



Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PSMS 219, PAUL KLAPPER

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q219

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SUPERINTENDENT: DANIELLE DIMANGO

06-24-2013

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
Frederick Wright	*Principal or Designee	
Gayle Stone	*UFT Chapter Leader or Designee	
Natalie Bausone	*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	
Barbara Warren	Member/chairperson/staff	
Deborah Jacobs	Member/staff	
Susan Greenberg	Member/staff	
Marlin Vellon	Member/staff	
Vanesa Carderelli	Member/recorder/parent	
Helen Leung	Member/parent	
Miosotis Mesa	Member/parent	
Frances Mariconda	Member/parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

To improve student achievement by improving the ELA and Math curriculum in grades PK-8.

By June 2013, all students in grades PK-8 will experience a minimum of two common core aligned ELA and Math units. In grades PK-5 students will engage in four Common Core-aligned units of study: two in math and two aligned to the literacy standards in ELA (Social Studies and/or Science); in grades 6-8 students will engage in eight Common Core-aligned units of study. At least one unit each, in math and ELA, will be a revision unit. Seventy percent (70%) of all students will show growth as evidenced by work products and task rubrics comparing the first CIE Task/Unit to the second CIE Task/Unit.

Comprehensive needs assessment

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

Our 2011-2012 Progress Report reveal a slight dip in percentage of our students in ELA in grades 3-8 are performing at a level 3 or 4. In 2011-2012 this percent is 60.7 as compared to 61.3% in 2010-2011. Yet, 39% of our students are still not meeting grade level benchmarks in ELA performance. The new CCLS task and the revised ELA unit teachers will create target grade level benchmarks that resemble the rigorous demands of grade level texts on the ELA exam.

Our 2011-2012 Progress Report reveal a slight drop in percentage of our students in Math in grades 3-8 are performing at a level 3 or 4. In 2011-2012 this percent is 76.7% as compared to 78.6% in 2010-2011. Yet, 23% of our students are still not meeting grade level benchmarks in Math performance. The new CCLS task and the revised Math unit teachers will create target grade level benchmarks that resemble the rigorous demands of grade level texts on the Math exam.

Also, last school year, one of our CEP goals was to begin the creation of one new ELA task and one new Math task. We met that goal. This current school year we are continuing to create curriculum units, with rigorous revisions to the task section in the creation of two units that are CCLS and CIE aligned. We aim to provide all students with more challenging assignments that will accelerate learning, deepen their conceptual understanding, and strengthen their ability to use textual evidence in writing, explaining, and discussion, as stated in the 2012-2013 CIE's.

Instructional strategies/activities

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

A/B) Classroom teachers will:

- dissect the ELA CCLS to create two grade level, CCLS aligned ELA tasks (K-8)
- dissect the Math CCLS to create two grade level, CCLS aligned Math tasks (K-8)
- correlate the CCLS tasks to the corresponding TC Writing Units for the 2012-2013 school year
- correlate the CCLS tasks to the corresponding Math units (to enVisions Math program in grades K-5)
- create/revise ELA unit to embed the ELA CCLS task on ATLAS
- create/revise Math unit to embed the Math CCLS task on ATLAS
- integrate the DOK levels into the task to increase the rigor

- create a grade level, CCLS aligned rubric that is grade and task specific
- provide written commentary/feedback on student work based on the qualities of good writing (ELA) or the mathematical practices (Math)
- ELA: schedule Writer's Workshop on a daily basis in each classroom providing focused, explicit instruction in developing writing strategies
- Math: schedule Math Workshop on a daily basis in each classroom providing focused, explicit instruction in developing "showing your work" strategies
- provide subgroups, such as ELLs and SWD, with targeted differentiated instruction
- attend and participate in professional development workshops to strengthen pedagogy
- revise previously created curriculums to reflect the increased rigor of the CCLS and DOK levels, on Rubicon Atlas
- assess the quality of their units by using a task/unit analysis tool such as the Tri-State QR Rubric for Lessons and Units, and use it along with the Danielson's 1e, Designing Coherent Instruction and QR 1.1, to evaluate the quality and effectiveness of the tasks and units.
- overall improve the quality of rigorous learning experiences to ensure the challenge has been raised, analyze and compare student work on CIE tasks by grade level for 2011-2012 to 2012-2013.

Students will:

- identify the criteria for the reading and writing task and engage in self-assessment
- identify the criteria for the math task and engage in self-assessment
- explain the necessary steps to increase performance, using the rubric as a learning tool not solely as an evaluation tool
- maintain an ELA and Math Achievement Portfolio that travels from grade to grade

Administration will:

- leverage the existing structures that enabled the teams to meet the 2011-2012 CIE's to produce the new units
- assist and monitor classroom teachers in creation, revision and implementation of rubrics
- assist classroom teachers in planning and implementation of the task
- support the work of TC staff developers and network support specialists
- provide time during weekly inquiry meetings to analyze data patterns (in student work) and discuss best teaching practices
- provide opportunities for staff to work with TC staff developers to create the task and strengthen instruction
- provide opportunities for staff to work with network Math support specialists to strengthen instruction
- attend professional development workshops provided by the network, CFN 204 and Teachers College

** Workshops within the school will be facilitated by: Administration- Principal and Assistant Principal, Leveled Literacy Intervention (LLI) specialist, and Core Inquiry Team members/facilitators (produced from programming- Friday weekly morning meetings, before the school day, and weekly assembly meeting periods, during the school day)*

C) Teachers will monitor and revise strategies/activities after assessing student performance of the ELA and Math task during:

- teacher-led inquiry teams: vertical grade teacher teams- weekly
- common planning within grade (K-5) or department (6-8)- weekly professional period
- six half-day, student non-attendance, professional development sessions (SBO)
- monthly faculty conferences
- monthly grade conferences
- Teachers College Staff Development Cycles: Grades K-2, 3-8

D) Timeline for Implementation:

- September & October 2012: Teachers met in vertical teacher teams to review the year's ELA and Math scope and sequence to plan where in the pacing calendar the two units related to the task would be taught and where the two tasks related to the unit would be implemented. The teachers met in Inquiry Teams to revise last year's unit and task, with a heavier emphasis on revising the task's rubric to assure that it was assessing all of the CCLS' components. This included intense analysis of the CCLS, curriculum mapping and rubric creation/revision.

