



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: Ps/IS 128Q

DBN (24/Q/128

PRINCIPAL: JOHN LAVELLE

EMAIL: JLAVELLE@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. MADELENE CHAN

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
John Lavelle	*Principal or Designee	
JoAnn Sansivieri	*UFT Chapter Leader or Designee	
Matilda Fratto	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Francine Latempa	Member/Parent	
Ruth Schmidt	Member/Parent	
Mary Winter	Member/Parent	
Anmarie Zaika	Member/Parent	
Nancy Barvels	Member/Teacher	
Cynthia Monti	Member/Teacher	
Eva Petrolekas	Member/Assistant Principal	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. *We will be offering two regents this year-Living Environment and Integrated Algebra. Our goal is to have over 50% of our 8th grade students meet the mastery level on these two exams. Mastery requires an 85% while 65 % is required for High School This will be accomplished by June 2013.*

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.

By introducing Regents one year early we are preparing our students for the rigorous HS program they will encounter.

Instructional strategies/activities

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

Teachers will reorganize their curriculum to align with CCLS. Math teachers will meet during common preps and Math department meetings to discuss and plan new course pacing/sequencing and curriculum. During grade level inquiry meetings, Math teachers will plan interdisciplinary units of study to reinforce ELA skills within their math word problems to promote continuity and to reinforce skills. The data team will analyze ACUITY results and provide Math Department with student work which will target all Math IEP students to reinforce their already individualized instruction. The Math department will attend Network Professional developments to assist in aligning curriculum and lesson plans.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP. *Parent Coordinator will conduct meetings and workshops before exam dates for parents to review exams and strategies to use at home with children. SLT meetings and PA meetings will be held to address differences between the standard curriculum and the ACC curriculum.*

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) X 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).
- Tax levy funds will be used to hire qualified teachers, and also to provide Regents review classes after school and on Saturday.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. *Our eighth grade progress score in ELA will increase by at least 5% over the previous year. . The 8th grade is the subgroup There is no other specific subgroup.. Progress is defined by the NYC Progress Report as a student showing one year's progress.*

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. This is based on the NYC Progress Report. The section called "Progress."

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.

Our plan is to hire highly qualified teachers with a strong base in literacy. ELA common planning/Department meetings are built into teacher schedules. There will be frequent informal observations aligned with the Danielson Model to provide effective feedback to teachers. We will begin a Saturday enrichment program offered to students who need extra help. Our schools' research Librarian will actively seek material to support the English Department. The entire 2012/2013 school year will be the timeline.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP. Not Applicable. We will hold a parent meeting in June of 2012 to discuss 8th grade curriculum. Teachers will upload the curriculum onto ENGrade. The parent coordinator will hold workshops to transmit curriculum information to parents.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) X 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). Tax levy dollars will be used to hire qualified teachers, and to finance Saturday and after school classes in ELA for 8th graders. The SETSS and ELL teacher will also be supporting students using tax levy dollars. The inquiry team will focus on the 8th grade progress in order to support 7th and 8th grade ELA teachers.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals *We will develop Danielson based framework each month to support teacher effectiveness. The goal is actionable because feedback will be given to teachers after each monthly informal observation. This will be timely as it will be done within five days.*

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. This goal is needed to familiarize them with Danielson and teacher effectiveness..

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.

We will be observing each teacher using the informal Danielson technique at least 6 times a year in order to provide timely effective feedback. Provided this feedback, teachers will improve within their areas of weakness as stated within their yearly individual professional development goal. These professional development goals will also be the focal point of each teacher's formal observation. We will meet in January and again in June to discuss evidence on how they are succeeding in meeting their individual goal. The informal observations are mostly conducted by APs. Network 406 staff has held two day long Pds to assure that teachers understand the rubric.

Strategies to increase parental involvement

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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) X 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). Tax levy funds will be used to hire an additional assistant principal who will strengthen this effort.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - 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.

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	50 minute Extended Day, Saturday Program, Foundations	Small group	During the school day and weekends
Mathematics	50 minute Extended Day, Saturday program, pull out program	Small group	During the school day and weekends
Science	50 minute Extended Day	Small group	During the school day
Social Studies	50 minute Extended Day	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Group Guidance, SAPIS	Grade level intervention, small group services	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

We use all resources of the NYCDOE, including Open Market and New Teacher Finder, to locate highly qualified teachers. We carefully analyze what licenses and/or state certifications we need and assure that all students are taught with an appropriately certified teacher. Support for all staff is done with frequent informal observations in line with the Danielson Framework. Teachers are also asked to choose an individual PD goal and progress with that is part of our support plan for teachers. Retention is determined within the guidelines negotiated between the NYCDOE and the respective unions through negotiation.

**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 Cristopher Groll/Sandy Litrico	District 24	Borough Queens	School Number 128
School Name Juniper Valley			

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

Principal John Lavelle	Assistant Principal Eva Galanis
Coach N/A	Coach N/A
Teacher/Subject Area Pam Petraccione	Guidance Counselor Irene Papatsos
Teacher/Subject Area Fadia Tamer	Parent Matilda Fratto
Teacher/Subject Area Agata Grabowska	Parent Coordinator Melissa Phillips
Related Service Provider Ana Oliveros	Other Erin Kilbride, ESL teacher
Network Leader Sandy Litrico	Other type here

C. Teacher Qualifications [?](#)

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

D. School Demographics

Total Number of Students in School	797	Total Number of ELLs	34	ELLs as Share of Total Student Population (%)	4.27%
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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. [i](#)

1. The intake process at P.S. 128Q is a collaborative effort among staff and there are several teachers who are able to assist during the different steps of the identification process: HLIS, informal interview, and initial assessment (LAB-R). They are: Erin Kilbride, ESL teacher/Spanish translation, Fadia Tamer, Grade 3 teacher/Arabic translation, Pam Petraccione, Kindergarten Teacher/Italian translation, and Agata Grabowska, and Middle School Teacher/Polish translation. However, the ESL teacher is the main person responsible for determining potential LEP status. This process begins immediately with screening potential ELL's by administering the HLIS. If there is an indication that another language is spoken at home, an informal interview is conducted in English and the Native Language. When we do not have staff fluent in a particular language, we rely on the Translation Unit. We explain the HLIS form to parents and discuss its' purpose: to obtain information that will help us best meet the needs of their child. In order to promote academic success in school we need to place the child in the appropriate setting. As a result, we rely on 2 sources of information: The HLIS, to determine the language most often spoken at home, and an oral interview, to determine the overall language ability of the child. Once we determine if the student's dominate language is a language other than English, we administer the initial assessment: the LAB-R within 10 days of the admission date. Raw scores are calculated by hand and filed with the ESL teacher. Answer documents are returned to the Borough Assessment Office on the scheduled due date for official scoring. Until then, raw scores are used to indicate proficiency levels and eligibility. Students who are identified as LEP with proficiency levels of Beginner, Intermediate, or Advanced levels are then placed in an appropriate language program. Furthermore, Spanish students who are eligible for language services take the Spanish LAB-R and those documents are also hand-scored and delivered to the BAO. This information is valuable because we can utilize the literacy skills they possess in their native language to develop English literacy and fluency.

