



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE CHRIS GALAS SCHOOL

DBN: 27Q047

PRINCIPAL: ANN MOYNAGH

EMAIL: AMOYNAG@SCHOOLS.NYC.GOV

SUPERINTENDENT: MICHELE LLOYD-BEY

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
Ann Moynagh	*Principal or Designee	
Rose Marie Hannon	*UFT Chapter Leader or Designee	
Tracy Schnepf	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Casey Vitale	Member/Teacher	
Deborah Williams	Member/Teacher	
Jessica Geier	Member/Teacher	
Rachel Colleran	Member/Parent Coordinator	
Michelle Green	Member/Parent	
Regina McManus	Member/Parent	
Beth Hemminger	Member/Parent	
Luanne Montella	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2013, at least 70% of students in grades 6-8 will show at least one level of progress in effectively using evidence to support arguments measured using a rubric developed by teachers for a pre-assessment and post assessment.

Comprehensive needs assessment

Our ELA scores increased by 3.9% 3s and 4s from 72.3% to 76.2%, however our growth was only 34.6%. Our median proficiency is only 3.28 compared to our math of 3.77. Item analysis of our NYS ELA test responses as well as our Acuity benchmarks revealed a need for improvement in our writing short responses and extended responses, particularly with non-fiction texts.

Instructional strategies/activities

Activity #1 – Professional development will be given on the following topics: the Writing Process, writing lessons that support arguments, development of rubrics for arguments.

Target population: All students in Grades 3-8 including ELL's and SWD's

Responsible Staff Members: Principal, AP, Network Support Staff, Lead Teachers and/or AIS providers will work in small groups to continue to enhance gains made as identified by city-wide focus on writing standard 1 so that we can see movement in writing an opinion/argument, and nonfiction reading.

Implementation Timeline: September 2012-September 2013

Activity #2 – Teacher Teams will analyze their work with the new curriculum and that of the targeted students and develop appropriate next steps and interventions so that progress can be made. Co-teaching periods will be scheduled to provide the opportunity for smaller group instruction.

Target populations: Teachers of students in grades 3-8, the SETSS teacher, and the ELL teacher.

Responsible Staff Members: Principal, Assistant Principal (Data Specialist), Network Support Staff and Lead teachers.

Steps taken to include teachers in decision making: Teachers will map out and familiarize themselves with the new literacy program, provide low inference comments and collaboratively design appropriate next steps so that student progress in writing will be evident. Teachers who participated in professional development provided by the Network will model protocols for examining student work to ensure that the work is reflective of DOK levels and is in alignment with the CCLS.

Implementation Timeline: September 2012-2013

Strategies to increase parental involvement

Parent Coordinator will host workshops for the new Literacy Program. The Parent Coordinator will continue to participate in professional development sessions provided by the Network. The information on the citywide initiatives will be shared with the parents throughout the school year. Parents will be invited to attend debates and/or class presentations of students expressing opinions.

Budget and resources alignment

- Indicate your school's Title I status: Non-Title I

Fair Student Funding, RTTT Citywide Instructional Expectations funds and human resources were used to implement this action plan to improve writing skills:

- Professional instructional materials to supplement the curriculum during the regular school day.
- Teacher per session funded workshops/study groups by Network Curriculum Specialist
- Purchase of new literacy curriculum with teams mapping out the units.

Service and program coordination

Teachers will meet in teams to collaborate the alignment of the units in the new literacy curriculum. Teachers meet with administrators monthly at Academic Expectation meetings where writing samples and checklists are reviewed and progress is monitored. Alignment to CCLS and DOK is monitored monthly on bulletin boards, in portfolios, and lesson plans.

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

By June 2013, all students will experience at least two Common Core Aligned units of study in ELA as evidenced by performance tasks, classroom observations and revised curriculum maps.

Comprehensive needs assessment

ELA has been identified as our area of greatest need of improvement and part of the Citywide Expectations for teachers is the study of CCLS and the development of writing tasks to prepare our students for college and careers. We expect our students to write to inform and argue with evidence, supporting claims and demystifying counterclaims in a logical, detailed analytical piece using nonfiction texts.