- November: Teachers implemented the unit of study with students.
- December: Task implemented with students, with a rubric, followed by rubric-based/CCLS-based teacher commentary.
- January 2013: Teachers will analyze the students' work within the grade level/inquiry team, and then again vertically to notice patterns across all grades K-8. Simultaneously, teachers will reflect on rigorous best practices for teaching informational reading and writing and create a set of coherent practices that align with the CCLS vertically.
- February: Teachers will plan, within their grade-level and inquiry team, the second ELA and Math unit and task to be implemented. Reference to the first task's results will guide the creation of the second new task, to assure that instruction is modified based on students' performance.
- March: Teachers will implement the unit of study with students.
- April – May: Teams meet to recalibrate our collective understanding of the Danielson's 1e. Teachers will revise current units of study and embed the best practices with a direct connection to differentiation for meeting students' needs based on the assessment. Teachers will track progress and adjust plans and goals for student subgroups and targeted individual students during the course of the year
- June: All units of study are being revised and recorded in Atlas. All units of study reference the CCLS. Teachers meet to recalibrate our collective understanding of the essential components of PS/MS 219 curriculum maps to ensure Common Core alignment, improve the quality of rigorous learning experiences, consistency across the grade and subjects, retain teacher skill, and to improve teacher skill at planning and designing of curriculum maps

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.
- We will provide the following materials and training to help parents work with their children to improve their achievement level in ELA and Math:
 1. How to use ARIS parent link (which connects to Reading Tracker) to track and support their child's progress across grade-level reading benchmarks and identify performance on NYS ELA exam.
 2. How to use ARIS parent link to track and support their child's progress across grade-level Math benchmarks on Acuity assessments and NYS exams.
 3. How to use teacher-created rubrics to support tasks at home and strategies for how to increase in level.
 4. Town Hall Meetings to unpack: CCLS, NYS ELA and NYS Math Exam
- Increase the home-school partnership by:
 1. Ensuring that parents can effectively support and monitor their child's progress by sending home quarterly progress reports that describe in detail what level their child is reading and whether that is on, below or above grade level benchmark and math performance in work.
- Provide assistance to parents in understanding City, State and Federal standards and assessments via:
 1. A presentation of CCLS FAQ's at PA Executive Board Meetings, Town Hall Meetings and School Leadership Team meetings.
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. These parent and school meetings are regularly scheduled, on a monthly basis. The meeting dates are public and posted on the school website www.psms219.org, on the paper calendar sent home to parents, and posted on the calendar in the school lobby.
 1. Administrators not only attend these committees, but are also members of these.
 2. Administrators provide ongoing professional development opportunities such as Teachers College, Columbia University Parents as Partners workshops offered twice a school year for parents to learn about their child's literacy learning and development.
- Maintain a Parent Coordinator to serve as a liaison between the school and families.
 1. Provide workshops about ARIS parent link
 2. Provide parent workshops based on the assessed needs of the students, for example reading and math strategies. Other topics will include: grade-level curriculum and assessment expectations.
- Translate all critical school documents and provide interpretation during meetings and events as needed

Budget and resources alignment

- Indicate your school's Title I status: x 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

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).

- Before/After School Program Test Prep Academy (Sunrise Program)
- Spring Recess Academic Academy
- ESL Sunrise Academy January 2013 to April 2013
- QCC (CBO) Short Cycle Poetry Books Spring 2013

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

To improve teacher effectiveness by engaging teacher teams in the process of creating a shared understanding of Danielson.

PS/MS 219 will create a "local" version of Danielson's Framework Critical Attributes and Possible Samples for 3b and 3d in the "Effective" and "Highly Effective" levels of performance aligned to the QR 4.1 and Common Core Learning Standards. By June 28, 2013, using the new customized version of the Danielson Framework, 50% of subject teachers will show improved effectiveness as evidenced by the written feedback memorializing the stated connection to the "new" and/or "local" Attributes and Possible Samples that were developed by the CORE Inquiry Team and by teachers.

Comprehensive needs assessment

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

The 2012-2013 CIE's continue to focus on teacher effectiveness and the support that staff members receive in the form of feedback to continue to grow as professionals. Based on data gathered via conversations with teachers, surveys, analysis of student performance/progress by teacher, teacher self-assessments, and classroom observations conducted by administrators, it has become apparent that teachers need differentiated professional development. That was our goal for the 2011-2012 school year and we met it. This school year we will extend that goal even further by specifically targeting Danielson's Framework 3b and 3d and providing differentiated *support* by grade bands. In our implementation of the CCLS and Danielson's Framework, we have noticed that our primary grades differ in need than our upper elementary grades as well as our middle school grades. Therefore, we will create a "local" version of Danielson's Framework that highlights by grade band the effective teacher practices that should be implemented school wide.

Instructional strategies/activities

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

A/B) Teachers will:

- (CORE Inquiry will) deepen our collective understanding of Danielson by ensuring Common Core alignment that focuses on improving student outcomes by addressing instructional shifts
- (CORE Inquiry will) model a grade band addition/revision to Danielson's Framework Critical Attributes and Samples for 3b and 3d for ELA and Math
- Teacher Teams will meet to produce additions/revisions to Danielson's Framework Critical Attributes and Possible Samples for 3b and 3d by grade band and subject (ELA and Math)
- Participate in teacher team meetings (Core Inquiry, Inquiry, Common Planning, Grade Conferences, etc.) to create sample examples
- Set individualized PD goals
- Record and track individualized PD opportunities

- Participate in on-site and off-site professional development activities
- Integrate strategies learned into daily planning and instruction
- Modify instructional strategies based on collaborative conversations with colleagues, student need, and analysis of student work

TC Staff Developers and Other Participating Consultants/Presenters will:

- Model appropriate strategies in lab sites
- Support teachers in developing effective teaching practices
- Provide feedback to teachers
- Debrief with school administrators to plan for modified future school and teacher goals

Administrators will:

- Provide supervisory feedback to teachers specific to 3b and 3d that focuses on improving student learning
- Provide medium for teachers to meet to create our school's local version of examples for Danielson 3b and 3d
- Provide medium for planning and tracking teacher individualized PD plans
- Provide in-house PD that supports school's and teachers' goals
- Purchase 28 days of Teachers College staff development to include 2 staff developers assigned to specific clusters of teachers (K-2, 3-5, and 6-8) for ELA differentiated PD.
- Develop a schedule of cycles for TC staff development sessions that take into consideration the school-wide goals but also teachers' differentiated PD needs (for example: study group topics selected by teachers, one-on-one classroom visits and/or lab sites designed by need/interest, and selection of TC Calendar Day workshops at Columbia University)
- Develop a schedule to support this initiative, including times for collaborative meetings, lab sites, inter-visitations, study groups, grade level common planning meetings, and inquiry team meetings
- Turnkey knowledge learned at workshops

C) Teachers will create examples, monitor and reflect on their professional teaching effectiveness:

- During teacher-led inquiry teams
- During common planning periods
- During the six half-day, student non-attendance, professional development sessions (SBO)
- During on-on-one conversations/meetings with staff developers, consultants, network support specialist, and/or school administrators

D) Timeline for Implementation:

- Fall 2012: The Core Inquiry Team will meet to dissect the parts of Danielson's Framework 3b and 3d. With the support of administrators, teachers will create their own examples of what these attributes "look like" in their grade band. Administrators will conduct frequent short-cycles of classroom visits and instructional walkthroughs. TC Staff Developers will conduct professional development based on a continuation of needs assessed last school year, and this current school year.
- Winter 2013: The Core Inquiry Team will invite a plus 1 member on a rotating basis to increase the scope of examples. The trained members will facilitate a professional development session for the entire school staff to add on more examples of effective teaching practices in Danielson's Framework 3b and 3d. These examples will be recorded into a rubric.
- Spring 2013: Teachers continue participation in differentiated PD sessions, provide self-assessment for obtaining goals, and creation/revision of additional examples.

