



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PUBLIC SCHOOL 65Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27/Q/065

PRINCIPAL: RAFAEL MORALES **EMAIL:** RMORALE@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. 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
Rafael Morales	*Principal or Designee	
Nicole Lake	*Assistant Principal	
Joan Doctor	*UFT Chapter Leader	
Rina Surico	Teacher	
Michelle Stango	Teacher	
Jaime Barrisi	PTA President/ Parent	
Roseny Zelaya	Parent	
Bessy Zelaya	Parent	
Frances Moya	Parent	
Indhira Aviles	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

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

By June 2013, Students with disabilities student group will demonstrate progress towards achieving state standards as measured by a 5% increase by this subgroup of students at grade or higher on Edperformance assessments.

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.
- Based upon the 2011-2012 School Progress report, performance on the NYS ELA Exam resulted in a grade of “B” for this section of the card. 50.4% of students performed at level 3 or 4. Additionally, average student proficiency was 2.90 on the NYS ELA. Additionally, training in the CCSS for staff and parents would fulfill department of education instructional expectations.

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:
 - Professional development will be provided to all staff on CCSS in literacy by administration.**
 - Professional development will be provided to staff by Network achievement coaches on topics such as curriculum mapping rubric writing as well as continuing to unwrap and utilize the CCSS.**
 - Professional development will be provided during opening of school PD opportunities on Units of study outlined in the Common Core Library**
 - Teacher teams will continue to focus on using protocols to review student work so as to close curricular and instructional gaps.**
 - Professional development will be provided throughout the year in writing through the Writing Aviator staff developer.**
 - Teachers will utilize the CCSS to plan grade specific writing prompts and assignments while providing scaffolds for students to meet the higher standards outlined in CCSS.**
 - Teachers will develop and implement 3 units of study in Literacy**
 - Teacher teams will analyze resulting student work from scaffolded tasks and adjust teacher practice to help students meet career and college readiness grade level expectations.**
 - Workshop series will be provided to the parent body on the DOE instructional shifts in literacy and their implications on the students and assessments.**

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.

- providing materials and training to help parents work with their children to improve their achievement
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- 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

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 Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The school has established a Character development unit of study to aid in achieving this goal. All grades completed a character education unit of study and have instituted the Bucket Filler Program.

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 increase student performance in Mathematics by 4% as measured by Ed Performance testing from September to May.

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.
- Based upon the 2011-2012 School Progress report, performance on the NYS Math Exam resulted in a grade of “B” for this section of the card. 72.9% of students performed at level 3 or 4. Additionally, average student proficiency was 3.35 on the NYS exam which resulted in results that were better than only 54.8% of the peer group. Additionally, training in the CCSS for staff and parents would fulfill department of education instructional expectations.

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) **Professional development will be provided to all staff on CCSS in mathematics by administration.**
 - b) **Professional development will be provided to staff by Network achievement coaches on topics curriculum mapping**
 - c) **Professional development will be provided during opening of school PD opportunities on Units of study and alignment with the Envision Math program**
 - d) **Teacher teams will focus on using protocols to review student work so as to close curricular and instructional gaps.**
 - e) **Teachers will design mini-lessons around the implications for teaching and learning**
 - f) **Teachers will utilize the CCSS to plan grade specific math tasks and assignments while providing scaffolds for students to meet the higher standards outlined in CCSS.**
 - g) **Teacher teams will analyze resulting student work from scaffolded tasks and adjust teacher practice to help students meet career and college readiness grade level expectations.**
Workshop series will be provided to the parent body on CCSS and there implications on the students and assessments.

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.

*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;

*provide opportunities for parents to help them understand the accountability system, e.g., student proficiency levels, Progress Report, Quality Review Report, Learning Environment Survey Report;

* conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; mathematics, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

* translate all critical school documents and provide interpretation during meetings and events as needed;

*encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

* providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

* 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

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.
 X Tax Levy X Title I Title IIA Title III X 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).
- *All federally funded requirements will be utilized to provide the above services including the use of Title 1 Parent Involvement funding as well as Title 1 Professional development funds.

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 increase student performance in literacy by 4% as measured by Ed Performance testing from September to May.

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.

- Based upon the 2011-2012 School Progress report, performance on the NYS ELA Exam resulted in a grade of “B” for this section of the card. 50.4% of students performed at level 3 or 4. Additionally, average student proficiency was 2.90 on the NYS ELA.
- Additionally, training in the CCSS for staff and parents would fulfill department of education instructional expectations.

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:
- Staffing changes will be implemented in grade 3 as this grade performed at a much lower level in regards to performance than grades 4 and 5
- Screening will be done in Edperformance for all grade k-5 students in September of 2012
- Student Edperformance and NYS ELA data will be disaggregated so as to identify and address instructional and curricular gaps
- Professional development will be provided to staff in regards to the CCSS, instructional expectations as well as the Danielson Framework for Learning.
- Response to Intervention services will be provided at the Tier 2 and 3 levels for students designated through the screening process.
- MCLASS Burst tutoring program will be implemented to provide a programmatic approach to addressing students needs as well as an interim assessment.
- Edperformance data for classes will be utilized to track teacher efficacy and student performance
- Teacher Individualized PD plans will be utilized to meet teacher needs to increase student performance.

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.
- 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;
- provide opportunities for parents to help them understand the accountability system, e.g., student proficiency levels, Progress Report, Quality Review Report, Learning Environment Survey Report;
- 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;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

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).
- The school has established a Character development unit of study to aid in achieving this goal

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	Saturday Academy Afterschool RTI	Services are delivered in small group as well as one to one tutoring	Services are provided afterschool for 2 hours and on Saturdays for 1.5 hours RTI services are provided during the day for 50 minutes 3-5 times a week
Mathematics	Saturday Academy Afterschool RTI	Services are delivered in small group as well as one to one tutoring	Services are provided afterschool for 2 hours and on Saturdays for 1.5 hours RTI services are provided during the day for 50 minutes 3-5 times a week
Science	Saturday Academy	Services are delivered in small group	Services are provided Saturdays for 1.5 hours
Social Studies	Saturday Academy	Services are delivered in small group	Services are provided Saturdays for 1.5 hours
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	During school with Guidance Counselor	Small group or one to one.	Services are provided throughout the day by the school guidance counselor

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.

