. Teachers are respected as professionals, are offered opportunities to be teacher leaders in our building, and are provided with professional development opportunities through network pd, onsite pd, reading professional material, and pd that is provided through national and city wide professional associations during the school year and over the summer. Additionally, discipline specialists meet as departments to write curriculum and to provide feedback on teaching. We also work with nationally recognized consultants in literacy and math.

New and non-tenured teachers are matched to mentors in their license area and close to their grade level. Teachers are given time to collaborate and support each other. Additionally, the math and literacy coaches and our consultants work closely with new teachers. New teachers to the school are placed in teams (grade team or department) that have experienced staff on them and have weekly department meetings.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader C. Amundson 203	District 02	Borough Manhattan	School Number 276
School Name Battery Park City School			

B. Language Allocation Policy Team Composition

Principal Terri Ruyter	Assistant Principal N/A
Coach Jaime Margolies, Literacy	Coach Dawn Schafer, Math
ESL Teacher Juliana Germak	Guidance Counselor Rachel Goodman
Teacher/Subject Area Madeline Wyman, Kindergarten	Parent Gabriela Teran
Teacher/Subject Area Stephanie Schneider, 1st Grade	Parent Coordinator Erica Weldon
Related Service Provider type here	Other Dawn Panebianco, 2nd Grade
Network Leader Dan Feigelson	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	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	553	Total Number of ELLs	23	ELLs as share of total student population (%)	4.16%
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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. 

During registration, the parents of all students who are new to the NYC public school system will complete the Home Language Identification Survey. Completion of this survey includes an informal interview between the parents and a school pedagogue and, if necessary, written and oral translation in the parents' home language. The HLIS is available in 11 different languages. The qualified persons responsible for conducting the interview are Juliana Germak, ELL coordinator and Terri Ruyter, principal. The ESL teacher speaks Spanish, Portuguese, Italian, and the principal speaks French and German. These languages are used to translate as appropriate. Both individuals have been trained on the proper way to conduct and interview and fill out the HLIS. A copy of the HLIS for each student is kept in the student's cumulative record folder and also in the ELL coordinator's records. If the student meets the requirements for LAB-R testing, as indicated on the HLIS, the ELL teacher will administer the LAB-R within ten school days of the registration. The ESL teacher will administer the LAB-R to those students in a separate location either individually or in a small group as appropriate. Students who score below the cut-off point on the LAB-R will be identified as English Language Learners and be placed in a program that supports their linguistic needs. Each spring, all ELLs will take the NYSESLAT to assess their progress and proficiency in English. ATS reports, including RLER, are run to ensure that all ELLs are tested. The four components of the NYSESLAT are administered by the ELL coordinator. ELLs will continue to be classified as such until they pass out of the program as determined by their score on the NYSESLAT.

The ELL coordinator, whose certifications include TESOL, and the Parent Coordinator hold a parent orientation within the first ten days of the school year for parents of newly identified ELLs. The objective of this meeting is to inform parents of the program options that are available to ELLs in New York City. The three programs (English as a Second Language, Dual Language, and Transitional Bilingual Education) are explained in detail. Parents are shown the DVD from the EPIC kit. Parents have the right to choose which program they think is most appropriate for their children. Parents indicate their choices on the Parent Selection Form, copies of which are kept on file in the student's cumulative record folder and in the ELL coordinator's records. At this orientation, parents are provided with written and oral translation as necessary. Parents are given the contact information of the ELL coordinator and the Parent Coordinator and are encouraged to email or call with any concerns or questions. Surveys and Parent Selection Forms are distributed at this meeting, and parents are given time to fill them out. The ESL teacher collects all forms at the meeting.

The ELL Coordinator assumes the responsibility for distributing and collecting all entitlement letters and Parent Survey and Selection forms. Parents are informed that if the selection form is not returned, the default program option is TBE (as per CR Part 154). Parents fill out the selection form at the Parent Orientation. Those who cannot attend the orientation are asked to make an appointment with the ELL coordinator to get program information and fill out the paperwork. Placement letters are distributed once information from the Parent Selection form is received. Copies of these letters are kept on file in the ELL office. Continued Entitlement letters are distributed in the fall to parents of students who will remain in the ELL program. Copies of these letters are kept in the ELL office.