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.
- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is

provided on pages 11 through 15 in this CEP.

- Support school-level committees such as the PA and SLT:
 1. Discussions on unpacking Danielson's Framework
 2. Presentations on the NYCDOE Instructional Initiatives for the 2012-2013 school year: Teacher Feedback and CCLS-aligned Tasks
- Maintain a Parent Coordinator to serve as a liaison between the school and families.
 1. Provide parents with resources to read (articles, books) or view (videos) about academic content to support their child's learning and monitor student progress- PD Resource Center

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).
 - Network CFN 204
 - Teachers College Reading and Writing Project, Columbia University
 - OELLs
 - Queens College
 - Office Of Youth Development
 - UFT Workshops

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 30, 2013, the lowest metric of each of the three groups (Parents, Teachers, and Students) on the annual School Survey will improve as evidenced by the School Survey on the Progress Report moving from a “C” to a “B.”

Comprehensive needs assessment

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

The 2011-2012 School Survey mark on the PS/MS 219 Progress Report was rated a “C.” Therefore, the Survey became a focus of an area in need of improvement. The lowest score (6.3) of the four areas was “Communication.” Each group of scores of all three stakeholders, (*Parents, Teachers, and Students*) of the Survey was analyzed individually. Areas to concentrate for improvement are: *Parents 7.3 Communications, Teachers 6.3 Communication, and Students 6.1 Communication*. Analysis reveals that although the Parents indicated large majority of “Strongly Agree, and Agree” for the “teacher” and “child’s school” band of the Survey, we see that the “Agree” percentages drag the score lower. This trend is repeated in the Teacher and Student area of Communication. One area that stood out for Students was the perception about a “teacher or adult” to turn to when “something is bothering you.” This is within the Communication band but was scored heavily on the negative side of responses.

Instructional strategies/activities

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

- a) Our subgroups will be each stakeholder of the School Survey: Parents, Teachers, and Students.

Parents: Conduct a smaller, earlier survey to attempt to assess how we can improve the parents’ perception of the school’s success at communicating:

- Learning Expectations
- Satisfaction with response to parental contact with school
- School communication for academic progress of students
- School communication for academic progress, achievements, successes, of students
- Frequency of communicating curriculum

Students: Improve the student perception of Communication:

- Staff knowledge of students’ names
- Improve the information delivered to students about who they can safely discuss their problems with

Teachers: Improve the Teachers’ view of the school’s success at communicating the school’s educational goals:

- Improve the dissemination of the principal’s vision for the school
- Adding rotating staff to meetings “Plus1”: CORE Inquiry Team meetings, PPT, School Safety, SLT

b,c) Key personnel:

- Administration will invite staff to CORE Inquiry Team meetings, PPT, School Safety, SLT for Plus1; and will provide more opportunities to parent to receive curricular information, academic expectations
- School Counselor will develop a method to ensure that all students know and identify a trusted staff member to approach to share when something is bothering them
- All staff members will use student names more frequently to connect on a personal level
- Selected staff will assist Principal to share Learning Expectations, improve school communication for academic progress of students, school communication for academic progress, achievements, successes of students
- Parent Coordinator will assist Principal to share Learning Expectations, improve school communication for academic progress of students, school communication for academic progress, achievements, successes of students

d) Timeline for Implementation:

- Fall 2012: School administrators and SLT will meet to analyze the School Survey. Areas of strength and areas in need of improvement will be identified. This information will be presented to the entire school community at PA Executive board meetings and Faculty Conferences.
- Winter 2013: School administrators, SLT, and key personnel will meet to develop an action plan that targets the above mentioned areas of need for all three stakeholders.
- Spring 2013: School Administrators and SLT will reflect and evaluate the success of action plan implementation to assess change. Stakeholders will be informally surveyed.

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.

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 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;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- 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);
- supporting parental involvement activities as requested by parents;

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

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).
- CFN 204
- Tax Levy
- Title 1SWP
- Title III

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	<p>1. Students in grades K-3 who require Academic Intervention Services are provided with instruction via Fountas and Pinnell’s Leveled Literacy Intervention System (LLI).</p> <p>2. Tier I Intervention-Differentiated instruction in English Language Arts is provided in all classes based on ongoing assessments. Grades K-8, All students, including ELLs and SWD: Guided Reading and Small Group Strategy Lessons; ELLs: <i>Mondo Let’s Talk About It</i>-Oral Language Development Program.</p> <p>Students not benefiting from Tier I intervention are recommended to the PPC for further services.</p> <p>3. Extended day program- Grades 1-8 (10:1, 5:1 ratio): 4. Teachers provide students in grades 3-8 who are at risk of not meeting the CCLS in ELA with additional Test Preparation Sessions designed to help</p>	<p>1. The Leveled Literacy Intervention System (LLI) is a structured small-group (three to four students), supplementary intervention program designed for young children who struggle with reading and writing and who need intensive support to achieve grade-level competency.</p>	<p>1. Students meet daily, during the school day, for 30 minutes with the LLI teacher/specialist, until he or she meets grade-level performance, which is an average of 18 weeks.</p> <p>3. Teachers provide 37 ½ minutes small group instruction for at risk students, Monday- Thursday, after school.</p>

	prepare for the ELA NYS Exam during the Test Prep Academy two days a week, for an hour a day, from late winter to early spring. This includes all students, including ELLs and SWD.		
Mathematics	<p>1. Tier I Intervention – Differentiated instruction in Mathematics is provided in all classes based on ongoing assessments. This includes flexible strategy groups based on assessed needs, by topic.</p> <p>Students not benefiting from Tier I intervention are recommended to the PPC for further services.</p> <p>2. Middle School teachers of mathematics provide additional (2-3) math periods with differentiated strategies for at-risk students in 12:1 classes two periods per week.</p> <p>3. Extended day program- Grades 1-8 (10:1, 5:1 ratio): Teachers provide 37 ½ minutes small group instruction for at risk students, Monday- Thursday, after school.</p> <p>4. Teachers provide students in grades 3-8 who are at risk of not meeting the CCLS in Math with additional Test Preparation Sessions designed to help prepare for the Math NYS Exam during the Test Prep Academy two days a week, for an hour a day, from late winter to early spring. This includes all students, including ELLs and SWD.</p>		
Science			

Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>School counselors including Project 25 Counselor, provide guidance and counseling services during the school day on an as-needed basis to assist students in dealing with personal issues including school, friends, and family situations.</p> <p>The programs for AIS support provided by the guidance counselors include:</p> <ul style="list-style-type: none"> • social skills • early intervention- drugs and alcohol • anti-bullying campaign • character development • self esteem building • team building • peer mediation • conflict resolution • community service activities 	<p>All of the programs are provided to students in small group sessions during the day</p> <p><i>* The following are whole class lessons implemented by the Project 25 Counselor:</i></p> <ul style="list-style-type: none"> • 1st Grade- Safety Lessons • 2nd Grade- Bullying Lessons • 3rd Grade- Character Education Lessons • 4th Grade- Drug and Alcohol Lessons • 5th Grade- Life Skills/Decision Making Lessons • 6th-8th Grade- Drug Prevention/Violence Prevention Lessons 	
	<p>The programs for AIS support provided by the school psychologist include:</p> <ul style="list-style-type: none"> • understanding self and developing a positive self image • showing respect for the feelings of others • understanding the decision-making process • coping with divorce • coping with the death of a loved one 	<p>All of the programs are provided to students in either an individual basis or in small group sessions during the day, on an as-needed basis or as per mandated on the students' IEP.</p>	
	<p>The Social worker assists students on an as-needed basis. The school social worker provides services prior to formal</p>		