Staff are hired after being interviewed by administration. Questions focus on the applicant's knowledge of DOE instructional expectations, Danielson's Framework of effective instruction as well as knowledge of best practices in various curricular areas.

Once hired, staff are provided professionally development on a monthly basis on critical areas of instruction as well as DOE mandates or initiatives. In addition, teachers create an individualized professional development plan with administration in September which outline their strengths and weaknesses based on Danielson's framework. Short frequent observations are done to support the teacher in that area. Feedback is provided as well. Teachers meet with administration every other month to review progress in regards to professional development.

In addition, faculty are sent to professional development opportunities outside of the building as requested or deemed necessary. Network achievement coaches are also utilized to provide professional development in literacy and mathematics.

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

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;
- 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., student proficiency levels, 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;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing 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 a 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Althea Serrant	District 27	Borough Queens	School Number 065
School Name Raymond York Elementary School			

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

Principal Rafael Morales	Assistant Principal Nicloe Lake
Coach Kimberly Ferina	Coach Maryann Natale
ESL Teacher Susana Domingo	Guidance Counselor Jan McDougal
Teacher/Subject Area Felix Regalado – 5th Grade	Parent Indire Aviles
Teacher/Subject Area Kathleen Washington – 3rd	Parent Coordinator Pattie Musalin
Related Service Provider type here	Other type here
Network Leader Althea Serrant	Other type here

C. Teacher Qualifications [i](#)

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	4	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0

Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0
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D. School Demographics

Total number of students in school	486	Total Number of ELLs	34	ELLs as share of total student population (%)	7.00%
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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. 

The parents of every newly admitted student is given a Home Language Identification Survey (HLIS) in English and in their native language by the pupil personal secretary when they come in to register. If a language other than english is identified on the HLIS, a licensed ESL teacher, i.e. S. Domingo, is called to ascertain that the information provided by the parent is correct. A translator is available to assist the parent in filling out the HLIS if needed. The HLIS is part of the enrollment packet that all parents of new students must complete. Once completed, Susana Domingo, one of the licensed ESL teachers, analyzes the completed form to see if it meets the criteria for ESL services. Ms. Domingo, who speaks Spanish and English, will call the families of students who listed a language other than English to be certain that the form was filled out correctly. During the conversation with the parent, questions regarding what language is spoken at home, what language the child predominately speaks, etc, are asked in english and in the language that the parent identified as the home language. A translator is brought in to assist in this call when needed. Based on the parent responses on the HLIS and the interview with the parent, the appropriate LAB-R is administered when applicable, including the Spanish LAB to spanish speaking students. This entire process takes place with-in ten days of a new student registering for our school. This process identifies our ESL students. These students are given the LAB-R assessment by one of our . licensed ESL teachers, i.e., S. Domingo, etc.

In the spring, all ELL's are given the NYSESLAT to ensure that they are entitled to services and if so based on their results, the quantity of their entitlement. ATS reports are used to determine which students are eligible to take the NYSESLAT exam. Susana Domingo uses this report to administer The NYSESLAT to each eligible student. Ms. Domingo ensures that the four components of the NYSESLAT are administered by following the accompanying Directions for administering the test. Additionally she maintains a log of which components each student has completed.

The parent's choice letters (survey and selection) are sent to those parents who were identified as to have ESL students. There are three choices of programs listed: ESL, Dual Language Program and Transitional Bilingual Education. Each parent was asked to list in order of preference from first to third, the educational program they preferred for their child. 100% (8/8) of all responses indicated that ESL was their first choice. None of the parents indicated a second or third choice. There is no interest in DL or TBE programs as a result of the success of the ESL program that has been in place for ten years. The efforts to inform parents of their choices have included workshops, attendance at these workshops has improved from the previous year. Approximately 30% of ESL parents have been informed of choices via workshops. S. Domingo, a licensed ESL teacher, conducts the parent meeting. She along with our parent coordinator send letters home to these parents to inform them of the parent workshops. These letters are sent home in English and in the language the parent identified as the language spoken at home. A translator is available at the parent workshop if needed. The trend of 100% of parents choosing ESL has continued at PS 65Q over the last several years. Parents overwhelmingly request ESL services for their children and prefer that their children remain in a regular classroom setting. They believe that their children need to learn English and acclimate themselves to the school environment. It should also be noted that we do NOT offer Dual-Language or Bilingual education programs in PS65. Parents continue to choose the Freestanding ESL program as their choice for their children. As a result, the school is continuously monitoring the ESL program and making effective changes to improve the program. We offer workshops for parents of ESL students through our parent coordinator to describe the ESL program in our school.

The school sends out parent choice letters at the beginning of the school year to all new students entering PS65. The parents of students that were receiving ESL services in the past receive a "continuation of services" letter. We have had 100% of the letters returned over the past several years request ESL services. There has been no interest in DL or TBE programs here at PS65. When the letters are returned, members of the LAP team meet to review them and make decisions that will best affect the student's education. As a result of those meetings and the data from the letters, we offer appropriate ESL services to all of the mandated students. For all students eligible, an entitlement letter is sent home identifying what services the student will be provided. These letters are signed by the parent and returned to the school. These letters are kept on file with the ESL staff, i.e., S. Domingo.