At the Parent Orientation, parents are provided with information on the three ELL program options. Parents are provided information in their home language as necessary. We also provide interpreters when needed. Since we only have an ESL program at PS 276, parents

who select TBE or Dual Language for their children are given the option of moving their children to a school that offers the particular program. Despite program preference, all parents, this year, have chosen to keep their students enrolled at PS 276 in the ESL program for reasons of convenience and consistency.

Over the past two school years, 29 parents have filled out the program selection form for newly admitted ELLs. Nine out of 29 parents selected Dual Language as their first choice. One parent selected TBE, and 14 parents chose ESL as their first choice. The parents who selected Dual Language and TBE came from various linguistic backgrounds, including German, French, Arabic, Portuguese, Japanese, Spanish, and Cantonese. Those parents preferred to keep their children at our school rather than transfer them to a school with an available Dual Language or TBE program.

At this point we do not have enough students to form any bilingual or dual language classes.

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	2	2	2	1	0	0	1	1	0	0	0	0	0	9
Total	2	2	2	1	0	0	1	1	0	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	2

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	19	0	0	2	0	0	2	0	0	23
Total	19	0	0	2	0	0	2	0	0	23

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1	1											3
Chinese	2	1					2	2						7
Russian	1	1	1	2			1							6
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian			1											1
Other	2	2		1										5
TOTAL	6	6	3	3	0	0	3	2	0	0	0	0	0	23

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/IS 276 only offers a Free Standing ESL program for its 23 English Language Learners. There are no SIFE students. There is one special education student in the ESL program. Nineteen of the ESL students are beginners, two are long term ELLs, and two have been in the program for 4-6 years. Students in the ESL program come from the following linguistic backgrounds: Spanish, Portuguese, French, Russian, Japanese, Serbian, Dutch, Albanian, Mandarin and Cantonese. The ESL teacher works 6 periods a day with ESL students using a combination of push-in/co-teaching and a pull-out models.

Programming and Scheduling Information

The ESL teacher and classroom teacher co-teach within the workshop model, which provides maximum support and flexibility for all children. All students participate in whole class, small group, and individualized instruction. Grouping is both heterogeneous and homogeneous according to proficiency level or the strategy/skill being taught. Several pull-out classes are also taught by the ESL teacher in order to fulfill the mandated number of minutes of instruction for Beginner and Intermediate ELLs in grades K-3 and 6-7.

We are doing our best to provide ELLs with the mandated number of minutes of instruction as required by CR Part 154. We recently welcomed new students into our school and are looking at ways we can rearrange the schedule to accommodate their needs. Due to staffing restrictions, we are not currently able to provide one of the new students with the required minutes of instruction each week. Other than that, all beginner and intermediate ELLs receive 360 minutes of instruction per week through a combination of push-in and pull-out periods, while advanced students receive a minimum of 180 minutes per week of push-in or pull-out ESL instruction. The advanced students also received 180 minutes per week of ELA instruction. We do not offer NLA instruction at our school. The ESL teacher also works with the middle school students during extended day time to provide additional academic support across various subject areas. Native language support is provided within the push-in/pull-out periods through books, dictionaries and glossaries, translation, interpretation, and partner work.

We are using the same best practices for all children inclusive of ELLs in all content areas. Use of a push-in model ensures that students

A. Programming and Scheduling Information

receive linguistic support in a variety of content areas, including literacy, math, science and social studies. The ESL teacher pushes-in to literacy, math, and social studies periods in the lower grades and supports work across various subject areas in middle school. The ESL teacher provides materials and supports for the classroom teachers to use throughout the units in all content areas. Content areas are also integrated so that all classes support literacy, math, science, and social science concepts. Content area instruction is delivered in English with appropriate native language supports. We use a hands-on, inquiry-based approach to learning across all content areas with instructional supports for language learners. Scaffolds for ELLs include:

- Clear oral language models for students
- Realia
- Visual supports that remain consistent throughout the school community (ex. Picture world walls)
- Technology (Smartboards, photos, videos)
- Total Physical Response
- Dramatization
- Gestures
- Music
- Language games and speaking practice
- Clear modeling by the teacher and other students.
- Materials in the students' native languages
- Explicit vocabulary and grammar instruction
- Student interaction and various groupings
- Integration of all language skills (reading, writing, speaking, and listening)

Student participation in center time and group work gives ELLs the opportunity for peer interaction and social language development. The ESL teacher also provides support for those students who speak a language other than English at home but do not require services as an English Language Learner. Beginner and Intermediate ELLs also receive pull-out ESL instruction which specifically targets their linguistic needs. Pull-outs are conducted in small groups of 3-6 students and focus on small group work and individualized instruction.

We have 19 students who are considered Newcomers; they have been in school in the US for less than three years. As appropriate, we are transitioning students into standard grade-level assessments with the necessary scaffolds and modifications. The ESL teacher works closely with classroom and content teachers to scaffold lessons and provide supports to ensure understanding for ELLs. The 3rd grade and middle school newcomers who will take the state exams this year meet with the ESL teacher on a regular basis for vocabulary support, language instruction and homework help. They will receive the state exams in their native language as appropriate.

We have two students who are Long-Term ELLs. One of them has an IEP. The ESL teacher and general education teachers are collaborating to provide the students and other students in that class with extra strategy and skill instruction as well as language support. The students is also offered the opportunity to meet with the ESL teacher for extra instruction and language support either before or after school or during lunch. This flexible programming is used to ensure that maximized time is spent with non-disabled peers.

Courses Taught in Languages Other than English ⓘ

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

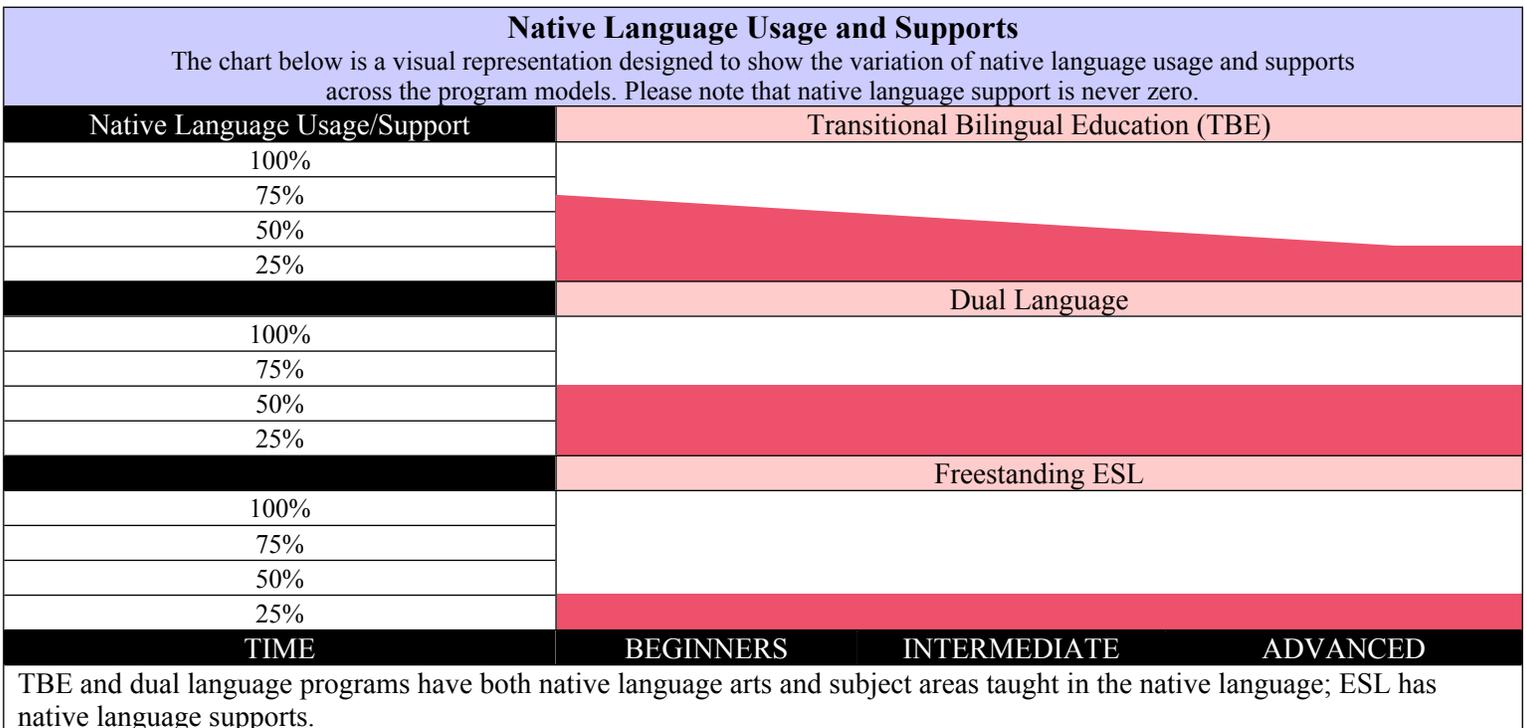
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Math:	0
Science:	0