	<p>evaluations. The School Based Support Team meets once a month to discuss progress of students, referrals, and create a plan of action for individual students.</p> <p>The programs for AIS support provided by the social worker include:</p> <ul style="list-style-type: none"> • interpersonal relationships • developing self-esteem and self-discipline • conflict resolution • dealing with crisis situations- Coping mechanisms • maintaining effective relationships with peers and adults <p>The social worker also provides referrals as needed for more therapeutic services which are monitored through on-going communication with parents, guardians, and CBO Providers. Services are offered on a daily basis during the school day in addition to the mandated provision of services as indicated by the student's IEP.</p>		
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HIGHLY QUALIFIED TEACHERS (HQT)

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

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

As per our BEDs survey, we already have HQT across the grades and subjects. We will continue the following to assure that we continue to support all staff members, including our first year and second year untenured teachers.

Support: Encourage teachers to set personalized professional goals:

- Create Teacher-led inquiry teams (vertical) by subject (90% participation) that meet weekly
- Train the teams on how to examine the ELA and Math CCLS
- Provide workshops for teams to attend and in-house PD to analyze CCLS tasks and implement the 2012-2013 CIE's
- Schedule teams to meet weekly during Common Planning to look at student work using protocols, design the task/rubric/unit, integrate the unit into the curriculum map, deliver the lessons, evaluate the task and reflect on the unit

Retention: Build capacity within staff: Establish leaders and experts within a topic/subject/concept, etc.

Partner up teachers in collaborative teams as well as mentoring experiences to support one another during intervisitations.

New Teachers: We have very few openings or vacancies. When we do, we utilize every possible resource available to us to find high quality candidates which include the New Teacher Finder on the Principals Portal, Teach for America, Teaching Fellows, and our relationship with Queens College Intern program. We leverage our Network HR support to facilitate proper procedures to ensure alignment with viable candidates.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Charles Amundsen/Diane Foley	District 25	Borough Queens	School Number 219
School Name Paul Klapper			

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

Principal Fred Wright	Assistant Principal Marlin Vellon
Coach type here	Coach type here
ESL Teacher Qi Tang, David Rangel	Guidance Counselor April Mavrovitis
Teacher/Subject Area	Parent Lilian Young
Teacher/Subject Area type here	Parent Coordinator Janet Ardezzone
Related Service Provider type here	Other Efrosina Bezhani (ESL)
Network Leader	Other type here

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	3	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	630	Total Number of ELLs	90	ELLs as share of total student population (%)	14.29%
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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. 

1. ELL students are identified through processes as outlined by the NYCDOE. Families of all incoming students are required to complete the HLIS. When a new admit deemed potential ELL enters, our three ESL teachers Ms. Tang, Mr. Rangel, or Ms. Bezhani are notified. The ESL teacher conducts the HLIS interview with parent/guardian in home language. When the HLIS is started, we determine if a greater understanding would be possible through interpretation. If needed, we contact translation services at (718) 752-7373. An oral interview is also conducted with the child. The HLIS is only evaluated by a licensed pedagogue- an ESL teacher. We then identify if student takes LAB- R. If student speaks Spanish, we also administer Spanish LAB. We LAB- R students prior to Parent Orientation. We conduct the LAB-R within 10 days of child entering system. During the spring term of the school year, we prepare all ELL students for the NYSESLAT. The ESL department confirms who is eligible by comparing our attendance and data reports to the RLER report on ATS. We then create a schedule across the testing window. Annually our ELLs are assessed using the NYSESLAT. We use the results, in combination with other sources of informal assessments, to plan for instruction that targets areas of need. We analyze the growth across the components- listening/speaking and/or reading/writing.

2. To ensure that parents understand all three program choices, the ESL teachers and Assistant Principal conduct parent orientations in the beginning of the year, during the day and in the evening- during September's Meet the Teacher Night. Additional times are added in the beginning of the year to accommodate for parents. Throughout the year, we conduct the parent orientation on a one to one basis as necessary when a new admit arrives. If a parent does not attend the orientation, we frequently call and mail an invitation letter until we receive a response, We show the video to parents in their home language. We discuss the three options of programs- Transitional Bilingual Education, Dual Language, and Freestanding ESL. Parents complete "Parent Survey and Selection Form" in appropriate home language. If parents choose an option that is not available in our school, we explain to the parent that this school does not offer that program and let them know of schools in the area that do offer the program. Parents may choose to keep the student in our school and select their choice as ESL Program on the form or choose to send child to another school. We tally the number of parents who want a program other than ESL, which is what we offer, so that if the numbers grow to the designated number, we can provide one of the two other programs.

3. The method of ensuring that the entitlement letters, parent surveys and program forms are as follows: Entitlement letters are sent home to parents in the students' book bags. The Parent Survey and Program Selection Form are collected from parents immediately after they view the video about program choice during the orientation. If parents do not attend the parent orientation, we continue to call them and send letters home until we get a response.

4. Once a child has taken the LAB-R, the parent has attended the parent orientation and has selected their program of choice, we assist them accordingly. For example, if they choose either DL or TBE, and we do not have enough students to create that kind of program, we share with parents a list of neighboring schools that do offer the program of choice. Parents are consulted in their native language. If parents decide to remain at PSMS 219 and select the ESL program, we create a schedule for the child where they receive their mandated weekly minutes of service.

5. After reviewing the Parent Survey and Program Selection forms, the trend in program choice that the parents have requested is Freestanding English as a Second Language (ESL). For example, thus far this 2011-2012 school year, 100% of our newly admitted families chose to stay at PSMS 219 and participate in our ESL program. This trend has been tracked for a number of years. For

example, last school year, 15 out of our 15 new admit parents selected ESL and this school year 19 out of 19 parents of our new admits selected ESL.

6. The program models offered at our school are aligned with parent requests. We offer an ESL program.

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained		1												1
Push-In	11		8	6	8	4	9	4	2					52
Total	11	1	8	6	8	4	9	4	2	0	0	0	0	53

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	90	Newcomers (ELLs receiving service 0-3 years)	82	Special Education	27
SIFE	1	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	1

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

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

ELLs by Subgroups										
	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	Total
Dual Language										0
ESL	82	1	23	7	0	3	1	0	1	90
Total	82	1	23	7	0	3	1	0	1	90
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
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		2	1	3	7		4	1	1					19
Chinese	16	10	9	4	4	2	6	4						55
Russian	1				1									2
Bengali														0
Urdu	1				1	1								3
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		4	1	1	1	2	2							11
TOTAL	18	16	11	8	14	5	12	5	1	0	0	0	0	90

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1a: We currently have 90 ESL students in grades K-8. All of our ESL students in grades K, and 2-8 are serviced through ESL Push-In model. Our first grade ESL students are serviced via a self-contained ESL model.

