



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: ROBERT E. PEARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER): 75Q075

PRINCIPAL: BRENDA GALLASHAW

EMAIL: 75Q075@SCHOOLS.NYC.GOV

SUPERINTENDENT: GARY HECHT

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
Brenda Gallashaw	*Principal or Designee	
Joice Rodriguez	*UFT Chapter Leader or Designee	
Deyanira Aguilera	*PA/PTA President or Designated Co-President	
Rosa Ramos	DC 37 Representative SLT Secretary	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sean Arnold	Member/Teacher/SLT Financial Liaison	
Wayne Ambrose	Member/Parent/SLT Chairperson	
Moreine Fontanelle	Member/Parent/SLT Facilitator	
Miguel Navarro	Member/Parent	
Luz Soria	Member/Parent	
Tyrie Penn	Member/Paraprofessional	
	Member/	

** 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 : YOU ONLY NEED TO DO 3 GOALS: MAX is 5

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

To increase English Language Arts achievement by incorporating cross curriculum instruction in Mathematics, Social Studies, and Science for all students in grades 3-8 in alignment with the Common Core State Standards (CCSS)

By June, 2013, students will improve targeted literacy skills as evidenced by: A 1-year growth in ELA skills for students in standardized assessment programs and an increase of mastery of five new skills for students in alternate assessment classes

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.

While, there was a 3.4% increase in students performing at Level 2 and above on the New York State English Language Arts Assessment from the previous school year, the 2011-12 School Progress Report indicates that 52.1% of students in grades 3 through 8 did not achieve Level 2 or higher on the New York State English Language Arts Assessment last year. We endeavor to decrease the percentage of students performing at Level 1 in 2012-2013.

Additionally, alternately assessed students demonstrated a 6.6% increase in level 3/4 performance levels in English Language Arts in 2011-2012 (88.7% to 95.3%) from the previous school year. However, alternately assessed students still need to close the achievement gap between their present levels of performance and grade level 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) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- *A curriculum map and pacing calendar for English Language Arts including cross curriculum instruction in mathematics, social studies, and science has been developed and presented during the Chancellor's Orientation Days in September, 2012*
- *A teacher resource site was developed in September 2012 in the ARIS community entitled "Coaches Corner" which allows teachers to access a variety of instructional resources and forms.*

- *As of September 2012, 5 selected teachers participated in a district initiated iPad program to support English Language Art instruction through the use of technology*
- *Alternate Assessment classes were targeted to utilize ABLLS or SANDI Assessments by 9/15/2012*
- *Targeted Teachers received professional development in the District Sponsored SANDI Assessment on 10/4 and 10/5/12*
- *All new teachers of alternately assessed students partnered with lead teachers in the use of ABLLS-R as an assessment tool during the months of September and October 2012*
- *All sites were surveyed and inventoried for the maintenance of ABLLS assessment kits by the end of September, 2012*
- *Student assessments in reading were completed in ABLLS or SANDI by the end of October, 2012.*
- *All teachers of alternately assessed students were trained on the application of data collection procedures to drive instruction by 11/16/12*
- *Teachers of students assessed with ABLLS monitored monthly growth beginning in November 2012 through charting "Cumulative Number of Skills Retained" in the reading domain*
- *Teachers of students assessed with SANDI will monitor interim growth manually by January 31, 2013*
- *Classroom teachers teamed with School Administration, School-Based Coach, Testing Coordinator and the Computer Lab Teacher to perform baseline assessments using the Performance Series Assessment in reading by 10/31/12*
- *All new teachers of standardized assessed students received professional development in the utilization of Performance Series Assessment as an assessment, intervention, and interim growth measure by 11/16/12*
- *Teachers, along with the support of Administration, Data Specialist, Inquiry Team Members, and School Based Coaches analyzed the results of the Performance Series Assessment and identified, categorized and charted skills deficits by 11/16/12*
- *Teacher teams were created to support a multi-modality approach (visual, auditory, tactile, kinesthetic) in the co-planning of units following the CCSS, implementation of assessments, and the development and application of intervention strategies in order to create rigor in the classroom by 10/31/2012*
- *Teachers will receive support in the utilization of reading programs including Common Core Library/Common Core Classroom, Mondo Reading Program, Achieve 3000, SMILE, JARS, Great Leaps, Orchard, and the SRA Specific Skills Series throughout the 2012-2013 school year by school coaches and identified lead teachers during scheduled staff development periods beginning in October 2012*
- *Student progress in reading is tracked by the classroom teachers to determine the Response to Intervention (RTI) through periodic assessments (December, March)*
- *Performance Series Assessment Progress Monitoring was completed by the end of October 2012. Monitoring will also take place by the end of January 2013, and April 2013. Students will demonstrate an average of one half year of growth by January 2013*
- *Preliminary ABLLS or SANDI Assessment s were completed in October 2012.*
- *The end of year assessment will be completed by June 1, 2013. By the end of January 2013 alternately assessed students will improve an average of 25% towards skills mastery as evidenced by teacher data collection.*
- *In June, 2013, students in grades 3 through 8 will demonstrate growth in reading comprehension/reading readiness skills as evidenced by the Performance Series Assessment Series, Assessment of Basic Language and Learning Skills-Revised (ABLLS-R), or the Students Annual Needs Determination Inventory (SANDI). Students in standardized assessment will demonstrate an average of one year's growth in English*

Language Arts; alternately assessed students who utilize ABLLS will acquire a minimum of five new skills with an average of 50% growth toward mastery in basic learner or academic skills for language acquisition; alternately assessed students who utilize SANDI will acquire a minimum of five new skills with an average of 50% growth toward mastery in reading.

- *Teacher feedback will be gathered regarding the SANDI Assessment at the end of the school year for possible expansion in 2013-2014*
- *Review of findings in June 2013*

Strategies to increase parental involvement

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.

In order to improve student performance in ELA, the school offered Parent Workshops through the Parent Association which included helping students improve language acquisition and language usage skills. In addition, parent workshops will be held on the utilization of ARIS, Core Curriculum, and on on-line resources available for parents. Instructional resources will be posted on the schools website.

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).

OTPS Instructional funding is dedicated to support the purchase of ABLLS and related instructional materials in order to implement the assessment. Per diem funding will be provided to support in-house professional development to support teachers in the use of assessments and instructional initiatives. Race to the Top Funds will be utilized to secure teacher feedback and analyze the SANDI piloted instructional assessment.