Once students are enrolled in the ESL program, they are required to take the NYSESLAT to track their progress as an ELL. All LEP students take this exam each spring until they are receive a Proficient score. We use the ATS document-RLER to account for all students who are mandated to take this exam. The data from this exam provides insight into the strengths and weaknesses among the modalities of language and gives a baseline of what kinds of instruction the student needs in order to achieve proficiency in English.

2. Placement of students is a partnership between school and parents. Parents have the right to choose a placement for their child, so next we hold a parent orientation meeting. The meeting is held by a trained pedagogue, usually the ESL teacher, with the support of the Parent Coordinator. The purpose of this meeting is to inform parents of their rights and provide a description of the 3 program choices provided by the Department of Education-Dual Language, freestanding ESL, and Transitional Bilingual Education. In preparation for this event, parents are sent several documents in their native languages/English, depending on preference: a flyer, Appendix C (Entitlement Letter), a copy of the Parent Selection/Survey, and brochure entitled: A Guide for Parents of English Language Learners. (Copies of the Entitlement Letters are kept on file with the ESL teacher). The orientation is conducted at conclusion of the LAB-R 10 day testing period, when raw scores have been calculated. We hold other orientations during the year as needed. The day of the orientation, parents receive an agenda, listen to a brief introduction, and watch a video detailing the 3 program choices. The information is disseminated in three ways: visually with a graphic organizer, a brochure in the parents' languages, and a video provided by the Department of Education. Parents are asked to sign-in and this document is stored on file with the ESL teacher. Before previewing the video we provide an overview of the three program choices.

One choice parents have is Bilingual Transitional Education. The goal of a Transitional Bilingual program is for students to learn conceptual skills in their native language while learning English. Students receive English as a Second Language instruction, content instruction, in both English and the native language, and Native Language Arts-promoting proficiency in the native language. The idea is that students will transfer the knowledge and skills from the native language to English. That is why during a student's first year in TBE the ratio of native language to English is 75:25. As the child develops a greater proficiency of English that number decreases until the child is ready for a monolingual class. If a parent would like to choose this option for their child, we have a prepared list of NYC schools that have established TBE classes. We will continue to update parents as new students enroll and when numbers increase. We watch the trends in order to be prepared to open such a class if need be.

The second option for parents is the Dual Language program, which is also the preferred program choice. The goal of this program is for students to become bilingual, biliterate, and bicultural. In this model, EP (English proficient) students also have the opportunity to learn a second language. The idea is that both groups of students will provide good language models for their counterparts. Students are taught content and literacy in both languages. Instructional time spent on each language is 50% English and 50% in the other language. Students may alternate language instruction day by day or in cycles.

The third option is a Freestanding ESL program. In an ESL program, the majority of instruction is in English. Students are taught English by means of ESL methodologies and are immersed in English for most of the day. That is not to say that the native language is not supported in the ESL classroom. Students' native languages are validated by being encouraged to use their language when needed. Students may clarify information with other students or teachers who speak the same language, use bilingual dictionaries/books, or rely on cognates as a means of comprehension. However, the goal in this setting is English proficiency. There are three program models: pull-out, push-in and self-contained. In the pull-out and push-in models, ESL teachers and mainstreamed teachers collaborate to determine language and content needs of students. Students who participate in a pull-out program are brought together from various classes and work in a location separate from their homerooms. Conversely, in the push-in model the ESL teacher is a co-teacher during lessons in the students' homeroom classes. All of our 34 parents have selected the free standing model.

3. Once parents have the opportunity to ask questions, consult about their child, and evaluate their choices, they are asked to fill out the Parent Survey and Program selection forms. The Translation Unit is used, if necessary. We feel the Parent Orientation is the optimal time for parents to select a program because we can ensure the forms are returned and parents can ask questions as they make the best choice based on their child's language needs. In order to make an appropriate choice, we discuss the child's school history, language dominance, as well as academic language proficiency. Since parents already received a packet containing the Parent Survey/Selection forms and Entitlement letters, we are able to collect these documents as a packet at the Orientation. Since the default program for students is the Bilingual Education program, follow-up letters and contact is made for parents who are not able to attend the meeting. Parents who cannot attend the initial meeting are asked to attend make-up sessions. If this is also not successful, we utilize the day of Parent-Teacher Conferences to hold meetings. Our last resort is a telephone orientation. All outreach will be kept on file with the ESL teacher. During our parent orientation this year, all parents, except 1, selected Freestanding ESL as their first option.

5. In order to facilitate/organize the process of tracking parent options, we created a document to illustrate trends. This is stored in the ESL teacher's room where it is easily assessable and updated. When new students are enrolled, their information is added and compared with previous data. Therefore, trends are continuously reviewed as the school year progresses. Data from our previously enrolled ESL students' parent selection forms indicate that there are 3 requests for TBE as a first choice (1 Urdu and 1 Spanish, and 1 Chinese). We will continue to keep this information on file and when there are 15 or more students in consecutive grade levels that request a bilingual class, we will comply accordingly. Parents will be notified when this choice becomes available here at P.S. 128Q. At this time there is insufficient number of students to create a bilingual class. As a result, we only offer a Freestanding ESL program for the 2011-2012 school year.