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?

Our middle school ELLs who have taken state exams in Math, ELA and Social Studies have performed well on those exams, receiving scores of 3s and 4s. The exception is one student who has an IEP. That particular student has individualized instruction goals and is working with several staff members, including the special education teachers to help her reach those goals. That student receives additional services and support in content areas through SETTS and ICT programming. Data used to identify students for targeted intervention programs include: NYSESLAT data, state testing data in ELA and Math, and student performance on curriculum-based in-class assessments. General interventions for all ELLs include: small group instruction, one-on-one support, glossaries and direct vocabulary instruction, organizational supports such as checklists and reminders in a prominent and consistent location in the classroom, homework help, alternate assessments and assignments, graphic organizers, and specific lessons on skills and strategies. These interventions are used across all content areas for all ELL students. When necessary, students who need extra support in reading and writing are assigned to work with a reading intervention teacher. ELLs who need additional support are also placed in the extended day program. All instruction is in English.

Former ELLs and bilingual students who do not require ESL services as indicated by their LAB-R score, will continue to receive language support through push-in and co-teaching instruction by the ESL teacher. The ESL teacher is also in constant communication with the classroom teachers to provide supports and scaffolds for FELLs and bilingual students who are not identified as ELLs. These supports include modifications for assignments, resources in the child's native language, and small group work with the ELL teacher when she meets with other students at a similar proficiency level in terms of literacy skills and language acquisition.

Since we are a new school, we continue to modify and build our ESL program based on experiences and feedback from teachers, parents, and students. This year, we have concentrated the ELLs into one or two classes on each grade level so that the ESL teacher can spend more time with each class in a push-in setting and work more closely with each classroom teacher. We are continuing to improve our co-planning, co-teaching, and communication strategies so that ESL methodology is incorporated into all lessons even when the ESL teacher is not present. Towards the end of the school year we will be looking at student data to make appropriate programmatic and staffing decisions for next year. We will seek out dual licensed (ESL/General Ed, Special Ed) and AIS teachers as necessary.

As a new school, at this point, we do not know of any ELL programs that will be discontinued in the following school year. We are constantly reflecting on our practice. We are solution oriented based on formal and informal assessments.

ELLs are an integral part of the school. The push-in model affords ELLs the opportunity to experience all aspects of classroom instruction. When we placed students in classes, we made a collaborative decision to place ELLs in inclusive classrooms based on anticipated English proficiency to ensure an inclusive school environment. As a result, ELLs are afforded the same opportunities as all students in the school, including participation in the after school program run by Manhattan Youth. The pull-out class is scheduled during a time of the day when students do similar work in their classroom such as word study and literacy activities. The students who are pulled out are receiving instruction similar to what they would receive in the classroom in a smaller, more focused setting. The ESL teacher coordinates pull-out lessons with the classroom curriculum. The students are not missing special activities or other content classes.