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 #1 : YOU ONLY NEED TO DO 3 GOALS: MAX is 5

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

To increase Mathematics achievement by incorporating cross curriculum instruction in English Language Arts/Literacy, Social Studies and Science for all students in grades 3-8 in alignment with the Common Core State Standards (CCSS).

By June, 2013, students will improve targeted mathematics/problem solving skills as evidenced by: A 1-year growth in mathematics/problem solving skills for students in standardized assessment programs and an increase of mastery of five new skills for students in alternate assessment classes.

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.

In 2011-2012, there was a 4.3% decrease in students performing at Level 2 and above on the New York State English Language Arts Assessment from the previous school year. The 2011-12 School Progress Report indicates that 56.1% of students in grades 3 through 8 did not achieve Level 2 or higher on the New York State English Language Arts Assessment. We endeavor to decrease the percentage of students performing at Level 1 in 2012-2013.

Alternately assessed students demonstrated a 1.4% increase in level 3/4 performance levels in Mathematics in 2011-2012 (95.5% to 96.9%) from the previous school year. Alternately assessed students still need to close the achievement gap between their present levels of performance and grade level 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:
- strategies/activities that encompass the needs of identified student subgroups,
- key personnel and other resources used to implement these strategies/activities,
- steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- timeline for implementation.
 - *A curriculum map and pacing calendar for Mathematics including cross curriculum instruction in English Language Arts/Literacy, Social Studies and Science will be developed and presented during the Chancellor's Orientation Days in September, 2012*
 - *A teacher resource site was developed in the ARIS community entitled "Coaches Corner" which allows teachers to access a variety of instructional resources and forms in September 2012*
 - *Alternate Assessment classes were targeted to utilize either ABLLS or SANDI Assessments in September, 2012*
 - *As of September 2012, 5 selected teachers participated in a district initiated iPad program to support mathematics instruction through*

the use of technology

- *Teachers received professional development in the SANDI Assessment on 10/4 and 10/5/12*
- *All new teachers of alternately assessed students were partnered with lead teachers in the use of ABLLS-R as an assessment tool during the months of September and October 2012*
- *All sites were surveyed and inventoried for the maintenance of ABLLS assessment kits by 9/28/12*
- *Student assessments in mathematics were completed in ABLLS or SANDI by 10/31/12*
- *All teachers of alternately assessed students were trained on the application of data collection procedures to drive instruction on 11/16/12*
- *Teachers of students assessed with ABLLS monitored monthly growth beginning in November 2012 through charting “Cumulative Number of Skills Retained” in the mathematics domain*
- *Teachers of students assessed with SANDI will monitor interim growth manually by January 31, 2013*
- *Classroom teachers teamed with School Administration, School-Based Coach, Testing Coordinator and the Computer Lab Teacher to perform baseline assessments using the Performance Series Assessment in reading prior to 10/31/12*
- *All new teachers of standardized assessed students received professional development in the utilization of Performance Series Assessment as an assessment, intervention, and interim growth measure prior to 11/16/12*
- *Teachers, along with the support of Administration, Data Specialist, Inquiry Team Members, and School Based Coaches analyzed the results of the Performance Series Assessment and identified, categorized and charted skills deficits by 11/16/12*
- *Teacher teams were created to support a multi-modality approach (visual, auditory, tactile, kinesthetic) in the co-planning of units, following the CCSS, implementation of assessments, and the development and application of intervention strategies in order to create rigor in the classroom by 10/31/2012*
- *Teachers will receive support in the utilization of mathematics programs including Common Core Library/Common Core Classroom, Math Triumphs, Math Steps, Everyday Math games, Impact Math/Glencoe On-Line Resources, and Orchard during the 2012-2013 school year by school coaches and identified lead teachers during scheduled staff development periods beginning in October 2012*
- *Student progress in mathematics will be tracked by the classroom teachers to determine the Response to Intervention (RTI) through periodic assessments (December, March)*
- *Performance Series Assessments was completed by the end of October 2012. Progress monitoring will occur by the end of January 2013, and April 2013. Students will demonstrate an average of one half year of growth by January 2013*
- *Preliminary ABLLS or SANDI Assessments were completed by October, 2012.*
- *The end of year assessment will be completed by June 1, 2013.*
- *By the end of January 2013 alternately assessed students will improve an average of 25% towards skills mastery as evidenced by teacher data collection.*
- *In June, 2013 all students in grades 3 through 8 will demonstrate growth in mathematical problem solving as evidenced by the Performance Series Assessment Series, Assessment of Basic Language and Learning Skills-Revised (ABLLS-R), or the Students Annual Needs Determination Inventory (SANDI). Students in standardized assessment will demonstrate an average of one year’s growth in mathematics; alternately*

assessed students who utilize ABLLS will acquire a minimum of three new skills with an average of 50% growth toward mastery in basic learner or academic skills for mathematics problem solving; alternately assessed students who utilize SANDI will acquire a minimum of five new skills with an average of 50% growth toward mastery in mathematics.

- *Teacher feedback will be gathered regarding the SANDI Assessment at the end of the school year for possible expansion in 2013-2014*
 - *Review of findings in June, 2013*

Strategies to increase parental involvement 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.

In order to improve student performance in Mathematics, the school will offer Parent Workshops through the Parent Association and parents who serve on the School Leadership Team Committee on the utilization of ARIS, Core Curriculum, and on on-line resources available for parents. Instructional resources will be posted on the schools website. Instructional resources will be posted on the school's website.

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:

- 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).

OTPS Instructional funding is dedicated to support the purchase of ABLLS and related instructional materials in order to implement the assessment. Per diem funding will be provided to support in-house professional development to support teachers in the use of assessments and the instructional initiatives. Race to the Top Funds will be utilized to secure teacher feedback and analyze the SANDI piloted instructional assessment.

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 #1 : YOU ONLY NEED TO DO 3 GOALS: MAX is 5

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

To provide all pedagogues of standardized and alternately assessed students with either central, district, and/or school-based professional development that supports the instructional shift to the Common Core State Standards (CCSS) and the incorporation of cross curriculum studies as outlined in the citywide instructional expectations for 2012-2013.

By June, 2013, students across all grades will demonstrate improved mastery of individual goals in academics as evidenced by successfully completing Common Core Learning Standards aligned tasks documented in portfolios.