6. As of the current school year, we are aligned with parent choice due to numbers of requests for TBE and Dual Language.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	30			2			2			34
Total	30	0	0	2	0	0	2	0	0	34

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			4				1	1						6
Chinese	1	1						1						3
Russian		1					1							2
Bengali														0
Urdu			1											1
Arabic	1	2	2		2		2	1						10
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	2	1		1										4
Albanian	1	1												2
Other	3	2	1											6
TOTAL	8	8	8	1	2	0	4	3	0	0	0	0	0	34

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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?

1. (a) Our Freestanding ESL program provides instruction in English emphasizing English language acquisition. There are a total of 34 students this year. At P.S. 128Q we follow both a pull-out and push-in model and adhere to all CR Part 154 mandates. ELL's spend most of their day in an all-English homeroom and are brought together from various classes for English acquisition focused instruction.

(b) The scheduling of students depends on their grade and proficiency levels. Students are placed in groups of similar, but different grades (K, Beginners/ Intermediates in Grades 3-7, 1-2, and Advanced Grades 3-7) and are of mixed proficiency levels. In addition, the AMAO targets and NYSESLAT 2011 Spring Score Report via CD-Rom were utilized for the first time this year to provide even more insight on student history to find patterns to create the best possible groupings. Groupings are fluid and within one class, there are subgroups. NYSESLAT scale scores, AMAO targets and NYS test results were carefully examined for an overall picture of student abilities. NYSESLAT raw scores were used to fine tune groupings and determine students with similar needs. We only have a few students per grade, so that is why most students are participating in the pull-out model and are in ungraded and heterogeneous groups. Next year, we can continue to revisit numbers of students per grade to participate in the preferred push-in model by placing ESL students in the same homeroom class. The number of instructional minutes students receive are calculated by their proficiency levels determined by LAB-R and NYSESLAT exams. Beginners and Intermediates receive 360 minutes of ESL instruction, while their Advanced counterparts receive 180 minutes of ESL/ELA instruction

2. The number of instructional minutes students receive are calculated by their proficiency levels determined by LAB-R and NYSESLAT exams. Beginners and Intermediates receive 360 minutes of ESL instruction, while their Advanced counterparts receive 180 minutes of ESL/ELA instruction.

3. Several factors are considered when planning for those instructional minutes. ESL instruction is based on the idea that students require development of BIC's and CALP's. Therefore, students receive both language and content instruction. In the beginning, LAB-R and NYSESLAT results are used to determine the linguistic needs of the students. In addition, grade level standards outlined in the Common Core State Standards are used to provide a framework for content instruction. ESL lesson plans and learning experiences are aligned with these standards and expectations at each grade level; therefore Language Arts, Science and Social Studies are covered in our ESL periods. We use the methods from the Sheltered English approach to deliver instruction because it is an optimal recipe for language development: standards, goals, multidimensional assessment and flexible grouping. Content lessons are based on grade-level curriculum and language instruction is centered around linguistic demands/functions of a topic. Students are taught both academic functions (analyzing, describing, comparing/contrasting, etc...) and social functions (agreeing/disagreeing, giving instructions, expressing feelings, etc...). Language lessons provide a way for grammar instruction to be taught within a natural, meaningful context. A variety of assessments are used to track progress and drive instruction. We use data from NYSESLAT, LAB-R, ELA, Math, and ECLAS as formal assessments as well as informal assessments-running records, conference notes, and portfolios. Often we look at these assessments to create goals in all areas of language development for our ESL students. Parents are also included in the assessment process. Parents receive a progress report explaining the students' language goals and steps we are taking to meet those goals. They are encouraged to comment and help support the learning of their child-providing a bridge between home and school.

4. We have a freestanding ESL program, with Native Language support.

5. (a) We currently do not have any SIFE's. If we did, we can use strategies and information about SIFE's in the book entitled, Closing the Achievement Gap: How to Reach Limited-Formal-Schooling and Long Term ELL's by Yvonne S. Freeman and David E. Freeman.

A. Programming and Scheduling Information

(b) Students of all proficiency levels participate in an academically rigorous program. All students are expected to participate in grade-level lessons, and are exposed to grade level content, regardless of their proficiency level. We accomplish this by differentiating instruction based on proficiency level and needs. Newcomers (0-3 years), our largest group, 30 students, mainly from grades K-2, who are beginners and intermediates are placed in flexible groups (heterogeneous and homogeneous), so they can listen to the modeled language of more advanced students while completing tasks within the zone of proximal development. Examples of differentiation at the beginner and intermediate levels are evident in all areas of language development. Oral/Aural strategies such as providing language stems and barrier games for speaking and listening provide students with a scaffold, while requiring students to communicate in order to complete a meaningful task. During Writing, students use various scaffolds such as sentence builders, mapping, and cloze activities. Reading scaffolds include: age-appropriate picture books, story mapping, anticipatory guides (both picture and words), shadow reading, rereading, preview a story in the NL, as well as Directed Listening/Reading-Thinking activities. These strategies provide Beginners and Intermediates with support while challenging them to learn content, problem solve and think critically appropriate to their grade level.

Another way to make information comprehensible is by choosing materials from a variety of sources. Students are encouraged to use their native language as a reference point for learning new concepts. They may rely on a classroom buddy or print material in their own language. We have even "translated" our alphabet with post-its for Arabic and Russian students correlating the English and the Arabic/Russian letter equivalents. They are taught to look for connections, such as cognates, in their home language while gaining proficiency in English. We do this because understanding content is just as important as language development. When materials are not available in the native language, technology plays a role in making content comprehensible-images, games, and web quests are a way we support comprehension of content material.

There is an added benefit to teaching ESL through content and differentiating instruction: this form of instruction inadvertently prepares newcomers for the New York State exams. Teaching content to all levels of proficiencies while exposing them to a variety of literature exposes students to all genres-fiction, poetry, etc.. By the time they encounter the ELA for the first time, they have examined and read stories from all genres and have been taught about the features unique to each type of genre as well. Since content instruction is aligned to grade expectations, they are learning the information need to take the state Math, Science, and Social Studies exams. We do realize that state exams measure knowledge of content areas. Therefore, if a student is very new to the country and has more background knowledge of content in their home language, they will be provided with a way to express that by means of a test in their native language or a translator. Lastly, ESL students receiving content instruction will have an easier time transitioning to the push-in model because they have background knowledge of the vocabulary taught in the various subject areas and will be able to participate in lessons alongside their homeroom peers.