1b: PSMS 219 has two ESL teachers that follow a Free Standing ESL program and one ESL teacher that follows the self-contained ESL program. The program models when students are serviced follow heterogeneous styles, depending on their NYSESLAT modality analysis. Data is used to form groups and inform instruction.

2a: The three ESL teachers provide the mandated instructional minutes for ELLs. Two of the ESL teachers service 75 ELLs via push-in and one of the ESL teachers services 15 first grade ELLs via self-contained ESL instruction, as their sole classroom teacher. The mandated instructional minutes for ELLs who are at the beginning and intermediate proficiency level receive 360 minutes per week as required under the CR-154 mandate. Students deemed at the proficiency level of advanced receive 180 minutes of instruction. In addition to the mandated services, there is an extended day period which supports selected ELLs Mondays through Thursdays. In addition, students that need additional support are provided with SETSS services, Guidance, Speech, and Leveled Literacy Intervention (LLI). Lastly, we offer a sunrise program with additional time to prepare ELLs for the NYS ELA and Math exams as well as the NYSESLAT. Explicit ELA, ESL, and NLA instructional minutes are delivered via a combination of the ESL teacher, common branch classroom teacher, and content area teachers.

3: All instruction is provided in English, incorporating the four modalities: Listening, Speaking, Reading, and Writing. The goal of our ESL program is to develop academic language and enhance student understanding of English while learning grade level content. Our focus is targeted at developing academic vocabulary and grammatical structures that often impede ELLs from comprehending content area material. In all grades a Balanced Literacy program is implemented where ELLs are supported as they read "just right" books, receive small group instruction based on need and confer on a regular basis with teachers. In science and social studies our newly arrived Middle School ELLs are supported in the content areas through the use of lower level materials to teach content. Peer tutoring is available as students are assigned buddies who speak their native language on an as needed basis. Content area instruction focuses on providing students with a variety of graphic organizers, analogies and previews to build meaningful verbal learning. In mathematics the focus is on building and sharing problem solving strategies orally and in writing by having students work collaboratively and by using hands-on materials to build concepts. These methods have been found to increase proficiency for our ELL students.

4. After analyzing the home language, we ensure that ELLs are appropriately evaluated in their native language by providing them with translated exams on the NYS Math Exam and/or providing them with native language/bilingual dictionaries and pictionaries.

5a: We differentiate instruction for ELL subgroups. The ESL teachers who work with our SIFE students will use a variety of manipulatives and visuals to enhance comprehension during the instruction time. For example, we use technology such as Leap Frog listening stations to provide reinforcement of language acquisition. In addition, we use strategies from Fountas and Pinnell's Leveled Literacy Intervention

A. Programming and Scheduling Information

(LLI) system to provide for SIFE students the foundational skills learned in the primary grades.

b: With ELLs less than three years, basic conversational skills as well as concepts of print and literacy will be addressed. PS/MS 219 adopts a push-in model of instruction for most of the ELLs. The ESL teachers and the classroom teachers work together in delivering the same content and following the Teachers College workshop model. Additional materials include shared reading materials from MONDO, the Let's Talk About It Kits as well as the Let's Sing About Kits. Even more so, we are supporting a portion of our newcomers population by creating for the first time in PS/MS 219 history, a self-contained first grade class. The ESL licensed teacher will scaffold students with ESL methodologies and provide rigorous balanced literacy instruction. We frequently informally assess our students not only because it informs our teaching but because after one year, ELLS take the ELA exam. Therefore, we provide ELLs with multiple opportunities such as those previously described- sunrise program, extended day, LLI, etc.

c: Data shows that four to six year ELLs in our school are for the most part either advanced or proficient in listening/speaking and reading/writing. Therefore, teachers will continue to scaffold the language and use a variety of graphic organizers to assist the students with their accountable talk and writing. In addition, these students will receive support in the writing process as well as in the qualities of good writing, in ways that lift the level of their writing across grade/common core aligned benchmarks. Materials include the MONDO graphic organizers from the Now I Get It series as well as reading small groups created via the use of the Fountas and Pinnell Literacy Continuum.

d: We currently have one Long-term ELL. When assessing data, the struggle lies in reading and writing. We will provide LTEs with explicit verb and adjective usage in writing along with content/craft support. We will use the MONDO Now I Get It series to supplement the balanced literacy components, including writer's workshop. In addition, pre-writing activities that build background knowledge will also be implemented.

6. ELL SWD students in restrictive settings (either self contained special education classes or ICT) will receive additional ESL support via push-in. Licenced ESL teachers will co-teach and support the core curriculum. In addition, we will utilize lower level reading materials designed to give students access to content area information and implement methodologies designed to enable each student to meet his/her IEP goals and objectives. Short nonfiction texts such as Time For Kids will be used to support content area knowledge. This in combination to texts used in content area classes, will support the informational texts task which is the DOE's current instructional initiative.

7. Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL SWDs within the least restrictive environment in a variety of ways. For example, ELL SWDs participate in the same opportunities/programs and use the same materials as non ELL SWD students. Also, teachers of ELL SWDs attend/participate in professional development sessions that provide them with the appropriate resources to best teach their students. For example, a number of our TC labsites and meetings center around teaching strategies for ELL SWDs. Lastly, our related service providers work in conjunction with the ESL teachers to support the classroom teachers of ELL SWDs.