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.

To support the transition from previous state standards to the new Common Core Learning Standards (CCLS), the school has identified areas of concern which need to be addressed in order to promote more readily the use of CCLS as the framework by how students learn. The goal is to ensure that the instructional staff qualifies student achievement through the use of CCLS as the primary guideline to prepare instruction and to assess the value of student work.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - f) key personnel and other resources used to implement these strategies/activities,
 - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - h) timeline for implementation.
 - *All staff will be provided with professional development on the Common Core State Standards during staff orientation*
 - *Teachers will be afforded the opportunity to register for district professional development based on individual professional needs in September, 2012*
 - *The curriculum map and pacing calendars for English Language Arts, Mathematics, Social Studies and Science was developed on September 8, 2012*
 - *An ARIS on-line community entitled "Coaches Corner" was created by October 1, 2012 providing instructional resources to support the initiatives and an interactive venue for sharing best practices*

- *Lead teachers were identified October 5, 2012*
- *By October 22, 2012, the schedule was realigned to reflect programmatic changes to support the school's in-house professional development program*
- *Initial instructional support systems were in place by October 22, 2012*
- *The District provided personnel to conduct professional development on Election Day on 11/6/2012*
- *School administration scheduled on-going, additional preparatory periods for the purpose of small group training on CCLS and CCLS aligned instructional strategies*
- *Coaches trained lead teachers on strategies and practices*
- *Turnkey training was provided in a collegial setting with lead teachers during additionally provided preparatory periods beginning in November, 2012*
- *Administration conducted walk-throughs/observations beginning in October, 2012 to ensure the application of Common Core aligned instruction is evident within classroom lessons.*
- *By June, 2013 all assigned classroom pedagogues will have received comprehensive training to support the alignment of Common Core Learning Standards as evidenced by participation in professional development programs, grade level meetings, co-teaching instructional support communities, ARIS Learn, and a lead teacher in-house instructional support program.*
- *Review of student work, collection of exemplary samples, in student portfolios in June, 2013*

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

The school offers parent workshops on instructional initiatives including the Common Core Learning Standards (CCLS) and its impacts on our student population as it relates to instruction in the classroom. We will seek to give parents the tools to better understand and support their child's academic 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:

- 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).

Instructional funding has been allocated to fund two full time school coaches in order to support teachers, parents, and students in instructional initiatives including the Common Core Learning Standards. In addition per diem funding has been allocated in order for teachers to attend professional development opportunities and to support in-house professional development workshops.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #1 : YOU ONLY NEED TO DO 3 GOALS: MAX is 5

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

To continue to develop the school's "Safety and Respect Initiative" through engaging and empowering students in creating and sustaining a safe and supportive school environment for all students and staff

By June 2013 the school will establish student empowerment groups including a peer mediation/conflict resolution center and student pro-social groups which will result in a 5% decrease in student referrals to the Crisis Intervention Teacher as measured by Crisis Intervention Log Reports.

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.

The school's "Safety and Respect Initiative" was initiated in the 2011-2012 school year in response to an analysis of the student safety and respect questionnaire in the 2010-2011 school year. In 2010-2011, the student positive response rate was 7.4 (based on a scale of 10); in 2011-2012, the response rate increased to 8.3. The school is continuing to address safety and respect by moving from a school driven to a student empowerment model.

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:
 - i) strategies/activities that encompass the needs of identified student subgroups,
 - j) key personnel and other resources used to implement these strategies/activities,
 - k) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - l) timeline for implementation.

- *Students with leadership qualities were targeted by teaching staff to participate on the school's Anti-Bullying Committee in October, 2012*
- *Student groups were formed in October, 2012 including student empowerment groups (male and female), a student government recycling committee, nutritional committee, debate team, and performing arts groups by October, 2012*
- *Student monthly assemblies introducing an anti-bullying role playing program commenced beginning in November, 2012*
- *Data from the 2011-2012 Learning Environment Survey was shared with the student community during the November 2012 assembly*
- *Data was gathered from the Crisis Intervention Logs from 2011-2012*
- *A Teacher/Guidance Counselor team will attend a series of trainings offered through the Office of School Youth and Development (OSYD) scheduled to begin in March, 2013*
- *The school will designate an area and schedule for the student Conflict Resolution Center*

- *Students will be targeted to serve as peer mediators*
- *Students will receive training from the Teacher/Guidance Counselor in resolving conflicts*
- *In January, 2013 data from the crisis intervention log reports were assessed*
- *In June, 2013 year end data will be gathered and compared to 2011-2012 data*

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

The school offered a parent workshop on school safety in January, 2013. The Guidance Department informed parents of proactive approaches to combat bullying. Parents participated in discussions and directed to resources in order to promote safety and communication with the school.

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:

- 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).

Tax Levy funding has been allocated in order to support resources needed to promote the Positive Behavior Supports Program within the school including incentive programs for students.

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.).
<i>ELA</i>	<i>Mondo Reading Program Achieve 3000 Achieve It ELA Great Leaps ELA Handwriting Without Tears Summer Success Voyager Passport Orchard (Software) Smile Wordly Wise 3000 Words Their Way</i>	<i>small group/individual computer based – individual small group/individual small group/individual small group/individual small group/individual small group/individual computer based – individual small group/individual small group/individual small group/individual</i>	<i>daily 20 minutes 3X per week, 50 minutes daily 20 minutes daily 20 minutes daily 20 minutes daily 20 minutes daily 20 minutes 1X per week, 25 minutes daily 20 minutes daily 20 minutes daily 20 minutes</i>
<i>Mathematics</i>	<i>Everyday Math Games Math Steps Achieve It Math Great Leaps Math Summer Success Math Orchard (Software) Math Triumphs</i>	<i>small group/individual small group/individual small group/individual small group/individual small group/individual computer based – individual small group/individual</i>	<i>daily 20 minutes daily 20 minutes daily 20 minutes daily 20 minutes daily 20 minutes 1X per week, 25 minutes daily 20 minutes</i>
<i>Science</i>	<i>I Openers</i>	<i>small group/individual</i>	<i>20 minutes during assigned periods</i>
<i>Social Studies</i>	<i>I Openers</i>	<i>small group/individual</i>	<i>20 minutes during assigned periods</i>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		<i>Services are provided as per IEP mandates</i>	

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.