(c) Although newcomers who are Beginners and Intermediates make up a majority of our ESL population, we have 2 students, Grades 3 and 6, who are within the 4-6 years of ESL services. AMAO targets determined both students made progress from 2010-2011. Our 3rd grader went from Intermediate to Advanced, while our 6th grader, a new student to P.S. 128Q, although he gained 43 points from year-to-year, he remains at the intermediate level of proficiency. We began by looking at their scores on the RNMR to determine the area(s) of need and what needs to take place during ESL instruction. For both students, RLAT data shows a strength in oral/aural language, but a deficit in reading and listening. A closer look indicates that reading is the greatest area of need and decoding and comprehension both play a role. Therefore, to remedy these areas of need we will focus on skills that target decoding and comprehension, combined with principals of success from Closing the Achievement Gap (FIGURE 4-2, page 16). According to the authors, 4 key elements for school success for this subgroup are: 1) Engage students in challenging, theme based curriculum to develop academic concepts. 2) Draw on students' background-their experiences, cultures, and languages. 3) Organize collaborative activities and scaffold instruction to build students' academic English proficiency. During reading, we can utilize strategies from the PRIM reference book as well as effective strategies from Kaylene Beers-When Students Can't Read. Foundations/Wilson lessons can support/reinforce decoding development. Group activities -barrier games, projects, and tasks that involve problem solving can motivate as well as trigger conversations that incorporate a variety of language that lead to development of oral/aural proficiency.

(d) Our 2 students, Grade 6 and 7, who have completed their 6th year of ESL have some similarities, but also some differences that will be addressed this year. Our 6th grader is new to P.S. 128Q, is Advanced and has been for 3 years. From 2010-2011, she has gained 53 points. Looking at her RLAT history, she has made gains in L/S, but has been inconsistent in R/W. Initial assessments in these areas will be done to assess instructional goals. At first glance, it appears writing will be our focus with this student. During our ELA periods for advanced students, we will also carefully examine different genres by looking at similarities and differences among organization, style, vocabulary (word choice/expressions), and author's purpose. The idea is that understanding how a genre "functions" will facilitate writing in that genre as well. This method of instruction is taken from the "Curriculum Cycle" as described in Pauline Gibbons' book, Scaffolding Language, Scaffolding Learning. Students will be provided with opportunities to explore and discuss a genre before being asked to write about it. Then through shared experiences, students write a joint text with the teacher, and finally, students will write their own. This method of instruction will not only benefit those students previously mentioned, but all of our Advanced students.

Our 7th grader is in a self-contained Special Education class and only gained 37 points from 2010-2011. He has made steady gains in

A. Programming and Scheduling Information

Writing and Speaking. His progress in Listening has been inconsistent, but fails to make significant gains in Reading. Decoding and comprehension will be the main focus of instruction. Kaylene Beers' book will provide strategies for comprehension as well as Wilson techniques for decoding.

Although all modalities of language are simultaneously reinforced in the ESL classroom, we have outlined how we will address the specific needs of our ELL's who are newcomers, 4-6 years of services, as well as 6+ years that is a result of data from RLAT and AMAO targets.

6. There are 2 self-contained special education classes. Grade 2 (5 students) and a Grade 3, 6, 7 (2 students) bridge class. The ESL teacher and classroom teachers met to determine that the best possible service for the 2nd grade is the push-in model. Teachers meet each Monday to discuss the upcoming lessons that will take place in the classroom. They formulate academic and language lessons to reflect these goals. During classroom instruction, the ESL and classroom teacher co-teach using Special Education and ESL methodologies. The ESL teacher provides the language needs of the lesson, while the Special Education teacher emphasizes the content goal of the lesson. When it comes time for group work, the ESL teacher completes the task with her students, encouraging students to use all modalities of language-speaking, listening, reading, and writing. Students from the bridge class are pulled and grouped with General Education students. Goals from IEP's are considered and strategies from When Kids Can't Read-such as use of graphic organizers, charts, and Think-Alouds are used. The book emphasizes the importance of modeling (sometimes explicitly and directly) the habits and thinking of successful readers, scaffolding thinking/responses, and "providing multiple and ongoing opportunities for students to interact with other students with a wide range of texts." (p.37) Some specific examples include: Somebody, Wanted, But, So...., Say Something (p.105), Anticipation Guides, using signal words, etc. The ideas and strategies will be utilized when planning instruction for ELL's-SWD's. Miss Kilbride and Miss Wolf will both be using the Kaylene Beers book as reference to ensure consistency and bridge their homeroom and ESL classroom.