Courses Taught in Languages Other than English ⓘ

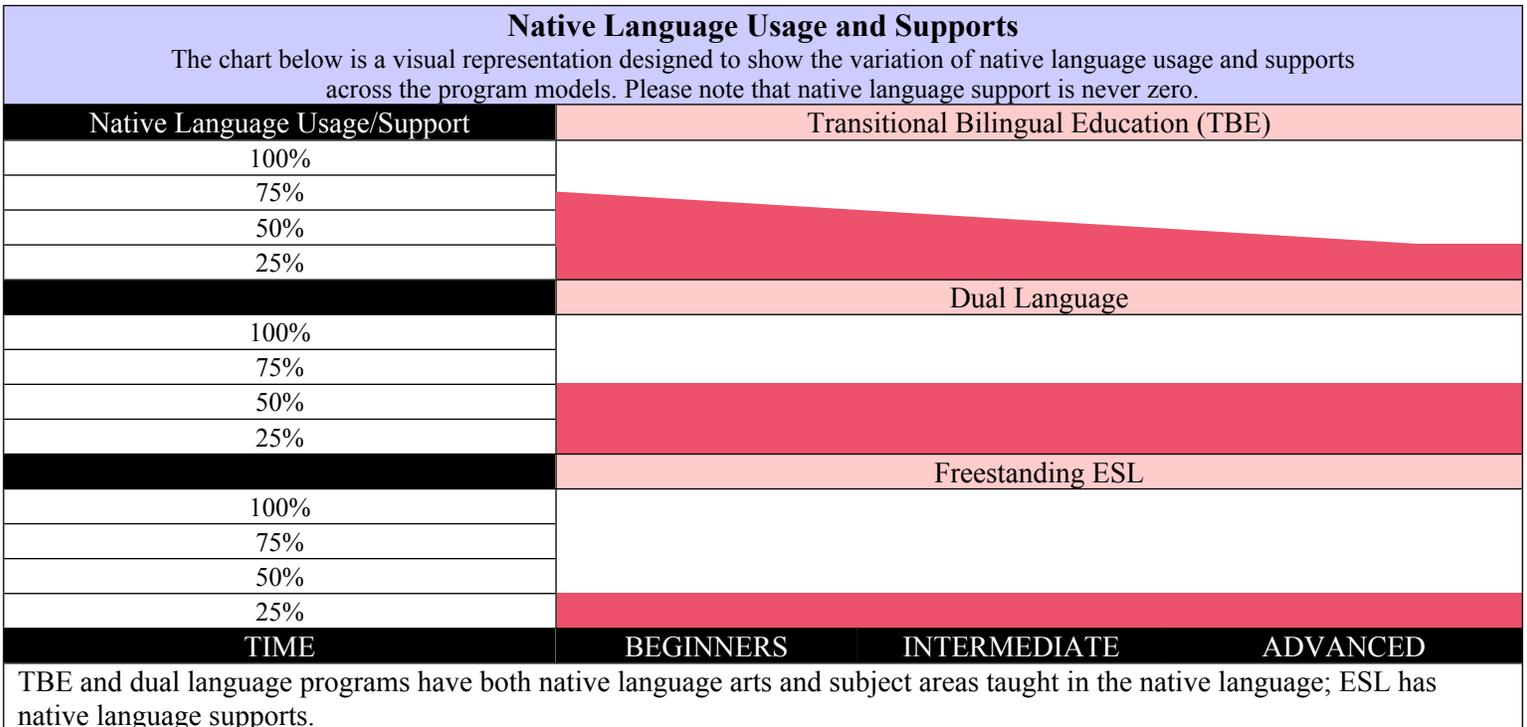
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



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. The intervention for ELLs in ELA, Math and other content areas require the use of both the push-in/pull-out model. The ELLs study the same materials with additional support in language development focusing on vocabulary. Strategies such as juicy sentences will be used to help ELLs in building comprehension on the content material. Middle School newcomers occasionally participate in pull-out services to provide an extra layer of vocabulary introduction, background knowledge, and planning tools that will transfer to the content area subjects.
9. ESL teachers will provide PD for the classroom teachers of ELLs reaching proficiency on the NYSESLAT, to assure that they receive continuing transitional support. The transitional support for ELLs reaching proficiency on the NYSESLAT will focus on the production of language both in verbal and written form. Teachers will use visuals and understanding of juicy sentences to support students' knowledge of the main academic content. Teacher's materials include a wide range of print, and visual resources designed for increasing English language proficiency. Language functions and instructions are taught within the context of the lesson. Students will also still be provided with native language supports, as needed. Also, as mandated by the DOE, former ELLs will receive testing accommodations for two years.
10. This year, we will continue to improve the push-in model that we implemented last school year. We will enhance our collaboration with the general education and special education teachers. Similarly, this year we will try to implement the co-teaching ESL model in our push-in model. One new program this upcoming school year is our first grade self-contained ESL class. We are very excited to support our primary ELLs this way.
11. N/A
12. ELLs are afforded equal access to all school programs. They are a part of all instructional periods and school events, since we limit the periods of pull-out services. Supplemental services offered to ELLs is Extended Day, sunrise test prep academy, and leveled literacy intervention (LLI).
13. Some instructional materials being used to support ELLs include: Columbia University Teacher's College reading and writing workshop models as well as English at Your Command. In addition, Leap Frog technology such as leapsters and listening centers along with interactive Internet sites support our ELLs.
14. Native language support is provided for ELLs in our school. Our school library contains many trade books in a variety of languages for our students. Students have access to native language/bilingual dictionaries and dual language texts. Standardized tests are provided in a variety of languages and translators have been hired to assist with testing. Our ESL teachers are fluent in Chinese, Greek and Spanish.
15. The ESL teachers provide age appropriate materials depending on the ELL's grade level and abilities.
16. Parents who bring their children to register meet the ESL teacher and are provided assistance through translation as needed. Newly enrolled ELL students also go on a tour of the school and see first-hand all of the experiences they will receive.
17. PS/MS 219 does not currently offer a language elective to ELLs, or any other non-ELL student.

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.

1/3. All ELL personnel at PSMS 219, including teachers of ELLs and paraprofessionals, will receive in-house PD as well as off-site PD opportunities. Structured professional development sessions and workshops will be provided by the OELL, the CFN network 204 ESL specialist, BETAC, our three licensed ESL teachers, administrators, Teachers College staff developers, Aussies and consultants. Topics include, but are not limited to academic language of science and math teachers of ELLs, developing academic language for algebra teachers of ELLs, and NYSESLAT PD. Topics of discussion will include differentiation as well as instructional methods that support ELLs across each of the stages of language development. Classroom teachers and paraprofessionals will also be provided with structured PD/workshops designed to develop strategies to modify instruction in the content areas and to develop vocabulary and improve comprehension. Professional texts related to ELLs will also be used in staff development sessions, study groups and inquiry teams. These add up to at minimum the 7.5 hours of ELL training for all staff. We are also this year offering teachers with the opportunity to attend an ITI (Intensive Teacher Institute) for ESL certification, at participating universities. A log of professional development is maintained by the ESL supervisor, which includes the table of organization, and a sampling of agendas from workshops with dates and topics. Specific dates and topics include: 10/17/11- TC: Thinking across the year with an eye to supporting English Language Learners; 11/3/11- Response to intervention (RTI) What RTI really means for your teaching; 11/28/11- Tap the power of Paraprofessionals and teaching assistants to support small group work in reading/writing/learning (ELLs); 12/12/11- Accountable talk and accountable writing; 1/6/12- Small group reading instruction is extremely supportive for our students with IEPs (and ELLs); 1/10/11- Mastering conventions need not be painful. Also, cycles of TC staff development for grades K-2, 3-5 and 6-8 will provide lab sites to specifically support ELL teachers. 11/8/11- ELL K-12 Literacy Conference:From theory to practice- ELLs and the Common Core Standards. As workshops arise from the Office of ELLs and our network, we attend.

2. Since we are a K-8 school, we have our students across the transition to middle school grades. This allows us to align our literacy PD for teachers to support our current ELLs, our transitioning ELLs and our newcomers. Furthermore, one Teachers College staff developer services grades 3-8, and builds in support to staff to assist ELLs as they transition from fifth to sixth grade.

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?

1. Parents are invited to attend meetings about ELL options, workshops to develop English Language skills, Family Night activities, Meet the Teacher Night in September, Parent/Teacher conferences in November and March, Monthly Parent Association meetings (the first Wednesday of the month), individual meetings concerning their child's progress, trips, celebrations, and special events. All events are posted on our school website <http://psms219.org>, are written in multiple languages on letters sent home, and are recorded in translated languages via home voice messages. Specific events include monthly (September-June) student of the month ceremonies, October- PA event: Harvest Night and November- PA event: International Night. Future PA events TBA.