Entitlement letters are handed directly to the parents of newly admitted ELL students at the orientation along with the parent survey and program selection form.. The parents are given the opportunity to complete these forms and return them to Susana Domingo. Ms. Domingo stores all of these forms on file in the ESL office.

parents that do not attend the orientation, Ms. Domingo waits for the parent at dismissal or in the morning when the child is dropped off to hand the letters directly to the parent. For students that are continuing to receive services, the entitlement letter is sent home with the student to give to the parent. All of these letters are maintained on file with Ms. Domingo in the ESL office.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This

school

offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	27
		Special Education	9

Number of ELLs by Subgroups					
SIFE	1	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	27	1	5	7	0	4				34
Total	27	1	5	7	0	4	0	0	0	34

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

C. Home Language Breakdown and ELL Programs

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

Hispanic/Latino: ____

Native American: ____

White (Non-Hispanic/Latino): ____

Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	5	3	4	5	4								24

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
Chinese				2										2
Russian														0
Bengali	1	1	1	0	1	1								5
Urdu					1									1
Arabic	1		1											2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	5	6	5	6	7	5	0	34						

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?

A. Programming and Scheduling Information

Our Freestanding English as a Second Language (ESL) programs provides instruction in English, emphasizing English–language acquisition. Our students come from many different native–language backgrounds and English is the only common language among students. At P.S. 65, we follow a Pull–Out Model and adhere to all CR Part 154 Mandates. Students are pulled homogenously by a certified ESL teacher that provides services at the level of those students. ELLs who spend most of their day in all–English content instruction are brought together from various classes for English–acquisition focused instruction. This is sometimes at the cost of content instruction time in their classroom. ESL teachers will continue to plan carefully with general education teachers to ensure curriculum alignment. Time is allocated via professional development, for general education teachers and ESL teachers to plan curriculum alignment and instruction for ELLs. Instructional ESL methodologies and content area expertise can complement each other to facilitate and accelerate both English language acquisition and content learning for ELLs.

A pull–out schedule is created for the ESL staff to ensure that all students are receiving the mandated services. Attendance records are kept by the ESL staff to validate that each student had received service when they were scheduled. These records are monitored throughout the year to ensure compliance.

70.6% (24/34) of our ESL population speaks Spanish, as a result the ESL teachers and other staff members that speak Spanish use their knowledge of that language to help with instruction. They use Spanish to help students develop comprehension, vocabulary and other skills that can be used while the students are learning English. The student’s native language is intertwined with English to further develop their language skills in the ESL model. We currently do not have a DL or TBE program in PS65 that requires language allocation.

In conclusion, our ESL program adheres to the “Children First” initiative’s uniform curriculum. Our program uses a balanced approach to literacy, including high–quality instructional practices that facilitate academic excellence for ELLs. The program also adheres to the New York State Learning Standards for all academic areas, and has an ESL component based on the New York State ESL Standards.

The school ensures that all ELL students are evaluated in their native language on all state assessments that are available in their native language. Additionally, we conduct Ed Performance testing in mathematics in Spanish to evaluate our spanish speaking students. Furthermore, we maintain classrooms libraries in various languages at different Fontas and Pernel reading levels that we use to monitor the reading abilites of ELL students intheir own language.

All students including SWD’s that are x–coded receive the mandated ESL units that they are entitle to in the same manner that all ESL students receive services:

Beginner/Intermediate students are placed via testing, using a pull out model with ESL teachers twice daily to meet the requirement of 360 minutes per week. Strategies that are used are based on the Success for All ELA/ELL

A. Programming and Scheduling Information

Literacy model. They include auditory and visual aids, Fast Track phonics, language links, and partner guided reading in interactive learning groups. Children are assessed every eight weeks to monitor progress using a one to one inventory or SRI levels. Advanced children are grouped for ESL at a grade and age appropriate level. Where possible, based on student eligibility numbers, a push in model will be used to enhance classroom instruction during content area periods.

ESL teachers are provided with the ESL and the New York State Learning Standards, as well the Region and School prototype. ESL lesson plans and learning experiences are aligned with these standards. Math, Science, Social Studies and other subject areas are integrated into daily lesson plans. ESL teachers link with classroom teachers to ensure that the writing genre of the month is integrated with instruction. Visual and print materials, manipulatives, extra help, and physical demonstrations also play a role in the development of each lesson.

In our school, ELL students are pulled out of their mainstream classes. During our Success for All literacy block, our ESL teachers instruct targeted ELL students. Where possible, ESL teachers can push into Science, Social studies, and Math classrooms and utilize vocabulary strategies to enhance literacy. Core content area instruction is provided. A writing workshop model is used at PS 65. Our ESL teachers link with classroom teachers to plan curricular alignment and instructional improvement for ELLs.

Instruction is differentiated for students of varying ability. This differentiation is evident through the level of the reading materials used by the ESL teacher, but more specifically, through the SFA reading program. Students are leveled by reading ability and are placed with students throughout the school that read at the same level. Instruction is then directed at that level providing each student instruction at their level. Further differentiation is used during their ESL instruction time through leveled center activities and direct questioning from the teacher.

Our ESL program focuses on language acquisition and incorporates school-wide initiatives (i.e. Reading Skill of the Week, Genre of the Month and the 4 Square writing organizational tool). We stress weekly reading comprehension skills, as well as the monthly writing genre focus. Students identified as ELL also receive intensive one on one tutoring through grant funds to supplement instruction. The LAP is used to identify the areas of weakness that need to be addressed.

A feature of the Success For All Reading program is that students are grouped by ability and need. This allows us to have our certified ESL teachers instructing our ELL's in literacy. Our reading block is one hundred minutes a day yielding 400 minutes or direct contact per week, this is in addition to those students being pulled in other subject areas.

At this time we have one SIFE student. This student receives extended instructional time. This would be provided during after-school classes, tutoring, Saturday programs, and summer programs. All other opportunities available for ELL students would be available to SIFE's as well.