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

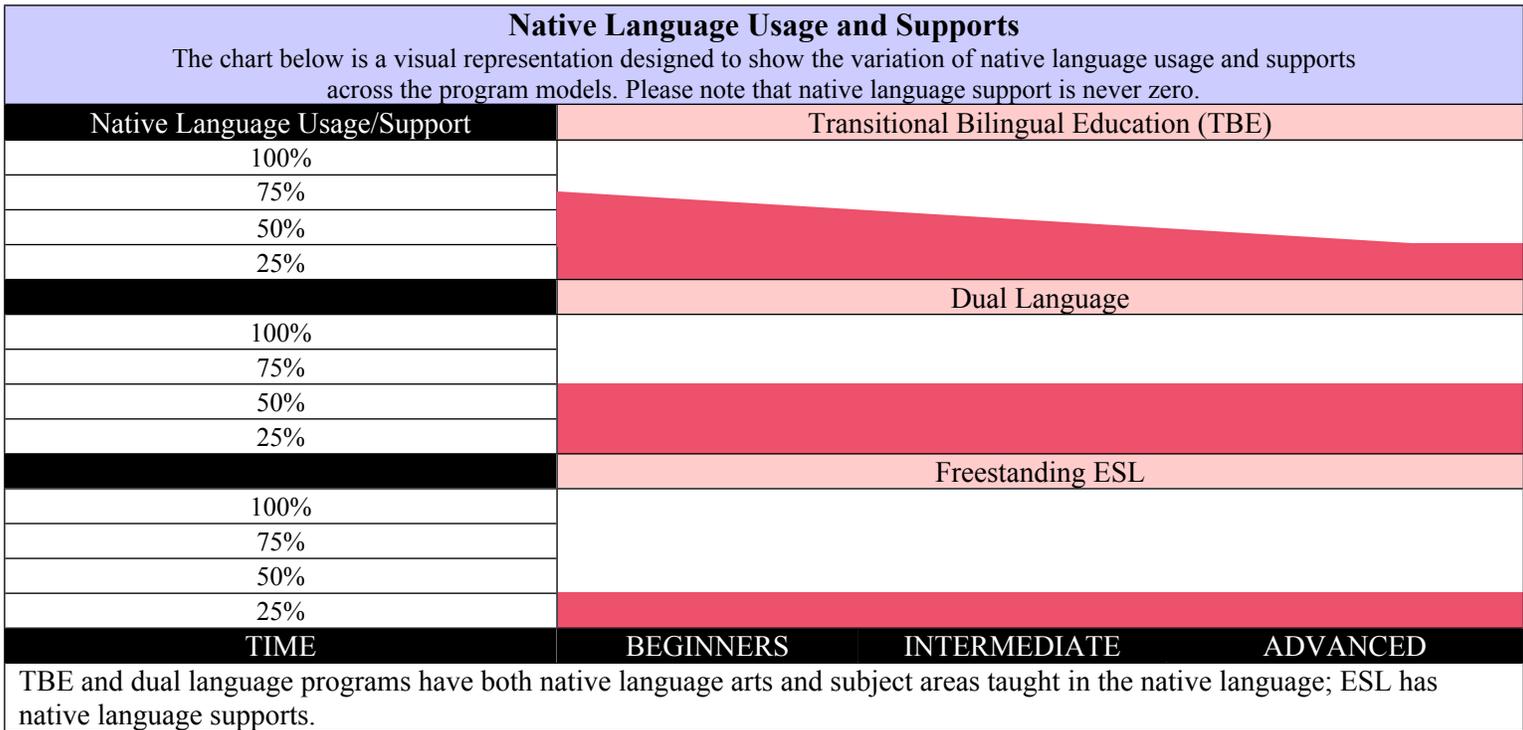
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:	0			
Math:	0			
Science:	0			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

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



B. Programming and Scheduling Information--Continued

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

8. Academic intervention for ELL's is mainly done during the 50 minutes block. We have targeted new arrivals with limited formal schooling to work on ELA skills. English is the language of instruction, but there is Native Language support when needed.

9. Transitional students who have passed the NYSESLAT in the last 2 years will continue to receive support as they become full-time members of the mainstreamed classroom. Teachers of these students will be able to receive support and guidance from the ESL teacher to ensure that they continue to develop their English proficiency. She can suggest strategies to continue developing all modalities of language. Periodic assessments, state exams, and teacher observations will be used to track and monitor progress. Students who have transitioned into the mainstreamed classroom will also be given an opportunity to receive time-and-a-half on state exams. These students will be given modifications as needed.

10. N/A

11. N/A

12. An after school service is in the works for our newly arrived students. Title III monies will provide funding for this program. The goal will be to work with these students on ELA skills.

13. In the ESL and homeroom classrooms, students are given opportunities to work on the computer to complete various tasks: keyboarding, using on-line dictionaries, finding picture support, on-line educational games. Their homerooms are equipped with SMART boards and they are given Technology periods each week with Mr. Chim, Technology Teacher.

14. Native Language is very much encouraged in the ESL classroom. Even when new students to the U.S. enter the ESL classroom they can see their native language in use. Our classroom alphabet has Russian and Arabic equivalents posted below the English alphabet for reference. (My Arabic students contributed to the translation). There are hardcover bilingual dictionaries in the classroom at their disposal, as well as use of internet dictionaries. Students are given a choice of whether they need the support of their NL or not. We will also be using the strategy called: Preview, View, Review (from the book Closing the Achievement Gap) for the first time this year. Key concepts are first introduced in the NL (Preview). Using Google Translate, etc...students will preview vocabulary in NL or be given a summary of the lesson in their native language. This will lower the affective filter and enable the student to trigger any background knowledge on a topic. Therefore, the demands of learning the new terms/concepts in English will be lessened. Students will then be given opportunities to participate in the lesson in English and given opportunities to interact with other students using new vocabulary in English. (View) Lastly, the lesson ends with a summary/list of key ideas in the NL. (Review)

16. N/A

17. All students in grades 6-8, including ELL's, are afforded the opportunity to take Spanish this school year.

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.

1. ELL professionals are given every opportunity to enhance their knowledge in the field of Teaching English as a Second Language. The Office of ELLs conducts workshops that reflect current needs in the area of English as a Second Language instruction. The administration encourages its' teachers of ELL's to take advantage of all professional development opportunities related to ESL pedagogy and compliance. The ESL teacher will routinely check e-mails from the Office of ELL's for professional development that pertains to the needs of P.S. 12Q.

After analyzing the data for our ELL's we found we need the greatest support in the areas of ELL's who are recent arrivals in the upper grades and Early Childhood ELL's. Therefore, when we receive e-mails from the Office of ELL's we search for workshops that match the needs of our school. We have a growing population of students who are recent arrivals and would like opportunities to learn new strategies to help them catch up academically with their peers. This will increase the confidence they feel in their homeroom class as well as lessen anxiety when they are required to take state tests after one year of schooling in the U.S. In addition, workshops related to Early Childhood ELL's are of interest to us. Workshops attended by the ESL teacher are a benefit to all classroom teachers. One way to provide staff development to peronnel at the school is by turn-keying new strategies teachers learn at workshops they attend. Every Wednesday, our students are dismissed at 2:30, while teachers spend the 50 minute block in professional development. This time can be utilized to support staff in the area of ELL's.

In order for teachers to differentiate instruction in their classrooms, they need to be aware of the characteristics of the various proficiency levels. When teachers receive the ESL schedule for their students, they are provided with some information about them. The ESL teacher gives each teacher a "grouping sheet" that indicates how the child was grouped and the other students they will be working with. This grouping sheet also states the child's proficiency level and the areas in need of support (reading, writing, speaking, and listening). Teachers also receive an ESL rubric that provides some indicators for each proficiency level and how it correlates to the language modalities. They can also use the rubric to create reading, writing, speaking and listening goals for their ESL student. This particular rubric is also used by the ESL teacher, so there is a level of consistency between the homeroom and the ESL classroom. This year teachers were given a hard copy of the NYSESLAT results via CD-Rom.