2. At PSMS 219, we partner up with a variety of agencies and Community Based Organizations to provide workshops/services to ELL parents. These include: The Tutoring Club (Bayside)- math, reading and writing tutoring clubs; Adult Learning Centers at Queens Library and Generations Online at Queens Library (Flushing)- computer instruction, books, audio, video, etc.; YWCA of Queens- After School Program- NYS test prep, meals, HW help, special attention to ELLs and SWD, parent-teacher liaison services, family counseling, music, arts and crafts, computer, etc.; Learning Society (Flushing)- Free adult ESL classes (weekly).

3. We evaluate the needs of parents through conversations, meetings, phone calls and surveys. Staff and the parent coordinator assist in this.

4. Our parent involvement activities address the needs of parents because we provide what they request. For example, the majority of our parents asked for English classes so our parent coordinator provides it via Crossroads Cafe, English Language Learner Classes. We also partner up with the Learning Society who also provides free adult ESL classes. Similarly, phone messages and letters home are translated, which parents requested. In addition, we purchased an interpretation system with headsets and transmitters that support simultaneous interpretation in a variety of languages during assemblies, workshops and meetings. In addition, our parents are interested in workshops that provide them with strategies for how to help their child at home. Therefore, we have planned for workshops which our ESL teachers will facilitate about the following topics: How to help your child with their homework, How you can support your child's literacy development, and Math strategies that transfer to everyday life situations. We will also conduct trips to the Public Library where parents can take out a library card and books with their child.

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)	18	8	1	4	1	1	2	1	0					36
Intermediate(I)	0	5	2	1	7	1	3	2	1					22
Advanced (A)	0	3	8	3	4	2	7	2	0					29
Total	18	16	11	8	12	4	12	5	1	0	0	0	0	87

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		0	1	1	0	1	2	0	0				
	I		5	1	3	2	1	0	1	0				

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	4	4	2		10
5		2			2
6	2	7	1		10
7	4	1			5
8		1			1
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	2		5		4				11
5	1				2		1		4
6	1		2		6		3		12
7			1		4				5
8									0
NYSAA Bilingual Spe Ed			1						1

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

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

1. Our school uses the Fountas and Pinnell assessment tool to assess the early literacy skills of our ELLs. The data, which includes running records and concepts of print, provide insight into our ELLs reading accuracy, fluency and comprehension. The miscue analysis informs our instruction. For example, is the child making meaning-based, syntactic, or visual miscues. Insights the data provide are that our early readers face difficulties with accuracy and fluency (this is also reflected in our newcomers). Specifically, this information helps inform our school's instructional plan because teachers modify the components of Balanced Literacy as needed to meet these needs. For example, accuracy and fluency strategies are included in read aloud, guided reading, word study, conferences, etc. Teachers use these assessments along with other school work and observations to find out the weaknesses and strengths of our ELLs. Thus far, based on our fall reading assessments, we have noticed that the majority of our ELLs struggle with fluency. Specifically, they are reading primarily in two-word phrases with some three- and four-word groups and some word-by-word reading. They also have a slow rate most of the time. Conferences are planned to tackle this in combination to shared reading activities.
 2. The 2011 Spring NYSESLAT and Fall Lab-R assessment results show data patterns that reveal that the majority of our ELLs are in the beginning level because of our new admits in Kindergarten. Solely looking at the NYSESLAT data, we have 29 out of our 64 tested ELLs who are in the Advanced level. Most of our beginner level ELLs are in Kindergarten (12 out of the 27 beginners in the entire school).
 3. Based on the patterns in data, we noticed that our most advanced level is second grade, followed by sixth grade with high levels of proficiency in listening and speaking. In reading and writing, we noticed that overall, we had high numbers of advanced level ELLs across all grades, in comparison to the beginning or intermediate levels. We have a low level of proficiency, though, in reading and writing. Therefore we set the goal of our ESL program to develop academic language and enhance student reading and writing level of English. ELL students participate in all components of Balanced Literacy including daily Read-aloud, Shared Reading, Reading Workshop and Independent Reading, and Writing Workshop. ESL teachers and classroom teachers collaborate in order to effectively support practice that accommodates the needs of diverse ELLs. Differentiated instruction is provided for our students to work in small groups with the ESL teacher reinforcing a concept or skills. We have also incorporated more pre-writing and talking opportunities for ELL students to plan their reading and writing work, prior to actually working independently.
 4. Patterns across the grades in regard to the NYS ELA exam, reveal that 15 out of the 28 ELLs who were tested last year, are approaching standards with a level 2. Yet, 10 out of the 28 are below standard with a level 1. Math results from the NYS Math exam differ. For example, 16 out of 33 tested students are performing on grade level with a level 3 on the exam. Only 4 out of the 33 tested students received a level 1, below proficiency.
- 4b/c: N/A- We have not given the ELL Periodic Assessments in previous years; this year will be the first time. We already implemented the Fall 2011 cycle.
5. N/A
6. We evaluate the success of our program for ELLs by the gains we see in our students in literacy. For example, we analyze running records, periodic tests and quizzes, and state wide assessments to assess growth. We track growth across guided reading levels, gains in the listening/speaking, reading/writing sections of the NYSESLAT, and comments/scores on standards-based rubrics. We also analyze growth in the Math NYS Exam to monitor content area knowledge gains. Lastly, we also analyze the data that reveals who is at proficiency each year on the NYSESLAT (overall and in listening/speaking, reading/writing).

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>PSMS 219 Paul Klapper</u>		School DBN: <u>25Q219</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Fred Wright	Principal		10/17/11
Marlin Nunez	Assistant Principal		10/17/11
Janet Ardezzone	Parent Coordinator		10/17/11
Qi Tang	ESL Teacher		10/17/11
Lilian Young	Parent		10/17/11
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
April Mavrovitis	Guidance Counselor		10/17/11
	Network Leader		1/1/01
	Other		1/1/01
David Rangel	Other <u>ESL Teacher</u>		10/17/11
Efrosina Bezhani	Other <u>ESL Teacher</u>		10/17/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 219

School Name: PS/MS 219 Paul Klapper

Cluster: 2

Network: 204

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.

Staff use ATS home language reports, the RLER report, and the home language survey results to identify languages spoken at home and by the parents. We also evaluate the needs of parents through conversations, meetings, phone calls, surveys, and the DOE's Parents' Preferred Language Form. Staff and the parent coordinator assist in this.

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.

We have found that we need both oral and written translation services in multiple languages. The predominant languages identified as a result of the needs assessment are Chinese and Spanish. Other languages include Pashto, Urdu, Russian, and Farsi. We reported the findings to the school community through the actions that we took to assure that our school's translation and oral interpretation needs were met. For example, we prioritize contractor funds for the Fall and Spring Parent Teacher conferences by hiring translators of the two major languages, Chinese and Spanish. We also provide the DOE's translation unit interpretation number to all staff members, to use on an as need basis. We provide written translation as well for the majority of our written memos through in-house translation; the turn around time requirements for larger document translation is cost prohibitive and is difficult to plan for. We rely on DOE provided translations for documents such as Kindergarten registration and high school choice for example, as accessed on the DOE website. In addition, we purchased an interpretation system with headsets and transmitters that support simultaneous interpretation in a variety of languages which we use during assemblies, workshops and meetings. We also notify classroom teachers and service providers of students' native language history along with the parents' preferred language of communication.