Instructional strategies/activities

Activity #1 – Professional development will be given on the Common Core Learning Standards, the development of appropriate writing tasks, and the development and use of rubrics. Teachers will provide on-site professional development using information gained from Network professional development opportunities. Topics will include using effective questioning techniques and using the Universal Design for Learning.

Activity #2 – Principal and Assistant Principal will conduct short, frequent cycles of observations of writing lessons on the selected CCLS, providing feedback and developing actions plans.

Target Population: All staff members

Responsible Staff Members: Principal, Assistant Principal, Network Staff Developers, Lead Teachers.

Steps taken to include teachers in decision making: Teachers will self assess their students’ progress in moving along the rubric on benchmark dates in September, January and May. Teachers will also analyze student self-assessments in an effort to inform instructional outcomes.

Implementation Timeline: September 2012-September 2013

Strategies to increase parental involvement

Parent Coordinator and lead teachers will

- Hold professional development on the continuation of the CCLS as well as keep the parents aware of the units the students are working on.

- Parents attend Class Presentations
- Option to attend excursions related to the units of study.

Budget and resources alignment

- Indicate your school's Title I status: Non-Title I

Fair Student Funding, RTTT Citywide Instructional Expectations funds and human resources were used to implement this action plan to develop teachers' instructional practices:

- Teacher per session funding for study groups and after-school workshops
- Per diem funding to provide opportunities for inter-visitations and intra-visitations

Service and program coordination

Teachers meet with administrators monthly at Academic Expectation meetings where their progress in moving along the rubric is monitored

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

By June 2013, 80% of the students in grades K-3 will demonstrate growth of three or more levels as evidenced by the Fountas and Pinnell Benchmark assessments.

Comprehensive needs assessment

In accordance with the CCLS, student's ability to read complex text independently and proficiently is essential for high achievement. It is our belief that we must focus on the early childhood grades and ensure that our students have a strong reading foundation before they reach NYS testing in Grade 3. The new CCLS require more rigorous tasks and greater text complexity so we must continue to improve the reading skills of these young students. In an effort to have students read and comprehend within the newly raised levels, the goal supports our school-wide focus on improvement of our ELA program.

Instructional strategies/activities

- Monitor progress through analysis of running records, conference notes and RTI assessments
- Teacher team focus of text complexity and characteristics of level nonfiction texts.
- Develop model classrooms for Guided reading of Nonfiction texts.
- Create flexible groupings to promote differentiated instruction to targeted students, including RTI groups
- Schedule professional periods to facilitate co-teaching of small guided reading groups
- Ensure that nonfiction texts in interdisciplinary contents are being evidenced in the curriculum units

Target population: All teachers of Grades K-3 and SETSS teacher

Responsible staff members: Principal, Assistant Principal, SETSS teacher, Network Support Staff, Related Service Providers

Individual student progress reports of Fountas and Pinnell levels will be analyzed at early childhood teacher team meetings. Students who scored below the recommended level are placed in Response to Intervention using Foundations. The other students are grouped and monitored in guided reading groups to move the students.

Implementation Timeline: September 2012-September 2013

Strategies to increase parental involvement

- Parent Coordinator will host workshops on reading strategies for parents of early childhood grade students
- Instructional and independent reading levels will be shared with parents during parent teacher conferences

- Parents will be invited to participate in local trips to the library and will learn to select appropriate non-fiction texts

Budget and resources alignment

- Indicate your school's Title I status: Non-Title I

Fair student funding, (Tax Levy) RTTT Citywide Instructional Expectations funds and human resources were used to implement this action plan to improve the early childhood reading program:

- Professional instructional materials to supplement the curriculum during the regular school day
- Teacher per session funding – study groups
- Consumable instructional materials for use during extended day programs and RTI

Service and program coordination

- The ELL teacher, SETSS teacher and cluster teachers as well as related service providers meet with the early childhood teachers regularly to coordinate delivery of service and design appropriate tasks.
- Teachers meet with administrators monthly where running records and guided reading levels are reviewed.
- Attendance officer visits homes of students who are frequently absent.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2013, 70% of students in grades 3-8 will show progress as measured by the New York Mathematics Exam

Comprehensive needs assessment

On the NYS Math Exam 91.6% of the students scored 3&4, however it was still a decrease of 1.3% from 2010-2011 at 92.3%. As we compare to our peer group, we are only at 76%. After careful data analysis of student benchmark scores and previous year Math Scores, we saw that the students need more work in problem solving to compete with the new CCLS tests.