The school will work closely with District 75 Human Resources Department as well as the New Teacher Finder System to recruit qualified pedagogues. All newly hired teachers will have their credentials evaluated thoroughly to ensure that their assignment within the school meets the criteria of their license. Teachers will receive school and district based professional development and on-going support from school-based coaches and lead teachers. Teachers are afforded the opportunity to attend grade-level meetings as an on-going means to support their professional growth.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Gary Hecht	District 75	Borough Queens	School Number 075
School Name Robert Peary			

B. Language Allocation Policy Team Composition

Principal Brenda Gallashaw	Assistant Principal Anthony Loades
Coach Maureen Healey	Coach type here
ESL Teacher Luis Ortiz	Guidance Counselor Willie Rose
Teacher/Subject Area Laura Di Gangi (ESL)	Parent Rosie Ramos
Teacher/Subject Area type here	Parent Coordinator Tashawna Hassell
Related Service Provider type here	Other Anthony Loades-ELL Coordinator
Network Leader Stephanie McCaskill	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	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	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	438	Total Number of ELLs	105	ELLs as share of total student population (%)	23.97%
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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. 

Options for special education ELLs are discussed with parents during the Educational Planning Conference at the CSE level. Parents are notified in English and in the language they understand, of their child's placement in an instructional bilingual or free-standing English as Second Language Program and their options. The purpose of this notification is to discuss and explain further the nature, purposes and the education value of the program. Options are also discussed during orientation, placement and during Parents/Teachers' conferences. Parents also receive a full and clear explanation of the different programs available for their children: Transitional Bilingual Education (TBE) Programs, Dual Language Program and Freestanding English as Second Language (ESL). It will help parents to come to an understanding of each program and, therefore, decide which program will benefit their children best.

The school addresses the needs of parents to communicate in their native language through the use of the Department of Education's Translation Unit. The schools's Parent Coordinator and/or the ESL teacher work together with the school to provide parental documents in the family's native language. Ample opportunity and time will be provided to convey concerns in order to promote communications/participation by parents from different cultural backgrounds.

Upon student entry, Luis Ortiz (Spanish and English) and Laura DiGangi (Italian and English), whom are certified ESL Teachers, discuss the home language identification survey (HLIS) with the parents and also discuss evaluations available that would determine their child's availability into the program. These trained pedagogues will then review IEP's, CAP mandates, and ATS reports in order to identify our Limited English Proficient (LEP) students who are eligible to receive ESL and/or Alternate Placement services.

Once school staff collect the HLIS from parents and determine that a language other than English is spoken in the child's home, then the child is administered a Language Assessment Battery revised (LAB-R), which is a test that establishes English proficiency level. The students that score below proficiency in the LAB-R, will become eligible for state-mandated services for ELL's. In the Spring, each ELL is administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine English proficiency. The NYSESLAT exam include the four modalities: speaking, listening, reading, and writing. First, we administer the speaking portion to each child individually. The other three parts are administered at another date, in groups of students depending on their grade level and proficiency level. In order to determine whether students' continue to take the NYSESLAT exam, ESL teachers review ATS reports, such as RLAT and REXH, to check the previous scoring and provide us information on each ELLs' current level of proficiency. This test determines whether or not the student's continue to be eligible for English language services.

Students whose home language is not English as determined by HLIS and who have scored below the appropriate cut score on the LAB-R, or have not scored at the appropriate level on the NYSESLAT are considered to be English Language Learners. The results obtained from NYSESLAT is reviewed annually to identify changes in the proficiency levels as well as progress within each modality. Students who have been identified as English Language Learners must be initially assessed in both their preferred language and in English. Students whose native language is Spanish are also administered the Spanish LAB if they did not pass the LAB-R.

HLIS forms are provided in the families' native language, and translators are provided as needed. If a new student comes in without the parent present, phone calls are made to the parent requesting their attendance in filling out this survey within the child's 10 days of school. Students new to the New York City Department of Education identified as Limited English Proficient (LEP) are administered the LAB-R if it has not been previously administered at the CSE level of the admission process.

In order to ensure that a new admit who do not have a HLIS and/or the LAB-R score is entitled to, the ESL teachers will complete the HLIS by following the process explained above and by administering the LAB-R. In addition, the ESL teachers will review the Individual Educational Plan (IEP) and will get information from CAP and ATS to verify that all documents recommend the same service for the student.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														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	105	Newcomers (ELLs receiving service 0-3 years)	39	Special Education	105
SIFE		ELLs receiving service 4-6 years	39	Long-Term (completed 6 years)	26

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. ①

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	40		40	38		39	27		27	105
Total	40	0	40	38	0	39	27	0	27	105

Number of ELLs in a TBE program who are in alternate placement: 74

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

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	16	2	9	7	8	13	8	9	3					75
Chinese	2	1			1	1	1							6
Russian														0
Bengali	2			1	1	1	1	1						7
Urdu		1				1	1							3
Arabic		1												1
Haitian	1													1
French														0
Korean														0
Punjabi						1	1							2
Polish			1				1							2
Albanian			1				1							2
Other	1			1	1			2	1					6
TOTAL	22	5	11	9	11	17	14	12	4	0	0	0	0	105

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?