We have purchased bilingual books and materials for our classrooms that reflect the multilingualism and multiculturalism of our school

community. Classroom books and materials are available in the following languages: Spanish, French, Portuguese, Korean, Arabic, Albanian, Russian, Japanese, Lithuanian, Tagalog, and Chinese. We use Rigby's On Our Way to English and English in my Pocket programs for Kindergarten newcomers as well as Gear Up Guided Reading with ELL support. Teachers also use Leveled Literacy Instruction books and Foundations for children who need additional support in reading. All classrooms are equipped with Smartboards, iMac desktops and laptops, iPods and speakers for the students' use. The technology is used throughout lessons for direct instruction and independent and group work. The ESL teacher and classroom teachers also create many materials to scaffold instruction for ELLs and bilingual students. These materials include: vocabulary cards, sight word cards and rings, individual sight word folders, graphic organizers, checklists and reminder sheets, games and other materials that are specifically designed to meet each students' needs.

Although instruction is delivered mostly in English, students are encouraged to use their native language with peers and for clarification. When possible, teachers and staff members can interpret for students. Students who are able to use bilingual dictionaries are taught and encouraged to use them in class. Parents are also encouraged to use their native language to support student work at home. We also use picture cards that have multiple language translations to instruct newcomers. Students are encouraged to celebrate their native languages and cultures with their peers and teachers. Technology, such as electronic translators and bilingual dictionary websites are also used as appropriate. We do not have a TBE or Dual Language program. All of the the supports are in addition to the English instruction delivered through the ESL model.

All services and resources used correspond to the age and grade level of students.

ELL families are included in school functions prior to the beginning of the school year. Parents were provided with information about summer programs and invited to all pre-school year events. They were also given the opportunity to meet personally with the principal and school faculty members with translators provided if necessary. As soon as an ELL is identified as such, the ESL teacher meets or speaks with the parents to describe the schools support programs for ELLs.

Spanish is currently the only foreign language class offered at our school. Spanish instruction is provided and required for third, sixth, and seventh grade students. The only exception is one ESL newcomer who receives extra English support in place of Spanish class.

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.

The ESL teacher will attend professional development workshops on a variety of topics, including those that are specific to ELLs and those that emphasize best practices for all students. The ELL teacher attends regular PDs with the literacy consultant where we discuss ways to support ELLs across the literacy curriculum for each grade.

Since we are a growing school, we have many new staff members. New teachers will be provided with professional development on how to meet the needs of ELLs in their classrooms. The ESL teacher also works closely one-on-one with teachers to address specific needs in each classroom and subject area. The ESL teacher will use the SIOP model of classroom observation to help teachers think about ways that they can make content more accessible to ELLs. All staff, including subject area teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators are given specific training on how to work with ELLs and their families.

The middle school teachers are included in the work with the ESL teacher. The middle school teachers are provided with supports that can help them transition ELLs into middle school. The school leadership, guidance counselors, and parent coordinator are involved in the support process. The guidance counselor confers with the ESL teacher to make decisions about ELL students. The ESL teacher suggests activities and groupings for ELLs who should work with the guidance counselor. Because of the cohesive nature of our staff and the small number of ELLs, we are able to provide individualized supports for ESL students who are new to our school. For example, a new ESL beginner was discussed at a recent PPT meeting, which included the principal, special education teachers, content teachers, the ESL teacher, and the guidance counselor. Systems and programs were put in place to help this particular student. Similar steps are taken to address individual issues with other ELL students.