Instructional strategies/activities

Activity #1: Short Frequent observations and formal observations to focus on the complexity of the math tasks and activities in the classroom.

Target population: All students grades 3-8 including ELL's and SWD's

Responsible Staff Members: Principal, AP, Network support staff, lead teachers, and AIS providers will work in small groups to continue to enhance gains made as identified by city-wide expectations and new standards.

Activity #2: Teachers will organize and study the new Common Core aligned curriculum, Envision Math that has been adopted. Teacher teams will analyze the structure of the curriculum, analyze the work that students are producing, and align the math lessons to focus on the Content emphasis given by PARCC to guide instruction.

Target Population: All students in grades 3-8 including ELL's and SWD's.

Responsible Staff Members: Principal, AP, Network support staff, lead teachers, and AIS providers will work in small groups to continue to enhance gains made as identified by city-wide expectations and new standards.

Activity # 3: Professional Development will be given on the following topics: CCLS math practices, CCLS math shifts, Envision Mathematics, performance tasks

Target Population: All students in grades 3-8 including ELL's and SWD's.

Responsible Staff Members: Principal, AP, Network support staff, lead teachers, and AIS providers will work in small groups to continue to enhance gains made as identified by city-wide expectations and new standards.

Strategies to increase parental involvement

Parent Coordinator and Lead teachers will host workshops on the new Curriculum for Envision math to help parents understand the math and be able to assist their child at home. The information on the new state exam structure will be shared with the parents throughout the school year.

Budget and resources alignment

- Indicate your school's Title I status: Non-Title I

Fair Student funding, RTTT Citywide Instructional Expectations funds, and human resources were used to implement this action plan and develop teacher practices:

- After school per session for designing of units and performance tasks.
- New Curriculum bought for grades K-5

Service and program coordination

Teachers will meet in teacher teams weekly as well as with administration monthly to monitor the progress of curriculum development and tasks.

ANNUAL GOAL #5 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 #5

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

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.

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,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

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.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- 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).

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 reading program, Journey's remedial program, Harcourt trophies, spelling connections, Razz kids, and Wilson.	Small group of 1-3 students for RTI, Guided groups of 5-6 students and One on one tutoring in addition to the balanced literacy approach to instructions	During the school day and extended day
Mathematics	Envision math remedial program, Item Analysis supports from various reinforcement materials	Small group of 5-6 students	During the school day and extended day
Science	Content area supplemental material (Barrons' Living Environment)	Small group	During the school day and extended day.
Social Studies	Content area supplemental material (trade books, relia, National Geographic, Current event articles)	Small group instruction.	During the school day and extended day.

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students are provided on site services in individual/group setting. Topics such as working in a group, respect, socialization skills, organizational skills, parent separation issues, divorce, loss of loved on, life altering events, and ethnic and cultural topics are addressed.</p>	<p>Small group and one -to- one counseling is provided</p>	<p>During the school day.</p>
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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.

In an effort to keep, maintain and recruit highly qualified teachers we have implemented a variety of strategies that include:

- A lead teacher team was formed to ensure distributed leadership among the staff. Their duties include attend off-site and/or Network provided professional development to keep abreast of the new initiatives that are taking place in the city. They will be given time to turn key the information in either a faculty conference, teacher team, or an after school per-session period. The topics covered include close reads, nonfiction writing, task writing, and teacher effectiveness. This role encourages leadership, ownership and initiative among the staff.
- Teacher teams will be creating and aligning their own curriculum to the standards in an effort to promote decision making among the staff.
- Professional periods have been set up for teachers to push-in to grades one year above and one year below so that they can gain an understanding as to where the students are coming from and where they are going.
- Inter-visitations have been set up so that teachers can evaluate and learn best practices from each other.
- Academic Expectation meetings once a month with administration where the teacher gives an update about what is going on in the class and what needs to be done. This meeting fosters a feeling that the administration is supporting the teacher when issues arise as well as keeps the administration fully aware of what is going on with the students.
- Per-session opportunities for the teachers to plan units, map curriculum, and meet in teams to revise activities and tasks to meet DOK levels.
- Short Frequent observations leading to personalized professional development plans for the teachers on a needs basis.

