



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** EMANUEL KAPLAN SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 24Q229

**PRINCIPAL:** DR. SIBYLLE AJWANI **EMAIL:** SAJWANI@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** **MADLINE TAUB-CHAN**

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Sibylle Ajwani	Principal or Designee	
Loretta Tumbarello	UFT Chapter Leader or Designee	
Evelyn Vera	PTA President/ Parent Grades 3/5	
Joyce Woesthoff	Assistant Principal	
Christian Rodriguez	Member/ Teacher Grade 1 G & T	
Maegan Walter-Garvey	Member/ Teacher SC Grades 3/4	
Maria Centeno	Member/ Parent Grade 3	
Holly Van Wallendael	Member/ Parent Grade 3	
Sarah Lee	Member/ Parent Grade 3	
Debbie Scaturico	Member/ Paraprofessional	
Yvonne English	Member/ Parent Grade 3	
Sinead Kieman	Member/Parent Grade 3	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
*By June 2013, all students will experience a minimum of two common core aligned ELA units. One unit will be aligned to the literacy standards in ELA, Social Studies, and/or Science. The second unit will be aligned to the common core literacy standards with emphasis on pre and post performance tasks. 75% of students will meet standards as evidenced by work products and task rubrics.*

### **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.

*As a result of our third year with the new core standards and a review of our pacing calendars, curriculum maps, student performance and data we have decided as a cabinet to continue to revise and implement the common core standards in two units of study in each grade for ELA through several professional development sessions. Teachers will also revise and improve the units already created last year in their classrooms.*

### **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.

**Professional Development:** *PD will be ongoing throughout the year regarding the instructional shifts and the alignment to the common core standards.*

- *Use of accountability tools to identify, analyze and keep track of student progress through data including all ARIS reports and Acuity/NYSESLAT results.*
- *A strong focus at grade and faculty meetings will be on how to differentiate instruction and implement strategy lessons.*
- *Creation of calendars for units of study to incorporate the skills listed in the core standards.*

### **Actions/Strategies/Activities:**

- *Teacher Teams will meet weekly during SBO and common preps to update units in non-fiction*
- *Teachers analyze student work to evaluate presence of shifts*
- *Students will be required to use text-based answers*
- *Read and Write from text based sources and emphasize use of evidence to inform or make arguments that are written or verbal*
- *Teachers will engage in regular practice with complex text and academic vocabulary*

- Complete and align units of study to the common core standards in non-fiction
- Evidence of using the instructional shifts in literacy from classroom observations
- Staff development (grade meetings, faculty conference & common periods) that focus on the literacy instructional shifts
- Coach/teacher meetings with a focus on the six instructional shifts

**Target Population(s):** All teachers and staff members.

**Responsible Staff Members:** Principal, Assistant Principals, Teachers

**Implementation Timeline:** September 2012 through May 2013

**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.
- Student of the month award ceremony conducted during monthly PTA meetings
- Principal's Award ceremony conducted three times a year during assembly periods
- PTA meetings are used to discuss common core standards and expectations for students in all subject areas.
- Home School connection newsletter sent home monthly and posted on school website.
- SLT meetings where the common core standards and mathematics shifts are discussed and identified for the parents.
- Open house week for parents
- Parent Teacher conferences
- Various parent workshops given throughout the year by Parent Coordinator, Testing Coordinator and ELL teachers
- PS 229's school website offers all information about our school including all notices sent home with students.
- Information back packed home to parents from teachers, PTA, Principal and Assistant Principals.
- School messenger phone calls

**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:

Title I for STH

### **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).

*PS 229 utilizes the following programs to assist in the achievement of this goal:*

- *At Risk counseling*
- *AIS services*
- *AIS services for students in temporary housing*
- *MTH (Maspeth Town Hall)*
- *Learning Leaders*

### **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.

*By June 2013, each grade will revise the math curriculum and implement two common core units that focus on the skills outlined in the common core and instructional shifts to assess student learning with rigorous performance tasks and summative assessments for each unit. 75% of students will show an increased understanding of math and will meet standards as evidenced by work and performance tasks.*

#### **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.

*As a result of our third year with the new core standards and a review of our pacing calendars, curriculum maps, student performance and data we have decided as a cabinet to continue to revise and implement the common core standards in two units of study in each grade for Math through several professional development sessions. Teachers will also revise and improve the units already created last year in their classrooms.*

**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.

**Professional Development:** *PD will be ongoing throughout the year regarding the instructional shifts and the alignment to the common core standards.*

- *Use of accountability tools to identify, analyze and keep track of student progress through data including all ARIS reports and Acuity results.*
- *Differentiating instruction during Math with small group and individual strategy lessons.*
- *Creation of calendars for units of study to incorporate the skills listed in the core standards.*