ESL Instruction: Before students come to our school, they are evaluated at the CSE level where their language needs are determined. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine Spanish dominance. During annual reviews, the classroom teacher and the ESL teacher discuss the language needs of the students. This information is given to the psychologist as he/she will have the final determination of the language needs of each student. The program model of 75Q provides ESL instruction to all of our ELLs in grades K-8 who are eligible to receive such services as per their HLIS and their IEPs. The Instruction is provided both to students whose IEP indicates "ESL" only and whose IEP indicates "Bilingual Instruction Services." ELLs are taught in the language of service designated on the IEP with the aid of an alternate placement paraprofessional and bilingual service providers when applicable. ELLs formerly referred to as "X-Coded" students are served as per their IEP. Our ELLs are scattered across the classroom settings of 6:1:1, 8:1:1 and 12:1:1 and inclusion. ELLs receive the number of units required by CR Part 154. Students receive ESL according to New York State mandates of 360 minutes for those students at the Beginning/Intermediate Level and 180 minutes for students at the Advanced Level. Students at the advanced level also receive 180 minutes of ELA. The school follows the Pull Out and Push In methods of instruction. Students are instructed in homogenous groups according to their continuum classification, age range and proficiency level. All students receiving ESL services are either at the Beginning, Intermediate or Advanced Level of Proficiency. To address the needs of ESL students directly, either a teacher or an Alternate Placement paraprofessional speaking in the students' native language has been assigned to those classes housing ESL students. Instructional strategies used to ensure students meet the ESL standards, and excel in state and local assessments include: The Cognitive Academic Language Learning Approach (CALLA) for students in standardized assessment, Total Physical Response (TPR), Language Experience, Graphic Organizers, QTEL (Quality Teaching for English Learners) strategies which focus on scaffolding techniques, and Applied Behavioral Analysis (ABA). ABA strategies as well as TEACCH include discrete trials and data collection to address the Individualized Educational Plans (IEPs) of the ELL students with autism. In addition, multisensory approaches in conjunction with communication symbols will be used. The use of technology is incorporated to provide additional support. Instructional materials that promote high interest, while relevant to students' background, academic needs and strengths are used to support ELLs. The ESL teachers together with the classroom teachers plan collaboratively in the development of lesson plans for the levels of language proficiency and the skills of listening, speaking, reading and writing. Activities are differentiated based on students' proficiency level. The use of technology, music and visual cues are all incorporated to help students succeed. Content area instruction uses ESL methodologies. Classroom teachers adapt curriculum in order to meet the needs of students with severe disabilities. All attempts in planning will be made to formulate a Bilingual class whenever possible and appropriate.

A. Programming and Scheduling Information

As teachers of English Language Learners, we design lessons based on students' individual proficiency levels. Teachers design lessons that take students through a sequence of tasks including preparing the learners, interacting with the text, and extending the learning. Also, it is very important to use primary language support strategies to meet the goal of appropriate instruction for our ELLs. The use of technology is very beneficial for our ELLs. There are websites to help ELLs with pronunciation while they listen to stories read aloud.

Currently, we have newcomers to the program. In order to help them succeed in the learning environment we will provide them: tutoring, a buddy student, development of initial literacy in native language, an orientation process for students and their parents and a nurturing environment to facilitate language production. Counselors will work with parents and their children to facilitate information. Transition Plan: students who obtain Proficiency level scores on the NYSESLAT receive continuing transitional support for two years and will be supported for one year with ESL services.

ELL students, whom are receiving the services for more than four years, are supported through instructional strategies including: The cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, Graphic Organizers and Cooperative Learning. The certified ESL teachers utilize a push-in/Pull out model of instruction and work together with the classroom teachers to plan collaboratively in the development of lesson plans for the level of language proficiency and the skills of listening, speaking, reading and writing. Students are supported throughout the day via an Academic Intervention Services (AIS) program, Instructional Technology, Visual Arts Enrichment, and with differentiated instruction and tutoring with emphasis on specific skills in reading and writing. Language support may include explicit vocabulary instruction (i.e. pre-teaching and contextualizing vocabulary) and scaffolding writing activities. The use of technology is included to give students additional instructional support. Multi-sensory and multi-cultural materials are infused throughout all aspects of instruction

SIFE: Presently, 75Q does not have any students with interrupted formal education. P75Q's plan will encourage and guide students both academically and socially, supporting their linguistic and cultural appreciation. In addition, it will integrate students' native language as a tool to support strong ELA acquisition. Services available for any newcomer or SIFE students include tutoring, community awareness activities, support of native language, and nurturing environment to facilitate language production, and technology.

Students will be placed into our program based on IEP mandates and will receive all services specified with IEP. Students will be integrated into classroom settings based continuum mandates for class size and age as per NYS regulations. Instruction will be differentiated both inside of the class setting and within the framework of ESL instruction. Long term ELLs and SIFE students will continue to be supported through the communication and technology components of their educational programs. Long term ELLs are entitled to all AIS services.

Alternate Placement in Special Education: Alternate Placement settings provide for temporary placement of LEP special education students when the recommended Bilingual Service is not available. The class is taught by a monolingual English teacher with an alternate placement paraprofessional who provides native language and cultural support. ESL instruction is provided by the ESL teachers.

New programs: ESL instruction is supported by several programs previously listed. However, the school will continue to seek material by which to upgrade that support. The school will be investigating new ELL programs for the purpose of providing instruction that will continue to meet the diverse needs of its students. New programs will include material from Santillana: Guided Reading Library -Level I and Level 2.. We are presently using a new program called Unique Learning System. The Unique Learning System has been developed based on current research-based information that promotes access to standards-based learning and literacy instruction. This review will highlight specific referenced literature and research as it applies to the general education population as well as the known related literature and research for students with significant disabilities.

The ESL teachers use many instructional strategies and grade level materials to provide our students with access to academic content area and to accelerate English language development. Some of the strategies include, modeling, differentiation of instruction, thematic teaching, visual tools, repetition, and the use of high thinking techniques such as comparing and contrast. In order to better support our English Language Learners to achieve their highest potential and get the most out of their learning experience, the ESL teachers combine their materials with the classroom teachers materials when planning instruction.

Discontinuation of programs: The school is presently not looking to discontinue any programs. Instead, the school is looking to extend the programs presently being utilized.

All students in P75Q are categorized as special need students. Our students are placed in the least restrictive environment based on IEP mandates. Because of this, our students have special instructional concerns for both ELL and a diagnosed disability. The school utilizes itinerant ESL teachers servicing students throughout 8 sites locations in the school organization. Students are given ESL services on a push in/pull out basis as a part of their special placement due to their disabilities.

Several elements combine to limit the school's ability to serve the seventy-four LEP students in separate Bilingual classes. LEP students within three contiguous grades needing the same language may not have the same continuum ratios (12:1:1/8:1:1/6:1:1). LEP students of varying grades are spread out over eight sites within the organization. Therefore, limitations such as number of students/ LEP students at a

A. Programming and Scheduling Information

site would inhibit the ability to group students with the same language and/or grade span within any given site. The site school at Elmhurst Hospital has a transient population. LEP students rarely stay in the hospital setting for more than one or two weeks before being released by the hospital and returned to their previous school placement. Ultimately, the placement of LEP students is conducted by District 75 and its placement office. The school complies with the LEP IEP mandates through the use of ESL teachers and Alternate Placement paraprofessionals who speak the students' native language and English.