**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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Despina Zaharakis/CFN 210	District 27	Borough Queens	School Number 047
School Name Chris Galas School			

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

Principal Ann Moynagh	Assistant Principal Katherine Hayden-Gallagher
Coach N/A	Coach N/A
ESL Teacher Joanne Skier	Guidance Counselor Bridgette Edwards
Teacher/Subject Area Jenine Andrews/Fifth grade	Parent Tracy Schnepf
Teacher/Subject Area Janet Ryan/Fourth grade	Parent Coordinator Rachel Colleran
Related Service Provider Deana Folchetti	Other here
Network Leader Joanne Brucella	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		Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	210	Total Number of ELLs	3	ELLs as share of total student population (%)	1.43%
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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. 

Upon registration to our school community, a parent or legal guardian, is asked to complete with assistance, by Joanne Skier, ELL coordinator or Katherine Hayden-Gallagher (AP). The Home Language Identification Survey (HLIS) which is available translated into nine separate languages. The HLIS is a survey which formally identifies potential English Language Learners(ELL's) by establishing the language the child speaks at home. The HLIS Identification process continues as follows: a student is considered to have a home language other than English when: • One question (Part I: questions 1-4) indicates that student uses a language other than English and Two questions (Part II: questions 5-8) indicate that student uses a language other than English. Once identified a tentative, informal oral interview is conducted, in English, with the parent or guardian. If necessary, a formal interview is then conducted with the potential ELL to determine Language Assessment Battery-Revised(LAB-R) eligibility. The LAB-R, in turn, establishes English proficiency. The secretary, Rosemarie Witkowski, is then notified as well. When necessary, several in-school staff members fluent in other languages, including, but not limited to, Spanish, German and Polish, provide parental translation. When translators are not available within the building the translation hotline is contacted. Transfer ELL students are identified upon arrival through biographical and test histories provided by Mrs. Witkowski (secretary) and, when necessary, contact is made to the former school. If the interview procedure indicates that the student is eligible for testing, Mrs. Skier, (ELL and test coordinator), administers the LAB-R. She is a fully licensed teacher and holds a Masters Degree of Science in Reading. After immediate scoring of the LAB-R the student is either deemed eligible for ELL services or English proficient. Students whose primary language is Spanish and score at or below proficiency on the LAB-R are administered the Spanish LAB-R. Those students in need of services are immediately placed in an ELL program and parent contact is made. ELL instruction and test preparation are driven by careful data analysis and examination of student achievement on the LAB-R, ELL interim assessments and The New York State English as a Second Language Achievement Test(NYSESLAT). The NYSESLAT is administered annually in the spring to every ELL in the building. This test determines whether or not the ELL will qualify for continuation of ELL services. These scores are reviewed annually and program content is varied to focus on areas of need and to identify strengths. In order to ensure all students are tested Joanne Skier consults the BESIS(RBPS) report and the RLER report which lists all students to be tested with NYSESLAT. These reports are printed weekly leading to testing. All four components are given to all students. Katherine Hayden-Gallagher (AP) files test security forms and keeps a list of all students tested and not yet tested. Ann Moynagh (P) signs the Principal's Certification upon completion of all four modalities ensuring all tests were completed.

In order to meet the needs of the ELL community, prior to the start of the school year, identified parents/guardians of ELL children,