3. Lastly, this year, the ESL teacher has begun to hold meetings on a monthly basis to provide support for staff members. Workshops will be based on teacher needs and school-wide needs. For example, we have a growing number of students from Yemen who are Beginners and behind grade level in this country. This month the ESL teacher worked with teachers on understanding the characteristics of Beginner ELL's, expectations, and goals. We then discussed ways to make content comprehensible and promote participation in the classroom. Teachers were given a packet of information and strategies they can refer to when planning lessons to differentiate instruction for Beginner students. Each meeting will count towards ELL training for staff and sign-in sheets will be kept on file.

At times, these monthly meetings will be given strictly to provide teachers with the opportunity to discuss common goals, concerns, strategies and the progress of the ELL's in their class.

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?

At P.S. 128 we encourage and witness parental involvement starting at the initial interview and parent orientation. Parents even take the initiative to bring translators with them during parent/teacher meetings. When speaking with parents, we notice that most of them are concerned about their child's education and are willing to participate in any way they can. However, parents who are not proficient English speakers feel they are limited by their ability and have expressed an interest in becoming English language learners themselves. As a way to meet the needs of these parents, we have begun to plan for an Adult ESL class for our parents. Until then, we have found other ways to inform parents and provide strategies for them to use at home. As mentioned earlier, a monthly goal sheet is sent home with steps we are using meet the goal. Parents are encouraged to use these same strategies when working with their child at home.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	3	2		1		2	1						11
Intermediate(I)		2	3		2		1	1						9
Advanced (A)	6	2	3	1			1	1						14
Total	8	7	8	1	3	0	4	3	0	0	0	0	0	34

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	1	2		5
4			1		1

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

1. The ECLAS kit is used as a baseline to determine students' knowledge of early literacy skills. Kindergarten students are in the process of being assessed for alphabet recognition and sounds. Intermediates/Advanced ELL's in grades 1-2 are currently being assessed for, decoding, reading accuracy, and sight words. We also use the ECLAS kit with Newcomers in all grades to determine their literacy skills in English. Results are correlated to Fountas and Pinell Levels. Results are discussed with the classroom teacher to assure accurate results and create common goals. Information from the assessments determine instruction in both the ELL's homeroom and during ESL instruction. Both teachers are able to form common goals and are reaching for the same targets. Information also allows us to form groups of students with similar needs and reorganize groups as goals are achieved. Intital groups and goals were formulated using the NYSESLAT raw and scale scores. Students in Grades 1 and 2 were grouped according to results: 6/9 students in Grades 1-2 will be grouped together based on their need to focus on developing comprehension skills, while 4/9 will be grouped together based on their needs of alphabet recognition/ sounds, decoding and comprehension.

2. Grade and Proficiency levels:

(Fall 2011 LAB-R results)

Kindergarten: 2 Beginners/Intermediates, 6 Advanced

(2011 NYSESLAT results)

Grade 1: 3 Beginners, 2, Intermediates, and 2 Advanced

Grade 2: 1 Beginner, 2 Intermediates

Grade 3: 1 Advanced

Grade 4: 1 Beginner, 1 Intermediate

Grade 6: 2 Beginners, 1 Intermediate, 1 Advanced

Grade 7: 1 Beginner, 1 Intermediate, 1 Advanced

Passed 2011 NYSESLAT

Grade 1: 2 General Education 2 Special Education

Grade 2: 1

Grade 3: 4

Grade 4: 1

Trends:

-Students in grades 1 and 3 are most likely to achieve Proficient scores.

Our theory is the first year of a new level, especially for those going from K-1 to 2-4, usually causes a drop in proficiency; however, the test becomes easier for them when taking the test a second year at that grade band (K-1, 2-4, 5-6).

-Students who took the NYSESLAT in Kindergarten are not achieving Proficient scores. Only 2/6 obtained an Advanced score.

-Students who took the NYSESLAT in Grade 1 all reached their AMAO targets for 2011. 5/7 went up a proficiency level. 2/7 went up 43 or more points from one year to the next to achieve their AMAO targets. One student went up 85 points and the other 96.

In sum: When students take the NYSESLAT in grades 1 and 3, they are most likely to pass. However, they are most likely to drop when taking the test in Kindergarten and Grade 2 when test taking/test band is new.

3. Implications and Instructional Decisions

-Overall, for Kindergarteners we will emphasize all modalities. However, trends show there needs to be a greater emphasis on Reading and Writing. Kindergarten students will also need some practice with test sophistication.

-Raw scores indicate that our students in Grade 1 and 2 require a greater emphasis on Reading. Once initial assessments (Running Records and ECLAS) have been conducted and analyzed we can create individual goals for students. However, using the prior year end-of-the-year ECLAS assessment indicates a we need to strengthen alphabet recognition for some, as well as decoding and comprehension skills of these students. Recent assessments will indicate specific needs.

-There are several groupings within grades 3-7. GROUP #1: Newcomers/Beginners (4 students in this group), GROUP #2: Intermediates and Advanced (2 Newcomers, 2 4-6, and 1 Long Term ELL), GROUP #3: 2 Advanced students (1 Long Term ELL and 1 4-6).

GROUP 1: Raw scores indicate that all modalities are to be emphasized. We will use the Foundations methodology for developing early decoding skills. Strategies such as Hands Up, Split Dictations, and Jigsaw groups and barrier games will be incorporated to develop Speaking and Listening Skills.

GROUP 2: Raw scores indicate that Listening, Reading and Writing will be targeted. Students will increase their decoding and comprehension skills as well as work in collaborate groups to promote listening. In addition, strategies such as Split Dictations, Jigsaw groups, Hands Up, Dictogloss, or Information Extraction Tasks will be utilized. From: Scaffold Language, Scaffold Learning by Pauline Gibbons.

GROUP 3: Raw scores indicate that Writing will be the focus of this group. We will continue to use the CCSS as a goal for the different genres of writing, but the Curriculum Cycle of Writing as our methodology.

4. ELA Findings:

Total: 12 Students

ELA Score of 1

-All 6 students in grades 3-7 who were Newcomers/Beginners or Intermediates at the time of testing, obtained a 1 on the NYS ELA exam.
-3 of these students who were in grades 3, 5, 6, 2011 participated in the ELA for the first time because they were eligible for exemption during the 2010 ELA.