Due to the nature of the handi capping conditions, our students are required to be in a self-contained classroom in the least restrictive environment possible. The only time our non-inclusion, ELL students from PS 239, 254, and 276 would be spending time with their non-disabled peers would be during mealtimes (breakfast and lunch) and dismissal. Alternate placement para's work with our bilingual Ell's and stay with them throughout the day. In addition, they will receive ESL instruction by pull out or push in method. Our inclusion students from PS. 239 and PS 88, spend the day in the classroom with their non-disabled peers. The ESL teacher will pull them out of their classrooms and work in a group of three for a 50 minute period.

All students in P75Q are categorized as special need students. Our students are placed in the least restrictive environment based on IEP mandates. Because of this, our students have special instructional concerns for both ELL and a diagnosed disability. The schools utilizes itinerant ESL teachers servicing students throughout 8 sites locations in the school organization. Students are given ESL services on a push in/ pull out basis as a part of their special placement due to their disabilities.

Curriculum is enhanced with ESL programs designed to improve students second language skills. Students are grouped by functional abilities (proficiency levels) to maximize instructional focuses. Teachers schedules are adapted to maximize instructional time while servicing to serve 97 students over 8 sites.

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

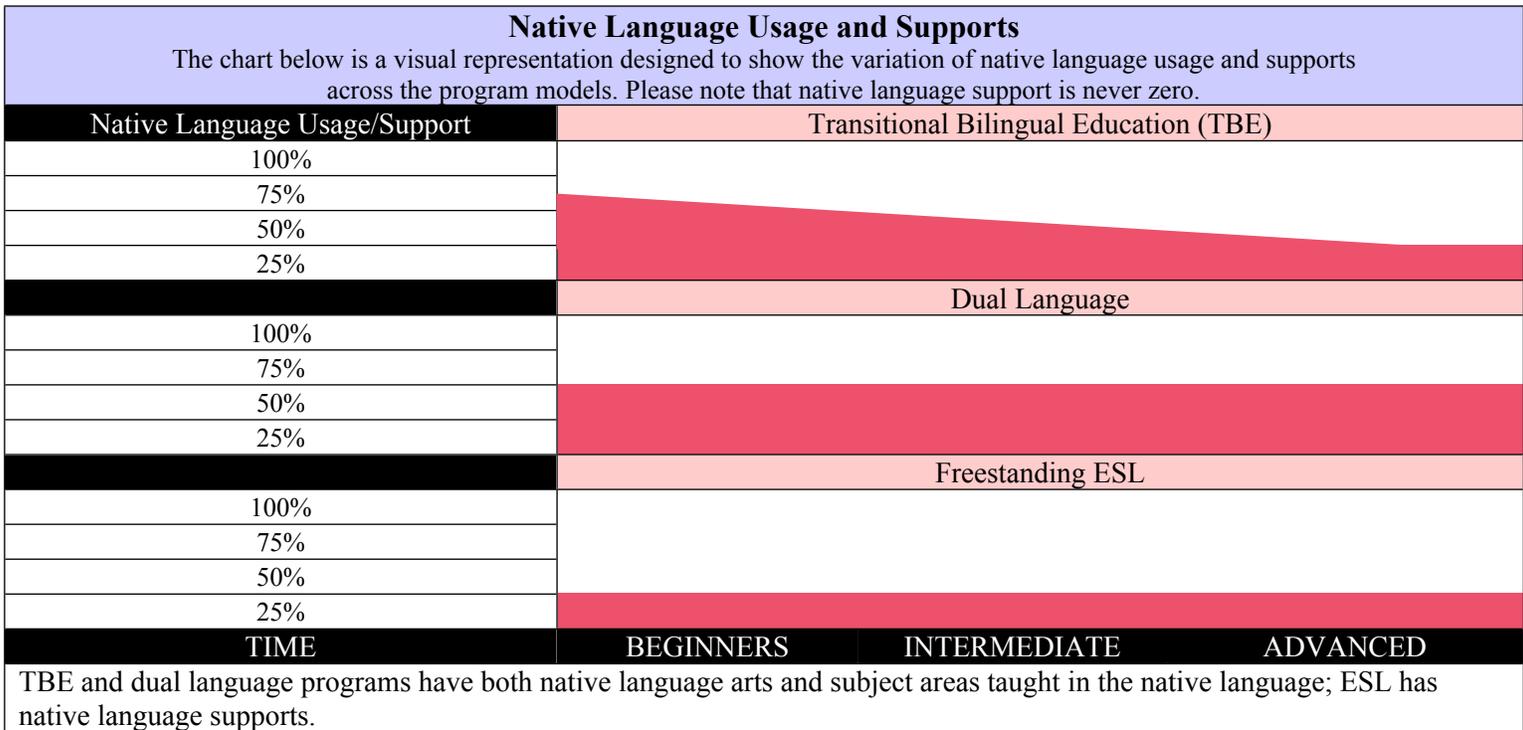
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

Beginning	Intermediate	Advanced
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ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

ESL libraries at the different sites within the the P75Q organization help to address the multicultural and diverse student population that we all collaborate to serve. Our technology based hardware such as Smart Board, multimedia projectors, audio speakers, digital cameras, laptop computers, color printers and internet access in classrooms. In addition, The following instructional material are used to support ELLs: Making Connections An Integrated Approach to Learning English.

- The "Write" Way to Read
- Santillana – K-5 (ESL) Intensive English Kit – Level "K"
- Big Books – an assortment of in both Spanish and English
- Simple Addition Instant Learning Center
- Foam Dice (for practicing math operations, probability and place value)
- Linking Cubes (to build skills in basic math operations, measurement and graphing.
- Hardwood Pattern Blocks
- PECS
- Sight-Word Readers – Level 1-3
- Mayer-Johnson Symbols
- Edmark Reading Program
- "Avenues" Vocabulary Builders set – Hampton Brown
- "Smart Talk" Interactive language Acquisition Station
- 10 Minutes to Better Reading – CD plus book set
- .LinguiSystem: Picture Stories and Language Activities
- Things I can Say and Do – Autism/PDD
- Functional Vocabulary Kit
- Unique Learning System

Assessment of NYSAA Students: Teachers use informal assessments which provide an overview of student's receptive and expressive language skills. Other forms of assessment such as IEP goals and checklists are also used. These checklists include the following: data that appraises the student's knowledge of numbers, letters, colors, basic commands, etc., i.e. Assessment For Basic Language & Learning Skills (ABLSS), reading comprehension, writing skills as well as an inventory of English structures used by the teacher to develop contextualized activities. Datafolios that contain samples of student work will be used to monitor students' progress over a period of time.