are welcomed by the Parent Coordinator and allowed to tour the building and facilities. The Parent Survey and Program Choice forms are reviewed and discussed. Parents are informed of the three choices in programs, Transitional Bilingual Education, Dual Language programs and Freestanding English as a Second Language programs. Parents are invited to open houses through mailings to their homes and if necessary, native language translators are contacted. Parent workshops are conducted, in conjunction with the Parent Coordinator, multiple times throughout the year as necessary. A Parent Orientation meeting is held annually in September, within the first ten days of identification as an ELL, and several times throughout the year, for new and continuing students. The orientation video is shown and parents are informed of all placement choices. During the orientation meeting, the Parent Survey and Program Selection forms are again distributed, discussed, completed and collected and kept on file. Native language translators may be contacted. When parents are not present at the meeting, all forms and entitlement letters(continued and new admit) are distributed to the student and returned and collected the following day by Joanne Skier. Phone calls are made to ensure that parents are aware of letters being sent home. If other attempts have not been successful, Survey Forms are completed during Parent-Teacher Conferences. All forms are kept on file within the building. If the form is not returned the default program is then Transitional Bilingual Education as per CR Part 154. Within our school community parental choice has consistently indicated that a freestanding ESL model is the preferred placement. Over the past several years, we have had only six new General Education(Gen Ed) ELL students. In 5 of 6 instances, the ELL team, consisting of Mrs. Katherine Hayden-Gallagher(AP), Ann Moynagh (P) Joanne Skier(ELL), Bridgette Edwards(Guidance), Cecilia Derr(Gen Ed), and Deana Folchetti(Individualized Education Plan Teacher), carefully reviewed the parental choice forms and found that the preferred program was freestanding ESL. One student chose TBE. The parent was informed that we do not currently have a TBE program available. Information was provided about other schools that did have this program but the parent chose to keep the child at Ps 47 in a free-standing ESL classroom. A Transitional Bilingual Education program or a Dual Language program has not been indicated as a parental choice thus far. All information about our school ELL community is collected using the Bilingual Education Student Information Survey(BESIS). Our building is in alignment with parental requests offering a Freestanding ESL model.

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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Self-Contained														0
Push-In					2	1			2					5
Total	0	0	0	0	2	1	0	0	2	0	0	0	0	5

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish						1								1
Chinese														0
Russian														0
Bengali					1									1
Urdu														0
Arabic														0
Haitian														0
French														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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?

P.S. 47Q is implementing a push-in/pull-out, freestanding English as a Second Language program model, classes are heterogeneously grouped, and alignment with the eight principles is insured. The ELL population of PS 47 consists of only three students, two General Ed and one special needs. Of the two general education ELL's currently in our building, both students are serviced by the ELL teacher, our special education student has been x coded but is being served as per her IEP with ELL instruction. The special needs student is a fifth grader; her home language is Spanish (x coded). Students identified as special needs receive instruction in accordance with their IEP goals. Our General Ed students are in fourth grade and eighth grade, and their home languages are Bengali and Polish respectively. Due to the very small population of serviced ELLs in our building (3), ELL services are provided by a fully licensed K - 12 Reading teacher, who has received mandated ESL professional development, as well as completed college coursework in ESL instruction. She holds a Master of Science Degree in Reading. In planning for ELL instruction all applicable subgroups (including: SIFE, newcomers, long term ELLs and special needs students) receive three hundred and sixty minutes(360) or one hundred eighty minutes(180) of instruction, respectively, as mandated in CR Part 154. A push-in/pull out model is implemented, so that fifty percent of instructional time is provided by the ESL teacher in collaboration with the classroom teacher, to differentiate instruction in major subjects areas; and fifty percent is spent on direct

A. Programming and Scheduling Information

instruction in English acquisition skills and activities. One teaching period per day (45 minutes) is dedicated to ELL instruction, 4 X per week (as our special education student only require 180 minutes at present). Two teaching periods are dedicated to the fourth and eighth grade as these students require 360 minutes of ELL instruction. Performance tasks are designed in accordance with NYS Common Core Standards with a focus on academic rigor. ELLs receive differentiated classwork and this is reflected in separate work folders. Scaffolding techniques, visual aids and technology are all used to increase language base and encourage student participation. Prior knowledge is used as a building block for complex content area instruction. Content area materials used for our ELL population include Getting Ready for NYSESLAT and Beyond, The Harcourt/Brace Reading Series, Foundations, and Empire State NYSESLAT by Continental Press. Bilingual and picture dictionaries are used to support Native Language. ELL students are given AIS instructional support and participate in extended day activities. Although there are no SIFE students within our population at this time, students identified as such, would be evaluated upon entering the building. A careful review of student records and test data would be conducted. Contact would be made to parents/guardians and the student's former NYC public school. Running records and/or formal QRI assessments and verbal interviews with the student would be used to obtain necessary information about the student's knowledge of English. Instructional scaffolding is a main form of academic development. This includes modeling, walk throughs and interaction providing students with clear examples for task completion. Teachers use content area support for ELL's that are built into their curriculum books. We currently have no SIFE students, however, SIFE would receive extended instructional time, which may be offered through after-school classes or tutoring, and AIS. SIFE are best served in small groupings. We currently have two students in our building who have been in the US less than three years. Small group and AIS instruction is offered, as well as the use of multimedia to help with understanding. Our special ed ELL is progressing well. Each uses Empire State NYSESLAT in order to practice skills in all modalities with focus on their specific need as identified by last year's NYSESLAT. We currently do not have students who are long term ELL's. Classroom teachers of ELL-SWD's use modified classwork to support all ELLs.