A. Programming and Scheduling Information

Greater outreach to parents needs to be provided from the school to better educate them in making intelligent choices that will best suit their child's needs. This not only includes the various ELL programs to choose from, but the structure and methods of the current ESL program that is in place.

ELL students new to the school, and those that have been here for less than three years will acquire the use of English through literacy immersion, content area learning and daily socialization skill instruction. Visuals, manipulatives, and physical demonstrations will be utilized to aid in the growth of their vocabulary. There will be more emphasis on listening and speaking skills to get them prepared for reading and writing. It is imperative that these students learn basic classroom English, procedures and routines as to build their self-esteem and self-confidence when they are in their classrooms. An afternoon program is offered to support student progress.

ESL students that have been in the program for four years or more, including long-term ELL students (6 years +) will have more emphasis placed on their reading and writing skills integrating content area to prepare them prepared for the State assessments. Since there is a small amount of these students, instruction is individualized. An afternoon program is offered to support their progress.

For students that have tested out of the ESL program by successfully passing the NYSESLAT exam, testing accommodations are provided. These students are also provided support to help them maintain their development of the English language.

ESL students that are also classified as Special Education, will receive all services afforded to them by their IEP and by part CR Part 154. All special education students, including those that are x-coded, will receive ESL service as described by the level they have achieved on the NYSESLAT. We do not have any Bilingual Program currently in PS65. Additionally, we have no ELL-SWD's with IEP's that mandate bilingual instruction.

ELL students with special needs require individual methods of instruction. Different materials, teaching techniques, and approaches are needed to accommodate each child's special needs. Morning and afternoon programs are offered to support student progress. ELL-SWD students receive the mandated instruction from a licensed Special Education teacher either in a self-contained setting or in an ICT setting. In addition to the classroom teacher differentiating the lesson for ability, the teacher also implements ELL strategies to these students. ELL-SWD students are pulled out of class in the same manner that their General Education counterpart are pulled, ergo, small group instruction with a licensed ESL teacher for the mandated amount of time.

Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language

- heritage classes
- foreign language (LOTE) classes

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

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

25%	Dual Language		
100%			
75%	Freestanding ESL		
50%			
25%			
100%			
75%	Freestanding ESL		
50%			
25%			
100%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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?

Small group supplementary services are provided after school. These programs focus on enhancing literacy, math, and test sophistication strategies differentiated to meet the educational strengths and needs of each student. Student grouping is based on the level of language acquisition to assist our ELL students to learn English, and to meet age appropriate academic achievement standards for grade promotion and graduation. Exit requirements for the program will be based on results of NYSESLAT.

Former ELL's that have recently scored proficiently (within one year) on the NYSESLAT receive testing modifications. These modifications include, but are not limited to, extended time and separate location

We will be continuing our early morning ESL study program. This program was initiated in 2008 in order to provide additional support to our ELL's. Students meet with certified ESL teachers twice a week for a total of ninety minutes. Various subjects are covered with a focus on vocabulary.

There are various programs offered to all students in the PS65, i.e., after school program, Saturday Academy, etc, ESL students have equal opportunity to attend these programs in addition to the specialized ESL programs already in place.

Our goal is to help each student attain higher levels of proficiency each year, and to reach and attain the goal of language acquisition. There is a greater emphasis on reading and writing skills to help these students achieve this goal. Challenging work is given to motivate students to strive for greater success.

The CR Part 154 mandates that 360 minutes of ESL instruction be given to Beginner and Intermediate level ELL students, and 180 minutes of ESL instruction for Advanced ELL students. It is assured that these mandates are met by designing a schedule that the students follow. Beginner and Intermediate students meet for a minimum of eight 50-minute periods each week, for a total of 400 minutes, which exceeds the mandate. Advanced students meet for four 50-minute periods each week for a total of 200 minutes. These students are also incorporated into the regular "Success for All" program, which meets for 100 minutes daily, 500 minutes weekly. The Advanced students

far exceed the CR Part 154 mandate. In addition to these mandates, we also offer, before and after school, small group instruction, and one on one tutoring. A Saturday program is also available in various sites.

In response to CR Part 154 (A-11) mandate, the following intervention services are available to ELLs for students identified for Extension of Services on A-11: After School Literacy/Math Instruction for Grades 3-5; a push in model by support staff; one to one tutoring.

In addition to the vast supply of Success for All resources that the school provides its ESL teachers, the teachers also use but are not limited to:

Success for All Reading

Pearson "EnVision Math"

"Read All About It" by Lori Howard

"Can You Believe It?" by Jan Huizenga

The Oxford Picture Dictionary

Leveled library books-fiction and non-fiction

DVD's and videos, specifically: SFA - "Reading Reels for Roots"

"Craft Lessons" and "Non-fiction Craft Lessons" by Ralph Fletcher

Rigby In Step Leveled Reading Intervention Program

The Leap Frog program, which is a technology based interactive literacy program, is utilized for early learners K - 3. It stresses visual and auditory strategy cues via the Leap Pad system. The use of wireless i-Books is also used as a motivational tool designed to enhance and eliminate frustration for our ESL population. In the near future we will be utilizing "Options" as supplementary math materials for our ELL students to use along with their Pearson "EnVision Math" curriculum. The "EnVision Math" program provides differentiation with-in the program for ESL students including a strong vocabulary development segment for these students

Through Success for All, our ELL students are instructed during the Literacy Block using ESL strategies that are incorporated in our program. Our Success for All Literacy program incorporates a newly developed resource for teaching phonemic awareness through the use of a DVD. This has been, and continues to be an excellent strategy for reaching our ELL population.

for the 2011/2012 school year, we have Promethean Boards or Smart Boards in every instructional classroom that is used as a toll to facilitate learning. ESL students benefit from the technology as they are continuously listen to oral english, can write on the board, and read from the board.