-2 students are in a self-contained Special Education class.

-1 student, an Intermediate, did not fall into the any of the above 2 categories. He is new to P.S. 128Q this school year.

In sum: Some of the students who obtained a 1 on the ELA were taking the test for the first time and were newcomers to school and to the United States. In addition, earlier in the school year, we were able to informally assess their literacy skills in Arabic, using a translator. According the translator, they did not meet grade level expectations in Arabic as well. In addition, one student in 3rd grade was exempt from the 2011 ELA.

Math Findings:

Total: 13 Students

Level 1 (4):

-2 students (Grades 3,6) in the Special Education class, took the state Math Exam in English. 1 Beginner/1 Intermediate.

2 students (Grades 5, 6) received an Arabic interpretation of the exam. Both students were Newcomers/Beginners

Level 2: (4)

-1 student took the Grade 3 math exam in English. This student is a FELL as of spring 2011. 1 student took the Grade 5 exam in English. This student is new to P.S. 128Q and is an Intermediate.

-2 students took the Grade 3 math exam with an Arabic interpreter. These students are Newcomers/Beginners.

Level 3: (4)

-All students took their respective exam in English. Grades 3, 4, 5. They were all Advanced students at the time of the 2011 NYS Math Exam.

Level 4:

-1 took the Grade 3 exam in English and is now a FELL as of 2011. The other student took the 6th Grade exam with a copy of the Chinese exam as reference. This student wrote responses in English in the English edition of the exam. She was and is currently an Advanced ELL.

In sum: For our students the Native Language support did not always predict grade level results on the NYS exam. We will have to investigate why for some the native language support was not beneficial for all.

-Only 1 student who used native language support performed at a Level 3 or higher.

-5 students who used native language support during the NYS Math exam performed at a 1 or 2.

-3 students who tested with only the English edition, scored a 1 or 2, while 5 students who used only English scored a 3 or 4.

Possible Conclusions:

Beginners who do not have academic proficiency in their native language, are not able to benefit as they should when provided NL support. Students who have not been educated in their native country at all, or have been living in the United States more than 1 year perform better when using the English version of the math exam.

5. N/A

6. For the first time this year, we were able to use the AMAO targets to determine success of our ESL program.

SUCSESSES

AMAO TARGET 1: Moving from 1 proficiency level to another or gaining 43 scale score points from one year to another.

-30/34 students from K-7 were able to meet this target from 2010-2011. 88.2%

Breakdown:

-4/6 Kindergarteners who took the 2011 NYSESLAT obtained a proficiency level of Intermediate or Advanced.

-7 students gained one proficiency level.

-7 students gained 43 scale score points or higher.

-2 Students who took NYSESLAT for the first time achieved a proficiency level of Intermediate.

-10 students achieved a proficient score.

AMAO TARGET 2: Gaining proficiency in English.

-10 students met this target from 2010-2011. 29.4%

Our school has met both AMAO targets for the 2010-2011 school years. Our school has met both AMAO targets for the 2010-2011 school years. Students in grades 1-7 continue to make progress as ELL's and some of our students have reached the level of Proficient. Also, students from Beginner-Advanced are making yearly progress. Lastly, Advanced students are performing at level 3 and 4 on NYS exams.

WEAKNESSES

-4 students did not make their targeted AMAO's in 2011. 11.8%

Breakdown:

-2 Kindergarteners who took the 2011 NYSESLAT achieved a score of Beginner

-1 student dropped from Intermediate to Beginner from 2010-2011.

-1 Intermediate student remained an Intermediate from 2010-2011, gaining only 37 scale score points. Therefore, not making Target #1.

Although K students are mainly entering Grade 1 as Intermediate or Advanced, none of them are passing the NYSESLAT. We will have to monitor K students more closely this school year to determine the cause.

In addition, our Beginner/Newcomers in Grades 3-7 are making scale score gains, they are not making proficiency level gains. Lastly, Beginner and Intermediates in Grades 3-7 are not performing on grade level as evidenced by the NYS exams.

Therefore our goals for our ESL program for 2011-2012 are:

1. Use the CCSS with all grade levels to maintain grade level expectations.
2. Monitor Kindergarten progress as it relates to literacy development.
3. Support students of all proficiency levels in their CALPS and provide Beginners with more opportunities to develop test sophistication.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Juniper Valley</u>		School DBN: <u>24Q128</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
John Lavelle	Principal		1/1/12
Eva Galanisd	Assistant Principal		1/1/12
Melissa Phillips	Parent Coordinator		1/1/12
Erin Kilbride	ESL Teacher		1/1/12
Matilda Fratto	Parent		1/1/12
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q128** School Name: **Juniper Valley**

Cluster: **4** Network: **406**

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.

During the intake process, parents are provided with the preferred language form found on the NYC Department of Education website. Questions about school/parent communication are translated into 11 languages. We are able to gather additional information from speaking with parents while they complete the HLIS.

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.

Kindergarten (9 ELL's)- 1 Arabic, 1 Chinese, 7 English. Parents who chose English as their preferred means of communication also speak Albanian, Czech, Romanian, Polish, and Turkish at home.
Grade 1- (7 ELL's)-1 Arabic, 5 English, 1 Russian/English. We learned that for one of our Russian families, if we are communicating with an older sibling it is in English, but if we are communicating directly to the child's parents, we are to provide a Russian translation. Parents who also speak Arabic, Chinese, Polish, and Russian chose English as their preferred means of communication.
Grade 2- (8 ELL's) 5 English 3 Spanish. Parents who chose English also speak Arabic and Urdu.
Grade 3- (1 ELL) Polish
Grade 4- (3 ELL's) 3 English. The students' parents are also Arabic and Chinese speakers and have siblings who are ELL's in our school.
Grade 6-(4 ELL's). 4 English. Parents who chose this option also speak Arabic, Russian, and Spanish.
Grade 7(4 ELL's) 3 English, 1 Spanish. Parents who chose this option also speak Arabic, Chinese, and Spanish.
We have created a document that encompasses the options of the parent as indicated on the Parent Survey/Selection form as well as language preference. The parent coordinator has a copy of this document. Teachers are made aware if there is a parent who requests

communication in their native 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.