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

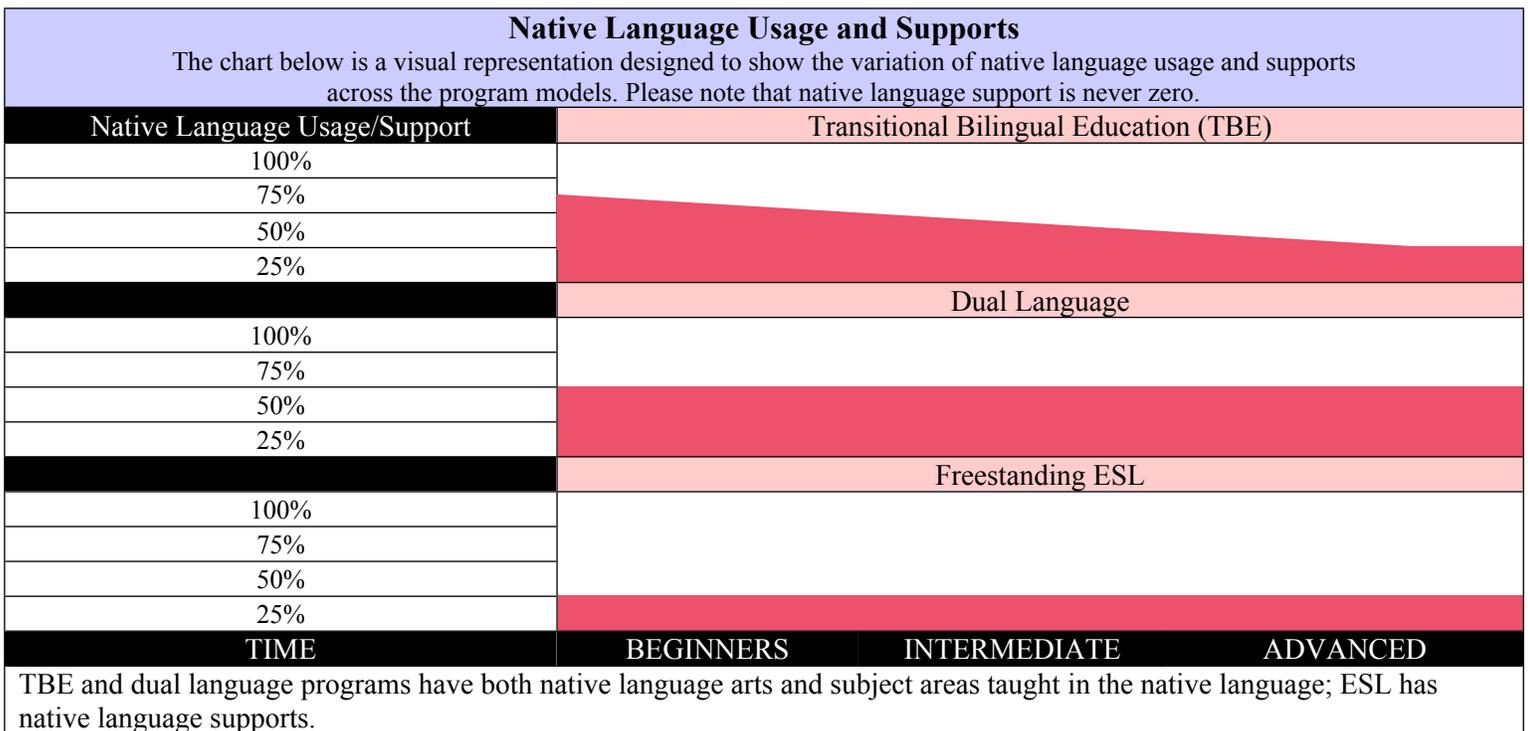
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

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?