**Actions/Strategies/Activities:**

- *Teacher Teams will meet weekly during SBO and common preps to update units and align them to the common core standards.*
- *Teachers will analyze student work for evidence of shifts*
- *Teachers will use focus where the standards focus and require fluency, application and a deep understanding implementing all six shifts throughout the year.*
- *Staff development will focus on the instructional shifts.*
- *Teacher observations will include feedback on the shifts as applicable.*
- *Completed and aligned units of study to the common core standards in mathematics.*
- *Evidence of instructional shifts present in student work and end products.*
- *Evidence of using the instructional shifts in mathematics from classroom observations.*
- *Staff development (grade meetings, faculty conference & common periods) that focuses on the instructional shifts.*
- *Coach/teacher meetings with a focus on the six instructional mathematical shifts.*

**Target Population(s):** *All teachers and staff members.*

**Responsible Staff Members:** *Principal, Assistant Principals, Teachers*

**Implementation Timeline:** *September 2012 through May 2013*

**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.
- Student of the month award ceremony conducted during monthly PTA meetings
- Principal's Award ceremony conducted three times a year during assembly periods
- PTA meetings are used to discuss common core standards and expectations for students in all subject areas.

- Home School connection newsletter sent home monthly and posted on school website.
- SLT meetings where the common core standards and mathematics shifts are discussed and identified for the parents.
- Open house week for parents
- Parent Teacher conferences
- Various parent workshops given throughout the year by Parent Coordinator, Testing Coordinator and ELL teachers
- PS 229's school website offers all information about our school including all notices sent home with students.
- Information back packed home to parents from teachers, PTA, Principal and Assistant Principals.
- School messenger phone calls

**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:

Title I for STH

**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).

*PS 229 utilizes the following programs to assist in the achievement of this goal:*

- *At Risk counseling*
- *AIS services*
- *AIS services for students in temporary housing*
- *MTH (Maspeth Town Hall)*
- *Learning Leaders*

### **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 2013, all teachers will be effectively implementing the new school-wide Pearson EnVision math program with a strong focus on the common core standards and alignment of instructional shifts. Classroom observations will reflect proper use of program with alignment to curriculum calendar and inclusion of the technology component. 90% of teachers will show evidence of implementation of program from student performance.*

#### **Comprehensive needs assessment**

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

*To improve the instructional core across classrooms in math as school team we reviewed our curriculum maps, pacing calendars, scope and sequence, student performance and data for 2011-2012 school year and identified the need for a math program that was strongly aligned to the common core. Envision was purchased to support our math curriculum.*

#### **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.

**Professional Development:** *PD will be ongoing throughout the year regarding the instructional shifts and the alignment to the common core standards.*

- *Use of accountability tools to identify, analyze and keep track of student progress through data including ARIS reports and Acuity results in addition to the data from EnVision.*
- *Differentiating instruction during Math with small group and individual strategy lessons.*
- *Creation of calendars for units of study to incorporate the skills listed in the core standards.*

#### **Actions/Strategies/Activities:**

- *Complete purchase of school-wide EnVision mathematics program from Pearson*
- *Continue Staff Development throughout the year to insure implementation of all its components (including technology).*

- Use the six instructional mathematical shifts to enhance its implementation
- Through the use of frequent classroom visits, assure alignment to curriculum calendar for implementation of units of study
- All classrooms will be using new EnVision math materials
- Staff Development will be given from Pearson and in house staff development will be evident to assure the best instructional understanding of the new program.
- Classroom observations will reflect proper use of program with alignment to curriculum calendar and inclusion of the technology component.
- Inquiry Teams will come up with best practices implementing EnVision program

**Target Population(s):** All teachers and staff members.

**Responsible Staff Members:** Principal, Assistant Principals, Teachers

**Implementation Timeline:** September 2012 through May 2013

**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.
- Student of the month award ceremony conducted during monthly PTA meetings
- Principal's Award ceremony conducted three times a year during assembly periods
- PTA meetings are used to discuss common core standards and expectations for students in all subject areas.
- Home School connection newsletter sent home monthly and posted on school website.
- SLT meetings where the common core standards and mathematics shifts are discussed and identified for the parents.
- Open house week for parents
- Parent Teacher conferences
- Various parent workshops given throughout the year by Parent Coordinator, Testing Coordinator and ELL teachers
- PS 229's school website offers all information about our school including all notices sent home with students.
- Information back packed home to parents from teachers, PTA, Principal and Assistant Principals.
- School messenger phone calls