We have ordered the Rigby In Step leveled reading program. This reading leveling system provides scaffolded instruction in reading characteristics, developmental phonics and language building. Each level focuses on the

key content areas of science, math, and social studies to help our ELL students build essential knowledge while strengthening their reading skills.

Using the LAP Tool Kit, the eight principles were reviewed and prioritized. Focus will be on all LAP Policy Principles that relate to our school's ESL program. We will, however, place special emphasis on Principles Two and Eight. Having students actively engaged in standards based curriculum using textbooks and classroom literacy materials ensures principle Two, Academic Rigor. Students will participate in small group instruction that guides and emphasizes verbal and written discourse. Principle Eight- Quality teachers of ELLs, deals with the specific knowledge of both content and language development. Teachers will demonstrate effective practices and differentiation of instruction based on needs

During the course of the school year, ESL classrooms will be monitored by administrative staff and regional support staff in order to ensure all LAP mandates are being implemented. LAP committee meetings will be held on a monthly basis to discuss implementation and modifications as needed.

The ESL teachers use the student's native language where possible to help clarify the student's understanding of a concept. Translation and communication between student and teacher is continuous. Students that do not yet know how to express their needs and wants in English can use their native tongue to do so. Native language is also used when communicating with the parents of ELL students. It is often necessary to have a translator present to guarantee understanding. When possible, an ESL student is paired with an english fluent student that is fluent in the ESL student's language to assist in fostering the english development of the ESL student.

For the 2011/2012 school year we will include a focus on new admits that come to P.S.65Q having no English skills and speak a variety of languages at home. These students have no English training with limited formal education. We will initiate a zero period to target the needs of these students.

ESL students are grouped in our reading program based on SRA reading levels along-side every student in the school. Beginner and Intermediate students specifically are taught by ESL licensed instructors. Through the pull-out model, ELL's are supported in their grade level correlated to their proficiency level on the NYSESLAT.

Orientation activities are offered to all new students and parents entering PS65 before the beginning of the school year. These activities include specific

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1–5 here

D. Professional Development and Support for School Staff

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

Professional Development initiatives at this time include: Success for All Reading with emphasis on phonemic awareness using Fast track Phonics for early learners, Pearson enVisoin Math and Writing Workshop. Our region provides monthly ESL/Bilingual professional development for our ELL staff. They are afforded opportunities to discuss current research, best practices, materials, NYS–ESL standards, instructional standards, instructional strategies that align with core curriculum, and the application of the regional ESL prototype.

ESL professional development for our monolingual classroom teachers is being provided in order to address the large number of ESL students in grades K – 2. During our extended day professional development and grade conferences, we will present our staff with strategies and best practices in order to best meet the needs of our ELL population. Interdisciplinary teaching will be encouraged in order to give ELL”s support with the vocabulary needed to enhance content area learning. We will continue to elicit the assistance of network personnel to provide high quality training. ESL teachers will continue to require professional development on differentiating instruction, especially since most classrooms are composed of students with varying levels of English proficiency and subject area expertise, as well as content area integration.

The school provides the 7.5 hour training to teachers that are in need of it's completion. The work shop is conducted by a licensed ESL instructor. at the completion of the workshop, each teacher is provided a certificate stating they have completed the mandated 7.5 hour training and the certification is maintained in each individual teacher's file. Activities include training on differentiation techniques, questioning techniques, and adapting curricula.

Our network provides personnel to provide professional development to all non–classroom teachers including the Assistant Principal, paraprofessionals, counselors, therapists, secretaries, etc. Workshops for all staff include pedagogically techniques that can be implemented in the classroom to differentiate for the needs of ELL students. Furthermore, professional development focuses on adapting curricula to meet the needs of our ELL students. Our guidance counselor receives specific professional development from our network personnel so that she can successfully transition ELL students.

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?

Through a multitude of events, the parents maintain integral involvement with the school. Parent conferences in the fall and spring, meet the teacher night, workshops through the parent coordinator, project arts with the parents, Saturday ESL program, weekday ESL program (twice a week total of five hours), Family Math Night, Daddy and Me night, Divali and Multicultural Celebration, School Leadership Team, Parent Volunteers, and our extensive PTA provide opportunities for all parents to be a part of PS65. All of these opportunities are available to the parents of ELL students.

Our school partners with EPIC to provide workshops for the parents of ELL students as well as Cornell University. These programs are run throughout the year and are made known to the parents through news-letters and calendars that the parent coordinator distributes.

Specific events include: information on state testing, student data through ARIS, Pearson online training, etc.

We evaluate the needs of the parents through a survey conducted by the parent coordinator during various events throughout the year. It is from this feedback that the school prepares activities and workshops to meet the needs of the parents. The parent coordinator is the liaison between the parents and the school and ensures that the parent's needs are met.

Specific events include: Information on state testing, Student data through ARIS, Pearson online training. There are others provided by the school, however, many of the programs are created as a result of the survey identifying the needs of the parents. Parents of ESL students are also invited to attend parent events that are open to everyone.

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	2	2	2								12
Intermediate(I)	0	2	1	1	2	1								7
Advanced (A)	3	1	3	2	4	2								15

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	5	6	5	5	8	5	0	0	0	0	0	0	0	34

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	1	1	1	0	0							
	I	0	0	0	1	1	1							
	A	0	2	2	1	2	1							
	P	0	2	2	2	4	2							
READING/ WRITING	B	0	1	1	2	1	1							
	I	0	2	1	1	2	1							
	A	0	2	2	2	4	2							
	P	0	0	1	0	0	0							

NYS ELA

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		3				5
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

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

The assessments we use to assess the early literacy skills of our ELL's are; ECLAS-2, Diebls, SRA, NYSESLAT, and the LAB-R. The data from these assessments clearly show a gap in our ELL's ability to read and write, as evidenced by the NYSESLAT Modality report.