Implications for LAP: During the LAP process, we have evaluated our program needs; materials and programs available are meeting the needs of our ELLs.

Implications for Instruction: The use of ESL strategies, scaffolding, classroom libraries in Native Language as well as English, using ESL and NLA Standards, are all an integral part of the instruction of our ELLs.

Content Area Instruction: Math, Social Studies and Science are taught by classroom teachers in English. Supplemental materials are utilized in the child's native language to promote learning and understanding of difficult concepts. Language development and subject area teaching/learning are critical to the success of ELLs. ELLs are grouped by level of English language acquisition, (beginning, intermediate, and advanced levels), to facilitate instruction. Content Area Instruction follows NYS Content Standards. The ESL teachers team with the classroom staff to focus on oral and written language development in English. Positive reinforcement, as well as behavior management

techniques is applied through a functional communication approach to learning, via Applied Behavior Analysis (ABA). All subject areas are taught in English, through ESL methodologies by special education teachers who have completed the mandated 10 hours of Jose P. ESL training. Scaffolding techniques are used in Content Area Instruction to elaborate and expand on students' language. Mayer-Johnson symbols are also used on picture boards. Students in Alternate Placement are provided with native language support from a paraprofessional who speaks the student's native language, as well as English. P. 75Q has been using an ESL Program, which provides students with the opportunity to learn Cognitive Academic Language Proficiency (CALP) that focuses on language necessary for academic success in the content areas. Example: The classroom environment, in which ESL is taught through mathematics content, has been carefully structured so that second language acquisition can occur. Instructional activities promote second language development through a natural process that focuses not on language, but on communicating the concepts and applications of mathematics. Lessons teaching new concepts in mathematics focus on the use of manipulatives, graphics and concrete materials to clarify and reinforce language meanings through mathematics. Instructional activities build on students' real-life experiences as well as prior knowledge. The use of technology is incorporated into ESL and content area instruction to provide students with additional support. Students who score proficient on the NYSESLAT are placed in a monolingual classroom and are supported with ESL instruction by the ESL teacher for the first two years. Test accommodations for former ELLs include: time extensions, separate locations and/or small group administration and read aloud English Language Arts: Literacy instruction follows the NYS ELA Standards, NYC Balanced Literacy Program, and Teachers College workshop model which is supported by classroom libraries including an assortment of multicultural books and the use of technology. In addition, ELLs at the advanced level of English language proficiency, receive 1 unit of ELA instruction.

Use of Native Language: An array of culturally relevant materials, on a variety of levels, is used to encourage students to maintain and value their native language and culture. Thus, helping students to develop a sense of pride, as well as helping students build skills and strategies that will transfer into English.

The Writing Process: The Writing Process will be used to provide a flexible framework for students at all developmental stages. This process will aid students in promoting and developing literacy skills. Strategies include modeling a variety of genres through the use of writing centers, journals, guided composition and writing for meaningful reasons. The use of technology will allow students to edit their work and address specific skills needed for writing in the content areas. Students' work is published at the completion of each writing unit and they are recognized for their hard work.

Our school makes every effort to provide the best possible experience for our students. School offers an orientation for prospective and incoming students. Parents are presented with the spectrum of services we offer. This includes all instructional and related services and other support services that compliment students' well being and success at school. Students are supported by all staff and are gradually integrated to all the programs available in the school including after school program. The supplemental instructional program (after-school) provides much needed additional services to our students as they have ample opportunity to engage in activities including hands-on, short stories read aloud, and literacy through the use of computers. 75Q plans to provide a means for all ELLs students to build and generalize their listening, speaking, reading and writing skills in English for social interaction.

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.

On-going professional development is necessary to consistently instruct staff on using ESL strategies and methodologies as well as the implication of the Language Allocation Policy. All staff assigned to ELL students receive their mandated professional development through web casting and training from the ESL teachers during Title III professional development periods. In addition, all staff including assistant principals, common branches teachers, subject area teachers, paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, speech therapists, secretaries and parent coordinator are in receiving professional development. ESL teachers attend District 75 City-wide ELL workshops and meetings. They also maintain contact with the District 75 ELL coaches and director regarding issues of compliance and instruction.

Schedule of ELL Professional Development opportunities: Compliance: 9/16 & 11/18. New Teacher Development: 2/28/12, 4/27/12, , Title III: To be assigned.

During the 2011-2012 school year P. 75Q's professional development plan includes issues pertaining to the instruction of ELLs, such as overview of approaches for ESL instruction, ESL in the content areas, the writing process, NYS ESL standards, Language Allocation Policy, cultural diversity, technology and literacy, Alternate Assessment Methods for ELLs. P. 75Q teachers and paraprofessionals who serve ELLs are supported through coaching services provided by the district's instructional coaches and are encouraged to attend district, city and state wide professional development focusing on the education of ELLs such as: Jose P and QTEL. All teachers participate in mandated Jose P. ESL training. All documents regarding Jose P Compliance are maintained with the school (office files and ELL Compliance Binder).

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 the school's Parent Coordinator and the ESL teacher, P.75Q will offer parents of ELLs ongoing information in their home languages. Ample opportunity and time will be provided to convey concerns in order to promote communication with and participation by parents from different cultural backgrounds through orientations, IEP meetings, Parent Teacher conferences, Parent Association Meetings, and workshops. Workshops will be provided to encourage effective parental participation in school activities, home activities, and to support the acquisition of literacy skills, learning assessments, standards and achievement of goals. Translation services are provided during parent's workshops to ensure participation of ELL parents. The Parent Coordinator and the ESL teachers work closely to offer parents of ELLs ongoing information in their home languages. Parents continuously receive phone calls and letters in order to keep them informed about upcoming events. ESL parents workshops are conducted to monitor and enhance parent involvement. Parents of ELLs have been actively involved in various workshops organized by the parent coordinator. This school year we are continuing offering parents workshops to give them support and we will be working with different agencies and inviting guests speakers to talk to the parents about different topics of concern. Besides the Parent Coordinator, the Guidance Counselor conducts school tours and informs parents about the proper documents needed during registration. He also answers and clarifies any concerns that parents may have at the time of registration. Information will be provided to parents through scheduled meetings, conferences and planning sessions for the Individualized Education Program (IEP). Through the parent's Coordinator, the school is presently working with several agencies and organizations to offer informative workshops on important topics and issues of interest to all parents. Translation in the parents native language is always offered at the workshops. The school will be contacting agencies to offer information specifically to our ELLs parents.