The ELL Coordinator will provide school-based PD sessions for all faculty members throughout the school year. The ELL Coordinator will provide teachers with a survey to assess their prior knowledge about ELL teaching strategies and use this to direct the PDs. The in-school workshops will cover the minimum 7.5 hours of ELL training for all new teachers. These workshops address models of co-teaching as a method of maximizing the benefits of our push-in model of support. Topics include: analyzing resources to identify language barriers and adapting lessons to provide linguistic scaffolding, strategies for making instruction in English accessible for all learners, and planning lessons and units that follow the SIOP (sheltered instruction) model with both content and linguistic objectives. We will also provide teachers with information on ELL workshops outside of the school. There will be ongoing study in March and April of how to support ELLs in the classroom. Agendas and attendance records will be kept from these meetings. We will conduct study groups on the text *Scaffolding Language, Scaffolding Learners* by Pauline Gibbons. We will supplement the information in this text and in our discussions with specific activities from the SIOP manual.

The following dates will be used to train the school staff on ESL teaching methodologies and strategies for working with ELLs:

March 5, 2012
March 14, 2012
March 28, 2012
April 2, 2012

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?

School family events are inclusive of all families including families of children who speak a language other than English at home. New ELL families were invited to attend school functions prior to the beginning of the school year. Parents were provided with information about summer programs and invited to all school events. They were also given the opportunity to meet personally with the principal and school faculty members. Specific parent involvement opportunities include: volunteering in the classroom, volunteering in the lunchroom, attending extracurricular school events, Family Friday events, and teaching about special family traditions or knowledge. All parents, inclusive of parents of ELLs, are invited to participate in parent committees such as the Wellness Committee, the Outreach Committee, the Auction Committee, the PTA, the SLT.

A separate orientation meeting was held for families of ELL children. Simultaneous interpreters were provided, as necessary, for parents at this event. At Curriculum Night, the ELL coordinator was available to speak to all parents about the value the school places on multi-lingualism and her role as an ELL teacher in the school. When official letters go home, these letters are sent home in home languages as well as English. All of the ELL parents were encouraged to request information in their home languages, but many of them prefer to receive all communication in English.

The school utilizes DOE-approved translation and interpretation services to provide support for ELL parents. No other community based organizations are currently used by the school for ELL support.

We evaluate the needs of parents by encouraging them to contact the ELL teacher with any questions or concerns. Parents are also encouraged to contact the Parent Coordinator with any concerns. The Parent Coordinator sends out weekly parent update emails to inform all parents, including parents of ELLs, about school happenings and reminders. The Parent Coordinator acts as a mediator between parents and school staff. Our parents feel very comfortable communicating their needs to the school staff, including the principal, parent coordinator, and the teachers. The majority of our parents choose to communicate in English with the school. Those parents who have requested information in another language receive translations through school staff or outside translators that work with the families. Our staff members are able to translate documents into the following languages: Spanish, Portuguese, French, German, Korean, Russian, Polish, Chinese, and Tagalog. The ELL coordinator has provided her email address and phone number to all parents and middle school students. There is continuous interaction, both formal and informal, between parents and the school staff. We also invited parents of ELLs to participate in the development of this Language Allocation Policy. Several parents indicated interest. Their comments and suggestions are included in this plan. We are also considering their input in planning parent events.

The needs of ELL parents are considered when implementing school programs. Translators or interpreters are provided. Parent suggestions are also considered.

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)	2	3		1			1							7
Intermediate(I)		2	1				1							4
Advanced (A)	4	1	2	2			1	2						12

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	6	6	3	3	0	0	3	2	0	0	0	0	0	23

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

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

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

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

* All exam data is from 2009-2010 test scores. Scores reflect the students' current grade level, except in the case of Social Studies.

**Two students are missing NYSESLAT data from last year. We are using the scores from the previous year as a guide for mandated number of minutes.

All students in the primary grades are assessed using the same tools in math (Early Childhood Assessment in Mathematics), reading (the Concepts about Print and Fountas and Pinnell Benchmark Assessments) and writing (the Teachers College Reading and Writing Project Narrative Continuum). The Fountas and Pinnell assessments indicate that some ESL students need extra support in literacy. Please see the following table for independent reading levels from October 2011.