**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:

Title I for STH

**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).

*PS 229 utilizes the following programs to assist in the achievement of this goal:*

- *At Risk counseling*
- *AIS services*
- *AIS services for students in temporary housing*
- *MTH (Maspeth Town Hall)*
- *Learning Leaders*

## **ANNUAL GOAL #4 AND ACTION PLAN**

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

### **Annual Goal #4**

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

By June 2013, each teacher will participate in 4 -6 formative feedback sessions with supervisors and/or teacher colleagues regarding the 3 selected Danielson Competencies. Principal and Assistant Principals will conduct and monitor progress of feedback in formative observations using a rubric aligned to Charlotte Danielson's Teacher Framework. 90% of teachers will show evidence of next steps from formative feedback sessions.

### **Comprehensive needs assessment**

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

*To deepen the work using the Danielson Framework for Teaching to improve teacher effectiveness we reviewed feedback from the 2011-2012 school year. We identified that we needed to give additional feedback to the teachers for specific competencies and added additional competencies to better support teachers in implementing the next steps.*

### **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.

**Professional Development:** *PD will be ongoing throughout the year regarding Danielson and the four domains of the teaching framework.*

- *Faculty, Grade and individual conferences with teachers will be held to focus on the Danielson framework.*
- *A strong focus at grade and faculty meetings will be on how to differentiate instruction and implement strategy lessons.*
- *Supervisors will arrange interclass visits among faculty as well as peer visits throughout the year to highlight exceptional teachers, teaching methods and classroom environments.*

### **Actions/Strategies/Activities:**

- *Principal and Assistant Principals will conduct 4 to 6 formative observations for each teacher with a focus on 1e, 3b, and 3d of the Danielson Framework to provide meaningful feedback.*
- *Principals and Assistant Principals will share results and feedback of observations to develop a normed understanding of Danielson for both administrators and teachers.*
- *Professional development will be aligned to the needs of the staff based on the feedback using the Danielson rubric.*

- *Written feedback from observations will be discussed with teachers to help implement next steps.*
- *Staff Development given with a focus on 1e, 3b, and 3d and individual teacher needs.*

**Target Population(s):** All teachers and staff members.  
**Responsible Staff Members:** Principal, Assistant Principals, Teachers  
**Implementation Timeline:** September 2012 through May 2013

**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.
- Student of the month award ceremony conducted during monthly PTA meetings
- Principal's Award ceremony conducted three times a year during assembly periods
- PTA meetings are used to discuss common core standards and expectations for students in all subject areas.
- Home School connection newsletter sent home monthly and posted on school website.
- SLT meetings where the common core standards and mathematics shifts are discussed and identified for the parents.
- Open house week for parents
- Parent Teacher conferences
- Various parent workshops given throughout the year by Parent Coordinator, Testing Coordinator and ELL teachers
- PS 229's school website offers all information about our school including all notices sent home with students.
- Information back packed home to parents from teachers, PTA, Principal and Assistant Principals.
- School messenger phone calls

**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:

Title I for STH

**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).

*PS 229 utilizes the following programs to assist in the achievement of this goal:*

- *At Risk counseling*
- *AIS services*
- *AIS services for students in temporary housing*
- *MTH (Maspeth Town Hall)*
- *Learning Leaders*

**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	<i>After School Program Maspeth Town Hall</i>	<i>Small group</i>	<i>after school</i>
	<i>Educational Paraprofessionals</i>	<i>Small group, One-to-one</i>	<i>During the school day</i>
	<i>Funded Reading</i>	<i>Small group</i>	<i>During the school day</i>
	<i>Achieve 3000</i>	<i>Whole group</i>	<i>During the school day</i>
	<i>Headsprout</i>	<i>Whole group</i>	<i>During the school day</i>
	<i>Leap Frog/Leap Pads</i>	<i>One-to-one</i>	<i>During the school day</i>
	<i>Fundations</i>	<i>Small group</i>	<i>During the school day</i>
	<i>Wilson</i>	<i>Small group</i>	<i>Extended Day</i>
	<i>Learning Leaders</i>	<i>One-to-one</i>	<i>During the school day</i>
Mathematics	<i>Everyday Math Part III Math Steps</i>	<i>Small group</i>	<i>During the school day</i>
	<i>After School Program Maspeth Town Hall</i>	<i>Small group</i>	<i>After school</i>
	<i>Educational Paraprofessionals</i>	<i>One-to-one</i>	<i>During the school day</i>
	<i>Learning Leaders</i>	<i>One-to-one</i>	<i>During the school day</i>
Science	<i>Reading Services</i>	<i>Small group</i>	<i>Extended Day</i>
Social Studies			