Statistical Breakdown of Proficiency Levels (Based on Spring 2010 scores):

35% (12/34) based on the NYSESLAT/LAB-R scores are at the Beginner Level

21% (7/34) based on the NYSESLAT/LAB-R scores are at the Intermediate Level

44% (15/34) based on the NYSESLAT/LAB-R scores are at the Advanced Level

From the collected data, it can be ascertained that a majority of our school's ELL population 56% (19/434) is at the Beginner to Intermediate Level. There has been a decrease in the percent of students at the beginner level over the past few years. This is what will drive instruction and programming. As our ELL students progress through the grades, more students attain language acquisition. From last year to this year, we have seen the greatest exodus of students out of the ESL program by scoring proficiently on the 2011 NYSESLAT. Additionally, we currently have the greatest percent of students at the advanced level that has been seen at the school for quite some time.

The NYSESLAT breakdown by modality yields the following information:

12% of ELL students are at the Beginner Level in listening and speaking.
12% of ELL students are at the Intermediate Level in listening and speaking.
30% of ELL students are at the Advanced Level in listening and speaking.
46% of ELL students are Proficient in listening and speaking.

23% of ELL students are at the Beginner Level in reading and writing.
27% of ELL students are at the Intermediate Level in reading and writing.
46% of ELL students are at the Advanced Level in reading and writing.
4% of ELL students are Proficient in reading and writing.

It is apparent that our ELL students are stronger in listening and speaking (12% 30%, and 46%) respectively are at the Intermediate, Advanced, Proficient Level) than in reading and writing (23%, 27% and 46%) respectively are at the Beginner, Intermediate, and advanced Level). This has major implications. It is essential for students to be able to read and write and reach their goal of language acquisition. It is imperative that the instructional focus be on reading and writing, as well as on integrating content area instruction.

NYS Exams:

SPRING 2011

4th grade ELA (4) 33% level 1 67% level 2 0% level 3

5th grade ELA (2) 100% level 1 0% level 2 0% level 3

4th grade Math (7): 40% level 2, 71% level 2, 0% level 3

5th grade Math (4): 25% level 1, 75% level 2, 0% level 3

4th grade Science (5): 20% level 1, 20% level 2, 60% level 3

FALL 2009 (most recently administered Social Studies test)

5th grade Social Studies (6): 17% level 1, 17% level 2, 66% level 3

Data Analysis and Summary:

To assess early literacy skills of ELL students we use the SRI assessment. This assessment is used to determine the students reading ability as well as place them with a reading group that is going to meet the needs of that students. With-in the reading group, instruction is differentiated to meet their needs further. The data provides us valuable information regarding the students prior knowledge

This data reflects how our ELL's fared in tests taken in English. Our ELL students scored at levels 1 and 2 on the standardized math, and ELA exam, and at levels 2 and 3 on the science test they took last spring. These scores are lower than their age/grade counterparts. This year there was an emphasis placed on ensuring that our students have more exposure and access to math and science vocabulary, as well as manipulatives utilized at their grade level. ESL teachers are encouraged to link with classroom teachers and content area teachers to review pacing calendars to align instruction. In addition to ESL mandates, students are provided with one to one tutorials during the course of the week to enhance instruction.

The student's native language skills are used for instructional purposes. Teachers use the native language to develop cognate skills. They identify relationships from words in their native language to English to build the student's vocabulary. By forming a bridge from the word in the native language to the word in English, the student gains an ownership of the new word. Furthermore, students use translation dictionaries to help with their understanding of English. The skills necessary to use a dictionary, transcend language barriers.

Parents of our ELL population have shared that although their children are fluent in speaking in their native language, they are not fluent in reading and writing. Therefore, it is assumed that each ELL student is more proficient in his or her native tongue in listening and speaking. In addition, we can hypothesize that if the student had the skill to read and write in his or her native language and had been provided exposure in the content areas, the student would perform better on exams provided in the child's native language.

While children at the Advanced NYSESLAT level demonstrate more proficiency in listening and speaking, they still have limited ability and sophistication in processing various subject-oriented terminology based in the English language and content areas. Students are scoring lower than their age/grade appropriate counterparts.

The results of the NYSESLAT indicate that students at all levels are performing at a higher proficiency level in listening and speaking standards as compared to reading and writing standards. Students who were born and started schooling in America are able to take tests in English and do fairly well in America. Those students will do equally on the same test in their native language. Students who are new to the country, and who have not been enrolled in our school system lack exposure to content area material, and therefore are unable to answer test questions. However, children that are proficient in their native language have a high level of proficiency in transference.

The implications of the patterns across the four modalities will continue to affect instructional decisions. NCLB, Title III-A states that our ELL's must meet the same standards as all other students and are required to take the State assessments in the core subject areas appropriate to their grade level. Our teachers will continue to use student performance data on multiple assessments to plan instruction, and differentiate learning and teaching, to meet the needs of each of our English Language Learners. Our ESL teachers will continue to prepare for these exams by interweaving the vocabulary, concepts and language functions of the content areas throughout their lessons and learning experiences.

School leaders and teachers are using the results of the ELL Periodic Assessment to make instructional decisions that benefit the students. From the data, the teachers can differentiate instruction as needed in the classroom. The pull-out ESL teacher use the information to support ELL students in the areas that are most needed. Administrators use this data in conjunction with the SRI data to determine which student will further services through AIS teachers, or our tutoring program.

We do not have a Dual Language Program.

The School Leadership Team and staff members will continue to use the results of the ELL Interim Assessments, as well as the results from many other assessments to determine the instructional areas that address the needs of our ELL students. Our students receive tutoring during the day in addition to small group instruction before or after school. From the results of these assessments, we focus on what should be taught during these extra help periods. School Leadership has discussed the LAP at meetings in order to modify the instructional program focus for the current school year, and for the development of the CEP for the next year.