Reading Level	Pre-Reading	A	B	C	D	E	F	G	H	I	J	K	L	M
1st grade	2	2	2											
2nd grade		1		1										
3rd grade							1							1

Students in lower grades (1-3) receive targeted ESL pull-out instruction with an emphasis on literacy skills and/or reading intervention in a small group.

The LAB-R and NYSESLAT scores support the findings of the Fountas and Pinnell assessments. All students in grades 1-3 who took the NYSESLAT scored higher on the listening/speaking section than they did on the reading/writing section. Students who took the LAB-R followed a similar pattern. We are using this data to target reading and writing instruction this year in grades 1-3. Students who scored beginner or intermediate in reading and writing are receiving eight periods of ESL instruction per week, which is composed of a combination of push-in and pull-out classes. Some of these students are also receiving small group instruction with a reading specialist. The pull-out instruction is focused on reading, writing, and word work in a small group setting.

We have 5 ELLs in middle school (grades 6 and 7). Two are newcomers. One scored advanced and one beginning on the LAB-R. Two others both scored advanced on the listening and speaking section of the NYSESLAT and proficient on the reading and writing section. The last one had no NYSESLAT score from last year. We are providing these students with individualized instruction based on their academic and linguistic needs as observed through their classroom behavior, test scores, homework, and in-school assignments. Emphasis is placed on academic listening comprehension and speaking activities.

One of our middle school ELLs was given the option of taking the state math exam in her native language. She chose to take the exam in English and scored a 4. The other middle school student who took the exam are long-term ELLs and have more academic language in English than in Chinese, so they have taken the exams in English. The other two middle school students are newcomers and have not taken any state exams yet. The math exam will be ordered for those students in their native languages.

We are not currently administering ELL Periodic Assessments.

We evaluate the success of our program for ELLs in several ways. We are comparing ELL subgroups with their English-speaking peers. We are monitoring the social and emotional growth of ELL students, including their peer interactions during recess, lunch, and academic work times. Teachers use the same assessments for ELLs as for native English speakers. Assessments include observations, running records, checklists, rubrics, self evaluations by students, peer evaluations, and formal exams and assessments. These assessments are then compared across classes and grade levels in order to identify successes and areas for improvement in our ESL program. Teachers in the school will be asked to fill out a survey indicating their opinions on the effectiveness of different parts of the ESL program. Parent communication is also an important tool for monitoring student progress and the success of our program.

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: PS/IS 276

School DBN: 02M276

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Terri Ruyter	Principal		12/1/11
N/A	Assistant Principal		12/1/11
Erica Weldon	Parent Coordinator		12/1/11
Juliana Germak	ESL Teacher		12/1/11
Gabriela Teran	Parent		12/1/11
Stephanie Schneider	Teacher/Subject Area		12/1/11
Madeline Wyman	Teacher/Subject Area		12/1/11
Jaime Margolies	Coach		12/1/11
Dawn Schafer	Coach		12/1/11
Rachel Goodman	Guidance Counselor		12/1/11
Dan Feigelson	Network Leader		12/1/11

School Name: PS/IS 276

School DBN: 02M276

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dawn Panebianco	Other		12/1/11
	Other		12/1/11
	Other		12/1/11
	Other		12/1/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M076 **School Name:** Battery Park City School

Cluster: 2 **Network:** 203

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, parents are required to fill out the HLIS form on which they indicate their preferred language of communication. Parents who speak a language other than English are given the form in their native language when available. The ESL coordinator double checks all the HLIS information to ensure that parents are provided with translations as necessary.

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.

No families indicated an interest in receiving translation services on the HLIS. After discussion with 3 families, 2 families indicated interest in receiving translation services. These findings were not shared as we felt that we wanted to respect parental requests for translation and keep the translation services offered low-key.

Part B: Strategies and Activities

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

Written translations were provided by obtaining officially translated DOE documents from the DOE website. All our language translation needs were available already translated.

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.

Interpretation services were provided by an approved vendor for information sessions, by bilingual parents who had fluency in the target language, or by a school staff member.

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>.

Parents received the Parent Bill of Rights in appropriate languages during the parent orientation session for ELL students. This document was also backpacked home.