Bridging between concepts and language occurs when students activate prior knowledge through anticipation guides and links to personal experiences. Contextualizing new concepts with manipulatives and graphic representations builds deep understanding of language. Schema building is used to bridge previous knowledge with new material. This is presented in the form of lecture and or advanced organizers. Text Re-presentation is used to transform concepts from one genre to another, for instance, taking new science concepts and creating a play or friendly letter, therefore making the text more accessible. Students are engaged in metaconitive activites in which they step beyond the experiences and can actively reflect on their learning. Within each subject area teachers use modeling and scaffolding of information to support the ELL. In Social Studies, Venn Diagrams and graphic organizers are used with the individual ELL to build schema. In math, Think-pair-share and peer tutoring is used to support ELL progress. When possible, translated versions of the math material is provided for the student. New programs being considered for the upcoming school year are MacMillan/Mcgraw Hill Reading Treasure Chest. We have not chosen to discontinue any programs at this time since our ELL population has greatly improved over the course of the year with the programs in place. Ell's are invited to early morning Chorus activities. Arts and crafts and Estuary Explorers, chess club and computer club are offered after school. Estuary Explorers is funded through grants. All Ell students attend extended day academic intervention. google Translate is used as an on-line comprehension tool. Students also participate is RAZkids.com, an interactive sight with math, reading and social studies and language building tasks. There are several alternate language (Spanish, etc) copies of independent reading books available for use within class libraries. Classroom support for newly identified ELL's is offered to ensure a smooth transition to the new building. Parental updates, keep parents informed of the transition.

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)?

N/A

D. Professional Development and Support for School Staff

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

Professional development is provided for all classroom and special ed teachers, administrators, guidance counselors, paraprofessionals and other service providers during grade conferences and staff development workshops as part of the fifty minute professional development period adopted by our School Based Option. A minimum of 7.5 hours of training in ESL methodologies is achieved. Agendas and sign-in sheets are kept on file. Information on instructional methodologies learned from monthly ELL meetings is turn keyed on a continuous basis. Scaffolding and Think Pair Share techniques are demonstrated for classroom teachers. Teachers have also been trained to use Renzulli Computer Learning, a web-based program designed around the needs assessment of the individual ELL student. Personal profiles are used to create individual learning tasks based on the students' own learning styles and profile. After school workshops are offered to all staff on a monthly basis. Recent Professional developments included training to use E-chalk and Smart board tools. The Echalk program recently purchased by the school provides second language support and individual activities for the ELL. Quality Teaching for English Language Learners(QTEL) a researched based professional development firm is used for support and training for all staff. Teachers articulate information about all students in June and Articulation sheets adressing student stregnths and weaknesses are passed to each new teacher.

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?

An orientation workshop for parents of LEP students takes place in September to apprise parents of instructional data, instructional time and standards for student achievement. The administration, our ELL coordinator and our Parent Coordinator conduct the meeting. Parents are distributed information on interim assessment data, NYSESLAT data, and view a video on parental choices available within the school community. Throughout the year, the ELL teacher and Parent Coordinator continue to provide informational meetings. If necessary, several staff members are fluent in other languages and translation is provided. At current we have only three ELL students receiving services and the parents/guardians all speak fluent English. At the orientation meeting, all handouts and videos were presented in several different languages. Prior to the school year several translated versions of the HLIS were obtained for use if necessary.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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													
	P						1							
READING/ WRITING	B													
	I													
	A						1							
	P													