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.

We provide written interpretation needs in the following ways: As funds permit, outside contractor Spanish and Chinese, additional Spanish, Russian, and Chinese by in-house staff.

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.

We provide oral interpretation needs in the following ways: as funds permit, Fall Parent Teacher night- outside contractor Spanish and Chinese, additional Spanish, Russian, and Chinese by in-house staff. When parents come to the office we use in-house staff in the languages listed above or we use the telephone service by the DOE translation unit.

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>.

We meet all the Chancellor's Regulations for A-663 by providing timely translations for parents to enable them to have access to the same information as English speaking parents by utilizing staff, DOE publications such as the Blue School Code of Conduct, DOE translation services, Title III funds to pay for outside contractors, simultaneous transmitters for our meetings such as PA and Town Hall meetings. When time and service permit we supplement our translations on our website. We also provide web-hosted sites for parents to utilize on their own. In addition, we post documents such as the Parents Bill of Rights and The 2011- 2012 NYC Family Guide on the school website, www.PSMS219.org for all parents to access. Translation signs and notices are posted in the lobby, by the main entrance, in the main office and in the parent coordinator's office.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PSMS 219, Paul Klapper	DBN: 25Q219
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Recess Academies
Total # of ELLs to be served: 82
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" 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: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

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: Before School Program: Students will attend the school's traditional "Sunrise Academy" for ELLs. This program supports language development in English and Native Language instruction. The program strives to provide test sophistication for the NYSESLAT Exam, with a focus on the speaking, listening, reading and writing skills in combination with familiarity in the test's format. All ELL students, across all proficiency levels, in grades K-8 are invited to attend the Sunrise Academy. The program's duration is 10 weeks- from late January to early May. The program is scheduled from 7:30 AM to 8:10 AM every Tuesday, Wednesday and Thursday. Three teachers teach the program. Two are certified in ESL and one is certified in elementary education K-6. The elementary education certified teacher has a history of working with ELLs in our school and is also our Leveled Literacy Intervention Program Specialist. All three teachers plan together during an assigned time, weekly, to analyze student work and to further develop differentiated ESL strategies. This allows for the two certified ESL teachers to coplan with the common branch teacher. In addition, to allow all of the ESL students to be instructed by a certified ESL teacher, the ESL teachers rotate into the group taught by the common branch teacher every two weeks. The materials used by students in the program are Getting Ready for the NYSESLAT and Beyond from Attanasio and Associates, Inc.

Other: We provide additional support to our ELLs during the breaks- the mid winter and spring recess breaks. These include 2 days during the mid winter break and 3 during spring recess (for a total of 5 days). The program is scheduled from 9:00 AM to 12:00 PM on the scheduled days. All students, in grades 3-8 are invited to attend the recess programs. These are the same ELLs also invited to the above mentioned ESL Sunrise Academy. This program supports high academic achievement in ELA, Math, and other core academic areas. In addition, these programs support the rigor behind the CCLS, reading for stamina, and test sophistication for the NYS exams. Four to six teachers teach the programs during the recess breaks. These teachers are ESL, elementary, and/or secondary certified teachers. Teachers who are not certified in ESL who teach the ESL students in the program, coplan with the ESL team prior to. Together the teachers construct lessons that meet the ESL standards and the CCLS. Materials include: Just Right Books, Rally Test Prep, NY Ready Test Prep, and MONDO kits.

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

Part C: Professional Development

Begin description here: Our ESL program revolves around the push-in model. Our ESL teachers are immersed in PD that supports not only ESL strategies but also the rigor and curriculum of the general education population, to support the curriculum of the general education and/or special education classroom they push-in to. All three teachers as well as other staff responsible for delivery of instruction and services to ELLs participate in weekly Common Planning with classroom teachers, weekly Inquiry Team meetings, Teacher College staff development/lab sites, Network CFN 204 ESL instructional workshops, as well as any other workshops provided from the NYC DOE specifically for ELLs. Topics include: meeting the rigor of the CCLS, performance assessments/tasks with grade level benchmarks, standards-based rubrics and continua, and analysis of student work (to track progress). In addition, we are offering a study group for the ESL teachers as well as classroom teachers of ELLs in grades 4-8 that focuses on text complexity, informational texts and shared reading. The purpose is to increase the reading strategies and performance level of students with IEPs in the upper grades who are also ELLs in 12:1 classrooms as per need revealed in our data analysis. In addition, upper grade teachers of ELLs will also participate in Phonics/Word Study training to provide targeted language instruction that supports basic literacy skills. As previously mentioned, data shows our ELL students have proficiency in listening and speaking but struggle in the reading and writing section. Providers: Lead Teachers, Core Inquiry Team Members, Network Specialists/Achievement Coaches, AP, OELLS, and Teachers College staff developers.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents attend meetings about ELL options, workshops to develop English Language skills, Family Night activities, Meet the Teacher Night in September, Parent/Teacher conferences in November and March, Monthly Parent Association meetings (the first Wednesday of the month), individual meetings concerning their child's progress, trips, celebrations, and special events. All events are posted on our school website <http://psms219.org>, are written in multiple languages on letters sent home, and are recorded in translated languages via home voice messages. Specific events include monthly (September-June) student of the month ceremonies, October- PA event: Harvest Night and November- PA event: International Night. Future PA events TBA.

At PSMS 219, we partner up with a variety of agencies and Community Based Organizations to provide workshops/services to ELL parents. These include: The Tutoring Club (Bayside)- math, reading and writing tutoring clubs; Adult Learning Centers at Queens Library and Generations Online at Queens Library (Flushing)- computer instruction, books, audio, video, etc.; YWCA of Queens- After School Program- NYS test prep, meals, HW help, special attention to ELLs and SWD, parent-teacher liaison services, family counseling, music, arts and crafts, computer, etc.; Learning Society (Flushing)- Free adult ESL classes (weekly).

Part D: Parental Engagement Activities

We evaluate the needs of parents through conversations, meetings, phone calls and surveys. Staff and the parent coordinator assist in this.

Our parent involvement activities address the needs of parents because we provide what they request. For example, the majority of our parents asked for English classes so our ESL teachers will provide free adult ESL classes before, during or after school (we will survey the parents to select a time that is of the majority's convenience). Similarly, phone messages and letters home are translated, which parents also requested. We also use an interpretation system with headsets and transmitters that support simultaneous interpretation in a variety of languages during assemblies, workshops and meetings. In addition, our parents are interested in workshops that provide them with strategies for how to help their child at home. Therefore, we have planned for workshops which our ESL teachers will facilitate about the following topics: How to help your child with their homework, How you can support your child's literacy development, and Math strategies that transfer to everyday life situations. We will also conduct trips to the Public Library where parents can take out a library card and books with their child.

Note: "Town Hall" style meetings utilized simultaneous translators for Spanish, Chinese, Arabic and Russian speaking parents. Translators are used for Parent Teacher Conferences.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
TOTAL		