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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)	22	4	10	8	10	14	11	12	3					94
Intermediate(I)			1	1	1	1	2		1					7
Advanced (A)		1				2	1							4
Total	22	5	11	9	11	17	14	12	4	0	0	0	0	105

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	22	4	10	8	10	14	11	12	3				
	I			1	1	1	1	2		1				
	A		1				2	1						
	P				1	1								
READING/ WRITING	B	22	4	10	8	10	14	11	12	3				
	I			1	1	1	1	2		1				
	A		1				2	1						
	P				1	1								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		1			1
4			1		1
5			2		2
6	1		2		3
7					0
8	1				1
NYSAA Bilingual Spe Ed	5		1	36	42

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4			1						1
5			1		1				2
6	1		1		1				3

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7									0
8	1								1
NYSAA Bilingual Spe Ed			1		1		42		44

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1						1
8									0
NYSAA Bilingual Spe Ed	2				1		12		15

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 results of NYSESLAT and NYSAA show that the focus for most of our students needs to be reading and writing. Data application and analysis of class profiles indicate that the majority of our ELLs are at the beginning level of English proficiency.

Math: Based on scores from 2011, 3 students are currently functioning at level 1, four (4) students on level 2, two (2) students on level 3.

English Language Arts: Two (2) students are currently functioning at level 1 and one (1) student on level 2, and six (6) students on level 3.

In comparison to non-Ells, Ells are meeting or exceeding standards.

Patterns of Proficiency Levels in Listening, Speaking, Reading and Writing: Our findings noted that we need to focus on written expression across all grades. Instruction should address written expression. This includes foundation skills on the writing process in all classrooms. Teachers will receive ongoing training and feedback to assist students in developing writing skills.

ELL Interim Assessments: These assessments are designed to help students reach educational standards. The results help teachers clearly define measurable goals, pinpoint objectives that need to be reviewed and assess their needs to modify instruction.

Assessment of NYSAA Students: The majority of ELLs at 75Q participate in New York State Alternate Assessment (NYSAA). The ELLs that participated in NYSAA performed within the range as their monolingual peers on the alternate performance indicators in ELA, Mathematics and Science. Our main goal is to utilize the students' higher levels of listening and speaking skills as foundation for building up reading and writing skills. Greater emphasis is placed on improving Basic Interpersonal Communication skills for ELLs that are at the beginner proficiency level, and greater emphasis will be placed on Cognitive Academic Language Proficiency for students who are at the Intermediate and advanced proficiency levels. Classroom libraries are equipped with books of different languages to support students' native languages. For those students whose IEPs recommends bilingual services are placed in alternate placement with an Alternate Placement Paraprofessional who speaks the student's native language. Teachers use informal assessments which provide an overview of student's receptive and expressive language skills. Other forms of assessment, such as checklists, are also used. These checklists include the following: data that appraises the student's knowledge of numbers, letters, colors, basic commands, etc., i.e. ABLLS, reading comprehension, writing skills as well as an inventory of English structures used by the teacher to develop contextualized activities. Datafolios that contain samples of student work will be used to monitor students' progress over a period of time.

Implications for LAP: During the LAP process we have evaluated our program needs, materials, and programs available are meeting the needs of our ELLs and parents' request of programs.

Additional Information

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

Part VI: LAP Assurances

School Name: Robert E Peary

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Brenda Gallashaw	Principal		
Anthony Loades	Assistant Principal		
Tashwana Hassell	Parent Coordinator		
Luis Ortiz and Laura Di Gangi	ESL Teacher		
Rosie Ramos	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Willie Rose	Guidance Counselor		
Stephanie McCatskill	Network Leader		
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75Q075 School Name: Robert E. Peary School

Cluster: D75 Network: 2

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.

The schools determines the primary language spoken by each parent by reviewing student home language survey forms , emergency cards and ATS. Language needs are compiled and maintained by the parent coordinator and the ESL teacher who work closely together to ensure that translation/interpretation needs of parents are met. P75Q hires staff members who are bilingual specifically in the area of parent outreach and who are utilized as parent translators and assist in interpretation at all parent meetings. .

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.

P75Q serves 107 LEP/ELL's (76 Spanish, 5 Chinese/Mandarin, Cantonese, 8 Bengali, 4 Urdu, 2 Punjabi, 1 Tagalog, , 2 Polish, 1 Romanian, 1 Malasyan), 1 Hebrew, 1 Albanian, 1 French Haitian Creole, 1 Kannada, 2 Arabic, and 1 Amoy. A Spanish interpreter participates in every PA/SLT function. P75Q distributes the bill of rights to parents and ensures that interpreters are present for parent conferences and that all communication is provided in the parent home language.

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.

P75Q routinely translates and sends out written correspondence to parents in English, Spanish, Bengali, Urdu and Chinese provided by the Translation and Interpretation Unit. Staff are utilized to provide interpretation and translation in other languages. In addition, school documents are secured in the parent home language, i.e. IEP's, student report cards, emergency cards, etc.

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.

In-house school staff responds to the needs of the parent community by providing interpretation services when necessary. In instances where staff is unavailable, phone translation is provided through the Translation and Interpretation unit. If necessary, a contracted provider will be hired if an interpreter is not available. Bilingual staff are available to help parents during one on one meetings and groups such as IEP meetings, parents and teachers conferences and other school events. Presently, the school has staff who speak Spanish, Bengali, Urdu, Punjabi, Hindi, Mandarin and Cantonese, Albanian, Polish, and Arabic

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>.

P75Q will comply with Chancellor's Regulations A663 by ensuring that parent home language needs are ascertained through the pupil accounting secretary and shared with the parent coordinator, ESL teacher, and school staff. Parents are notified in their home language of the "Bill of Parental Rights and Responsibilities." Postings are prominently displayed at the entrance to the school notifying parents of language assistance available in the school. Written correspondence is in the parent home language. Interpretation services via staff member or telephone is available for parent conferences.