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

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

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

ELL instruction and test preparation is driven by careful data analysis and examination of student achievement on the LAB-R, ELL interim assessments, classroom tests and NYSESLAT. The ELL population of PS 47 consists of three students, two General Ed and one special needs. One second grade, former ELL tested out in the Spring of 2011 as proficient in English on the NYSESLAT. He will continue to be monitored and receive ELL test accommodations for state exams. Each of the three ELL's currently in our building are serviced by the ELL instructor, one, although X coded, is being served as per her IEP with ELL services. The special needs student is a fifth grader; her home language is Spanish (x coded). Our General Ed students are in fourth grade and eighth grade, respectively. Their home languages are Polish and Bengali. Information obtained through 2012 NYSESLAT analysis indicates that our one Spanish-speaking student has maintained her status as proficient in speaking and listening, and advanced in reading and writing. Although not yet proficient her scale scores indicate progress. Instruction will be on going, as per her IEP, in all four modalities. Overall, our special needs population has achieved gains, moving from a six-seventyfour to a six-eighty scale score. Within the General Ed population our Polish and Bengali speaking students scored as beginners on their respective LAB-r tests. Although speaking was ranked highest of the modalities, all were placed within the realm of beginning language skills. Our one Thai-speaking ELL, who was serviced in the last school year, is now proficient in both speaking and listening and reading and writing, although he is no longer enrolled in our building for the 2012-2013 school year. He made significant gains from his previous ranking of advanced in speaking and listening and advanced in reading and writing on his NYSESLAT in 2011. Our students are also tested with the Fountas and Pinnell Reading Assessment System. This measures word call and comprehension reading proficiency. Analysis of the data shows that our eighth grade General Ed student is placed at a level N, the class/grade average is X. She has only been in this country since August of 2012. Our fourth grade student is placed at an instructional level H, about 3 years below the class average instructional level of Q. Our special ed fifth grader is placed at an instructional level P, also three years below the class average of S. Instruction for students will be focused on strengthening speaking and listening skills and building skills in reading and writing. All students receive classroom instruction aligned with the Common Core Standards. Procedures are modified for ELLs accordingly to scaffold instruction. This includes picture dictionaries, word charts, and graphic organizers. Periodic assessments are analyzed by skill level and distractor analysis. Students are then instructed in strategies to understand content.

Additional Information

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

Paste additional information here

School Name: Chris Galas**School DBN: 27Q047**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ann Moynagh	Principal		1/17/13
Katherine Hayden-Gallagher	Assistant Principal		1/17/13
Rachel Colleran	Parent Coordinator		1/17/13
Joanne Skier	ESL Teacher		1/17/13
Tracy Schnepf	Parent		1/17/13
Jenine Andrews/Grade 5	Teacher/Subject Area		1/17/13
Janet Ryan/ Grade 4	Teacher/Subject Area		1/17/13
n/a	Coach		1/17/13
n/a	Coach		1/17/13
Bridgette Edwards	Guidance Counselor		1/17/13
Joanne Brucella	Network Leader		1/17/13
Deana Folchetti	Other <u>Related service</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q047 School Name: Chris Galas

Cluster: 2 Network: 210

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.

PS 47 is dedicated to accurately and actively informing parents of all school information in a timely manner. Upon registration, the ELL coordinator reviews the Home Language Identification Survey (HLIS) with the parent filling out the form. At this time, the ELL coordinator conducts an informal interview with the parent to assess how best to correspond with the parent and in which language they prefer. The ELL coordinator notes all language preferences. The information is then relayed to all staff involved in the student's education, as well being placed on the Blue Emergency Card and into ATS. If the parent completing the form does not speak English a phone interpreter is called to help conduct the initial interview.

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.

Our building is unique in that there are currently only three ELLs serviced here. The parents these students speak broken English but were able to communicate in their native language and have expressed to our school that they wish all correspondences (written and oral) to be in English. Information about ELL preference is addressed and discussed at Leadership and LAP Committee meetings. Minutes from all meetings are available to the entire school community

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.

As indicated in Part A, we presently do not require translated documents. However, if the need arises a fax will be sent to the DOE's Translation and Interpretation Unit and a translated version of flyers and/or parent information will be created and distributed

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.

At present, as indicated in Part A, we do not require translated documents or language assistance services. However, if the need arrives, we will contact the DOE's Translation and Interpretation Unit at (718) 752-7373 ex.4.

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>.

In accordance with Chancellor's Regulation A-663 Section VII, PS 47 will provide each parent, whose primary language is a covered language and who requires language assistance services, with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions will be downloaded from <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Responsibilities.htm> as necessary. Our schools will also post at the primary entrance to the school, a sign in each of the covered languages indicating the availability of interpretation services. Translated signs, in the covered languages will be downloaded from <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>. Our school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language

barriers, if the need should arise.