	<i>Reading Services</i>	<i>Small group</i>	<i>Extended Day</i>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<i>AIS and STH counseling</i>	<i>Small group and one-to-one</i>	<i>During the school day and extended day</i>

### HIGHLY QUALIFIED TEACHERS (HQT)

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

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

*The staff at P.S. 229 is 99% highly qualified. To maintain this status we provide the following:*

- *Professional development is attended throughout the year at grade meetings, faculty conferences and during the school day.*
- *School coaches, teachers and administrators facilitate professional development.*
- *Teachers attend in house and network facilitated Professional Developments on an ongoing basis.*

## School-Parent Compact 2012 - 2013

P.S. 229Q, [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. P.S. 229Q staff and the 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 Common Core State Learning Standards
- offering high quality instruction in all content areas; and 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 a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> 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, child care or home visits 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; and
- 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:**

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year (e.g., Open School Week, Getting to Know You Conferences in early October, and parent workshops);

**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 with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- 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 - 30 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. I will also:
  - 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-Teacher Association or serve to the extent possible on advisory groups.
  - 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; and
- always try my best to learn

The final version of this document will be distributed to the school community on January 16, 2013 to be posted on our school website and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Charles Amundsen/Diane Foley</b>	District <b>24</b>	Borough <b>Queens</b>	School Number <b>229</b>
School Name <b>Emanuel Kaplan School</b>			

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

Principal <b>Sibylle Ajwani</b>	Assistant Principal <b>Joyce Woesthoff</b>
Coach <b>Samantha Gonzalez (Literacy)</b>	Coach <b>Cathrine Sirianni (Math)</b>
Teacher/Subject Area <b>Dora Bettencourt/ELL Coord.</b>	Guidance Counselor <b>Lisa Ryan</b>
Teacher/Subject Area <b>Jennifer Amare/ELL Teacher</b>	Parent <b>Hui Jun Gao</b>
Teacher/Subject Area <b>Christine Coughlin/ELL Teacher</b>	Parent Coordinator <b>Teresa O'Donnell</b>
Related Service Provider <b>J. Ohrtman &amp; R. Portnoy-SETSS</b>	Other <b>type here</b>
Network Leader <b>Diane Foley</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of Certified ESL Teachers	<b>7</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### D. School Demographics

Total Number of Students in School	<b>1522</b>	Total Number of ELLs	<b>141</b>	ELLs as Share of Total Student Population (%)	<b>9.26%</b>
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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. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) assisted by a pedagogue. This survey lets school staff know what language the child uses at home. A certified ESL teacher is present during the informal oral interview in English or in their native language when possible. If the HLIS indicates that a child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R) within ten days of enrollment. Performance on this test determines the child's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance). A certified ESL teacher administers the Lab-R. In April and May, current ELL students are administered the NYSESLAT. A report is printed from ATS to show which students are eligible for administration of the NYSESLAT. NYSESLAT scores are used to group the students for the following school year.

2. A student enters the public school system. The parent and child are interviewed by a certified ESL teacher. If the HLIS that is filled out on them states that another language other than English is spoken at home, the student is then administered the LAB-R within the first ten days of entering the school. If the student fails and the home language is Spanish, he/she will be given the LAB in Spanish. The parent is then notified that their child is entitled to services. The ESL Department holds an orientation within the first ten days of the first day of school, informing parents of all the possible programs their child is entitled to. All three programs are mentioned and explained through the use of a video and a Guide for Parents of English Language Learners handouts is given to the parents in their native language. There are the Bilingual programs (Transitional Bilingual Education and Dual Language) that strengthen students' native language development and content knowledge while they transition to English. These programs must include the necessary English as a Second Language (ESL), Native Language Arts (NLA), and English Language Arts (ELA) instructional units. There is the English as a Second Language (ESL) program that uses various strategies, sometimes with native language support, so students develop language and content knowledge in English. These programs must include the necessary ESL and ELA instructional units. We explain to the parent that if there are 15 or more students of the same language in the same grade or close in grade, a bilingual or bridged-bilingual class can be made. If we do not have sufficient students to form such a class, we talk about a school close by that may be able to accommodate the program of their choice. The parents usually opt for ESL instruction. Once a parent has made a decision on the Parent Selection Form, this information is then entered into ELPC screen on ATS.