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.

The Raymond York Elementary School (PS 65Q) is located in the Ozone Park section of Queens. It was established in September of 1996 as a K – 6 Elementary School originally designed to absorb the overflow population of seven different overcrowded feeder Elementary Schools in Community District 27. At present, it has its own designated zone, and services Kindergarten through Grade 5. The entire school is heterogeneously grouped.

Our LAP team is comprised of 10 members:

- Rafael Morales – Principal
- Nicole Lake – Assistant Principal
- Pattie Musalin – Parent Coordinatorr
- Susana Domingo – ESL Service Provider
- Mary Ann Natale – Literacy Coach
- Kimberly Ferina – Math Coach
- Jan McDougal – Guidance Counselor
- Kathleen Washington – 3rd Grade Teacher
- Felix Regalado – 5th Grade Teacher
- Barbara Watson – Parent

Three of the ten members of the team are licensed ESL teachers whose credentials are on file; S. Domingo, K. Washington, and F. Regalado. Additionally, one of our Kindergarten teachers is a licensed ESL teacher with

credentials on file, M. Cruz.

Services are provided to students through a myriad of funding sources. A private grant supports our Success for All Reading, Math and tutorial programs as well as a Math Facilitator and a Tutor Coordinator. Other funding sources include but are not limited to; Title I, School-Wide Programs, Tax Levy, Special Needs and Title III.

Extensive personnel that provide support to our children include two certified ESL teachers, SETSS and IEP Teachers, Library Media Specialist, Technology Coordinator, Cluster Teachers, Project ARTS Specialist, Teacher Center Specialist, AIS Specialists, Early Grade Reduction Specialists, Success for All Literacy Facilitator, Math Facilitator, Guidance Counselor, Classroom Teachers, and related service providers. 86% of the monolingual staff has been trained via a seven and a half hour mandated requirement for teaching ELL students in the classroom.

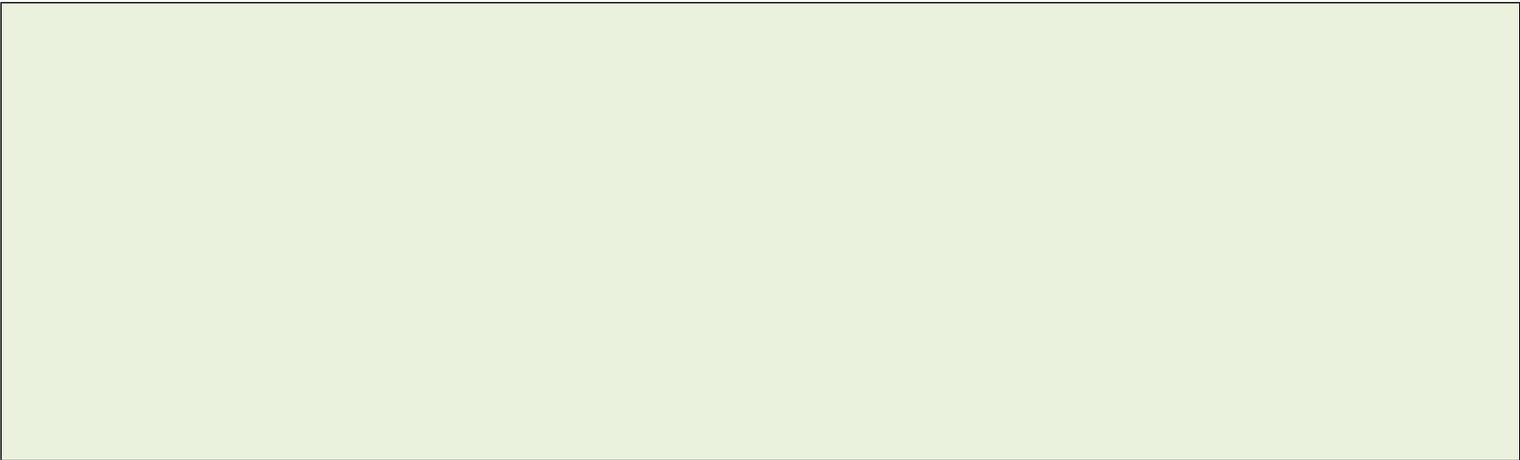
The entire school utilizes Pearson “envision Math”, Success for All Reading (ELA), and a writing initiative including a monthly writing genre and “Skill of the Week” in all grades. This guarantees continuity of instruction from one grade to the next. All classrooms have formed leveled libraries in Literacy, Mathematics, Science, and Social Studies so that children can read at their independent levels. We use money from our private grant to continue with the Success for All reading program. This program should guarantee higher academic achievement for all our students, including all ELL’s. Our grant will also provide funds to strengthen professional development, extensive tutoring, as well as the purchase of books and other instructional materials. These monies allow us to participate at National Conferences, which include courses specifically designed for ELL’s. As a School-Wide Program site, we have the flexibility to use our Title I reimbursable funds in ways to support student needs. This allows us to provide services to all of our students. The school’s ethnic composition is as follows: 44% Hispanic, 43% Asian/Indian/other, 8% African American, and 5% Caucasian.

Statistical Breakdown of ELL Students (2011/12):

In grades K-5, 7% (34/486) of the students are classified as ELL. The breakdown per grade is as follows: Kindergarten – 5 Students, 1st Grade – 6 Students, 2nd Grade – 5 Students, 3rd – 5 Students, 4th Grade – 8 Students, and 5th Grade – 5 Students.

Of the 34 students that are ELL, 70.6% (24/34) speak Spanish, 4.2%, (2/34) speak Chinese, 20.8% (5/34) speak Bengali, 4.2% (2/34) speak Arabic, and 2.1% (1/24) speak Urdu.