If needed, written translations are done for school wide documents, PTC, holiday schedules, for example. Before documents are sent home, available staff translate documents and return for copies to be made for families who request alternate translation of documents. If a particular teacher needs something translated, we provide that as well. Most translations are done in-house by the staff of P.S. 128Q. We have staff who are fluent in Spanish, Greek, Arabic, Polish and Chinese. All work together and provide translations when needed. One parent has provided Romanian translations when needed.

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.

Most oral translations are needed during conferencing with parents or during the initial intake. As stated earlier, we are fortunate to have staff who speak the languages of our families. However, when an oral translation is needed and a particular staff member is not available, we rely on the Translation Unit for assistance..

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>.

According to the Chancellor's Regulations, there are 30 days to determine the language needs of parents and a responsibility to maintain a record of this information. At the moment of intake, we determine language needs of parents on the HLIS and on the Preferred Communication form provided by the NYCDOE. This information is compiled and added to the existing document created by the ESL teacher. We refer to this document when determining the oral language needs when providing the Parent Orientation, holding parent meetings such as IEP or PTC. In addition, we use this information when preparing to send notifications home to parents as well: IEP meetings, PTC meetings, as well as entitlement letters. We have staff members who can provide translations—oral and written when needed. However, if a time occurs when staff is not available, we rely on the Translation Unit, via the phone, to provide important information to parents.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: <u>Juniper Valley</u>	DBN: <u>24Q128</u>
Cluster Leader:	Network Leader: Sandra Litrico
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>9</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

1. Rationale: During the 2011-2012 school year, P.S. 128Q was servicing 35 ELLs. Therefore,, we have received Title III funds in the amount of \$11,200 which will be allocated to meet the particular needs of our students. We plan to use the monies to support/supplement our instructional programs, professional development and build a home/school connection for the parents of our ELLs.

After carefully analyzing initial basline assessments that were designed to look for trends in encoding/decoding skills, sight word recognition and reading comprehension, we determined that our students in Grades 2-8 are below grade level in encoding and decoding skills. There is a need to streghen our phonics program to meet the needs of our ELLs. Furthermore, 11 of 17 ELLs in grades K-1 did not pass the spring 2012 NYSESLAT and are scoring at Beginner and Intermediate proficiency on the Reading/Writing components of the exam. We concluded that a lack of knowledge of the English sound system effects our students' performance and overall reading progress. As a way to remedy this, we will allocate a percentage of our Title III funds to supplement our phonics program; as reading in a fundamental skill in all areas of the curriculum-including math, science and social studies. Therefore, we determined that it is necessary to invest in programs that will increase our students' success in reading, especially in the early childhood grades. In addition, we have a population of 8 students from Yemen in grades 1-7 who are struggling to learn a new alphabet and sounds. This is impeding their ability to read and write in English.

2. Subgroups and Grade Levels of Students to be Served: Beginner/Intermediate ELLs in Grades 2-8: a total of 9 students

3. Schedule and duration: Saturday Program from November 17, 2012-June 22, 2012. for 3 hours each Saturday.

4. Language of instruction: English with Native language support

5. 2 Certified ESL teachers

6. Types of materials: Commercially made consumable books, nonfiction readers, computers, Foundations

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

1. Rationale: At P.S. 128Q we have an increasing number of Newcomer/Beginner ELLs in our classrooms. They come to us from diverse educational backgrounds with varying levels of literacy in their native language, impacting their ability to progress as readers and writers of English. Regardless of their prior schooling and current skill set, we strive for our ELLs to work side by side their proficient English classmates and meet the demands of the CCLS. Teachers have voiced a concern in finding ways to support these students academically and linguistically.

2. Teachers to receive training: All teachers will be invited to trainings.

3. Topics to be covered: ELLs and Proficiency levels: Understanding of NYSESLAT Results. RTI process and UDL: entry points for all learners. Subtopics will include: scaffolding, chunking information, using reading levels to choose appropriate text for ELLs, and using Native Language support as a means of previewing topics and demonstrating comprehension.

4. Schedule and duration: We will provide trainings during the school day.

5. Provider: Erin Kilbride (ESL teacher) using information from trainings with Enrico Domingo: Director of Student Services.

Part D: Parental Engagement Activities

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

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

Begin description here:

1. Rationale: Provide parents with important information regarding expectations, informational resources and ways to support their child at home.

2. Schedule and duration: We are planning 3 days for parent engagement activities.

Part D: Parental Engagement Activities

3. Topics to be covered: September we begin with an orientation for parents, an introduction to PS 128Q and our procedures and expectations. This also allows for introductions and roles in the school environment. We emphasize to ELL parents they are important in their child's education and there is staff to assist them during the school year. We will also discuss the CCLS, NYS testing and the implications. Parent meetings will also be held to discuss the NYSESLAT-its' components, results, parent letters and how to interpret them. We will provide oral translations, if requested. Lastly, we will hold a ARIS training about how to navigate this system and how to interpret information. Again, oral translations will be provided upon request.

4. How parents will be notified: Written notification, translated when requested.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$9,174</u>	<u>Teacher and Supervisor salaries for Saturday program. 2 Teachers/1 Supervisor. There will be 20 sessions at 3 hours/session. \$50.19 Teacher salary: \$6,022.80. Supervisor salary: \$3,151.20</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$1,484.75</u>	<u>Practice Exercises in Basic Math: 26 student books at \$8.75/ea and 5 teacher guides at \$4.25/each NY Content Reading for the Common Core Standards: 26 student books at \$6.50/each and 5 teacher books at \$3.75 each= \$436.75 Foundations: Kits 1&2 for \$489.00 and \$559.00=\$1,484.75</u>
Educational Software (Object Code 199)		
Travel		
Other	<u>\$538.16</u>	<u>Informatinal Readers (Scholastic Momentum Libraries) 1 set at \$327</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>Gateway to Science: Vocabulary and Concepts (for low beginners to advanced) (Thomson/Heinle) Book: \$55.49 Workbook with Labs \$23.95 4 Audio CD's at \$103.99 Teacher's Edition \$17.95 Bob's Books (Scholastic) Read and Listen Set 1 and 2 Beginning Readers at \$4.89 each</u>
TOTAL		