Of the 34 students that are ELL, 79% (27/34) have been here for less than three years, 21% (7/34) have been here for more than four years and less than six years, and 0% (0/34) have been receiving services for more than six years.



Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rafael Morales	Principal		10/25/11
Nicole Lake	Assistant Principal		10/25/11
Pattie Musalin	Parent Coordinator		10/25/11
Susana Domingo	ESL Teacher		10/25/11
Indire Aviles	Parent		10/25/11
Felix Regalado	Teacher/Subject Area		10/25/11
Kathleen Washington	Teacher/Subject Area		10/25/11
Kimberly Ferina	Coach		10/25/11
Mary Ann Natale	Coach		10/25/11
Jan McDougal	Guidance Counselor		10/25/11
Althea Serrant	Network Leader		10/25/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q065 **School Name:** Raymond York Elementary school

Cluster: CEI PEA **Network:** 531

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.

1. We use the ATS ethnicity report to ascertain the various languages of our community. Additionally, a parent survey is sent out in multiple languages to determine parent's need of oral and written translation so we can better serve the needs of the community. This information is also recorded on a form which is sent home to parents asking what language they speak at home. This is separate and apart from the Home Language Survey.
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.

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.

69% of our non-English speaking community speaks Spanish. 29% speaks an Asian language which includes: Chinese, Bengali, Punjabi and Urdu. These findings were reported to the school community via a parent survey sent early in the school year as well as at the Open House held in September.

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.

All letters, calendars and meeting minutes will be translated into the necessary home languages. We rely on staff and parent volunteers to assist in translation. All documents that we are unable to translate, are sent to NYCDOE translation unit for translations. The Bill of Parent Rights and Responsibilities is available to parents in their home language. All school notices are sent home in multiple languages as is the school monthly calendar. A staff member is paid per session to translate all documents that are to go to the homes of students.

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.

Staff and parent volunteers provide all oral interpretation services if the need arises whenever applicable. Staff is available at parent meetings, PTA conferences as well as one to one parent meetings. Parents volunteers are also used to provide translation services at meetings. Electronic translators were also purchased to aid in this process.

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>.

Upon registration and at all parent meetings, parents will be informed that translation services are available and interpreters can be provided. The parent coordinator will keep a list of those parents that require services. This information is also posted within the main office and the vestibule of the building. Outreach will be made to newly registered students' parents who have completed the home language survey and indicated a language other than English as the first language. Information on these services will be displayed prominently in the Parent Association room, main office as well as the main lobby of the school. Parents will also receive notification of the availability of these services through our school newsletter which is distributed bi-monthly. Furthermore, notification will be given to parents of these services through a correspondence letter in September. Staff and parent

volunteers provide all oral interpretation services if the need arises whenever applicable. Staff is available at parent meetings, PTA conferences as well as one to one parent meetings. Parents volunteers are also used to provide translation services at meetings.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: Raymond York Elementary School | DBN: 27Q065

This school is (check one): conceptually consolidated (skip part E below)
 NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 30

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 2

of certified ESL/Bilingual teachers: 1

of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: This program will provide preparation for students for the NYSESLAT exam. Historical data has shown that our ELL population has benefited tremendously from this program in past years. In 2012-2013, approximately 27% of our ELL population scored proficient on the NYSESLAT exam. To ensure similar results for this subgroup, the program will be implemented once again. It will cover the Reading, Writing, Listening and Speaking strands of the NYSESLAT. Grades 2-5 students will be represented. All ELL students in Grades 2-5 will be invited to participate in the program. The program will be held on Mondays and Wednesdays from 3:00-5:00. It will begin in November and end in May 2013 for a total of 45 sessions. The language of instruction will be English. There will be two teachers in the program. Materials used include Achieving on the NYSESLAT by Pearson. Teachers will provide instruction to students in the core areas of the NYS NYSESLAT exam.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

CCLS Literacy, Envision Math Professional Development and professional development in Writing Workshop will be provided. We will provide ongoing ESL professional development for our ELL teacher through consultants and CFN staff. The ESL teacher will also go to staff development provided by NYCDOE regarding the instruction of ELL student.

Training through Scholastic will be provided for the staff. They are afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional standards, instructional strategies that align with our curriculum, and that of the Department of Education. Professional development opportunities will also be explored through BETAC.

Training dates are 10/18 11/1, 11/15, 12/6, 12/13, 1/10. In addition to these dates, monthly professional development is provided at the network level for ELL staff.

ESL professional development for our monolingual classroom teachers is being provided in order to address the ESL students in all grades. During our extended day professional development and grade conferences, we will present our staff with strategies and best practices in order to best meet the needs of our ELL population. Interdisciplinary teaching will be encouraged in order to give ELL's support with

Part C: Professional Development

the vocabulary needed to enhance content area learning. We will continue to elicit the assistance of Department of Education personnel to provide high quality training. ESL teachers will continue to require professional development on differentiation, ELA preparation, vocabulary development and content area instruction

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: : Parents will receive opportunities for workshops on ESL strategies, literacy strategies and mathematics. School wide parent workshops will be communicated in home language as well as all parent memorandums and calendars. Translation services will be provided for parent contact.

Workshops will occur from Sept. through June. Dates include Nov. 9, Nov. 23rd., Dec. 7th, Dec. 21st, January 11th, January 25th, February 8th,15th and 29th. March 7ty, 14th, 21st and 28th. Topics will include but are not limited to the following:

What are the Common Core Standards?

Unwrapping the NYC Dept of Ed. Instructional bundles

How can I ask my child better questions?

How can I engage my child in math tasks in the home that mirror CCSS tasks?

How can we help my child be a better writer?

How can I help my child be a better writer in mathematics?

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none">High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		