3. If the student fails the Lab-R, an entitlement letter (in their native language when possible) is sent home inviting them to attend the orientation meeting. The original HLIS of students that failed the LAB-R is kept filed in the ESL Department. A copy is filed in the student's cumulative record. To ensure that the parents understand all three program choices, the first official interaction with the parents of ELLs is the parent orientation session where program placement options are presented with clarity and objectivity (parents that do not attend the orientation meeting, are called to reschedule an individual meeting with an ESL teacher or a video in their language is sent home). A video orientating parents of newly enrolled ELLs into the New York City school system of their program choices and their rights to choose is made available in English, Spanish, Chinese, Russian, Korean, Urdu, Bengali and Arabic. We also have Urdu, Spanish, Chinese and Korean translators available in the school.

4. The criteria used to place identified ELL students in our instructional program is the "Parent Survey and Program Selection" form. Although "Free-Standing English as a Second Language" has been the parents preference in the last few years, during the meeting, parents are informed explicitly that with fifteen or more students of the same native language (Spanish and Chinese) a bilingual class of instruction can be reinstated. They are also informed that a bridged class is possible. Furthermore, if a parent is interested in bilingual education, they are informed that a nearby school has a bilingual program and that the instructional program of their choice is for the school year. The Free Standing English as a Second Language Program offers all instruction in English. Once a child has been determined whether they are beginner, intermediate or advanced, they are then placed into an appropriate classroom on their age level where other ELLs are present.

5. After reviewing the Parents' Survey and Program Selections for the past two years, the program selection is aligned with the parents' choice. Parents in this community request ESL programs as their first choice. Their program selection is Free Standing English as a Second Language. Out of sixty parent survey and program selection forms no one opted for transitional bilingual/dual language instruction.

6. The program offered by our school is aligned with the parents' request. Free-standing English as a Second language has been opted by the parents. The three different ELL instructional programs are described in detail at our Parents' Orientation meetings. All three programs are mentioned and explained. There are the Bilingual programs (Transitional Bilingual Education and Dual Language) that strengthen students' native language development and content knowledge while they transition to English. These programs must include the necessary English as a Second Language (ESL), Native Language Arts (NLA), and English Language Arts (ELA) instructional units. There is the English as a Second Language (ESL) program that use various strategies, sometimes with native language support, so students develop language and content knowledge in English. These programs must include the necessary ESL and ELA instructional units. We explain to the parent that if there are fifteen or more students of the same language in the same grade or close in grade, a bilingual or bridged-bilingual class can be made. If we do not have sufficient students to form such a class, we talk about a school close by that may be able to accommodate the program of their choice. The parents usually opt for ESL instruction. All meetings are translated into the major languages of this community, which are Spanish, Chinese, Urdu and Korean.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2	5	1	2	2	1	1							14
<b>Total</b>	<b>2</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	141	Newcomers (ELLs receiving service 0-3 years)	91	Special Education	47
SIFE	0	ELLs receiving service 4-6 years	45	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	91		15	45		28	5		4	141
<b>Total</b>	<b>91</b>	<b>0</b>	<b>15</b>	<b>45</b>	<b>0</b>	<b>28</b>	<b>5</b>	<b>0</b>	<b>4</b>	<b>141</b>

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

**C. Home Language Breakdown and ELL Programs**

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

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

**Number of ELLs by Grade in Each Language Group**

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

**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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_

Asian: \_\_\_

Hispanic/Latino:

Native American: \_\_\_

White (Non-Hispanic/Latino): \_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	10	6	3	12	16	9							60
Chinese	15	18	4	5	8	4	1							55
Russian														0
Bengali	1	1		4		2								8
Urdu														0
Arabic	1					1								2
Haitian														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French														0
Korean				1										1
Punjabi														0
Polish		2		1										3
Albanian														0
Other			5		2	3	2							12
<b>TOTAL</b>	<b>21</b>	<b>31</b>	<b>15</b>	<b>14</b>	<b>22</b>	<b>26</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>141</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. a. The preferred organizational model used in P.S. 229 is the "push-in" model. The ELLs are placed in regular instructional classes grouped by proficiency level with a certified common branch teacher and an ESL certified teacher that pushes-in or pulls-out for the time required by the proficiency level of the students in the class. The ESL teachers organize their push-in schedule during reading, writing or math. We participate in Teacher's College Readers and Writers Workshop Balance Literacy Model promoted by the National Reading Council. This includes 90 minutes daily of literacy (ELA). In addition grades K-2 have 60 minutes and grades 3-5 have 75 minutes of Everyday Math. The ESL teachers push in either four or eight times per week for 45 minutes depending on the students' proficiency level. The ESL teacher may pull-out 4 times per week to fulfill the NYS CR Part 154 mandated number of units of ESL.

b. For "push-in" or "pull-out" beginner and intermediate levels are grouped together. Advanced and proficient are grouped together. The ESL teachers meet with the classroom teacher to discuss the needs of their ELLs. They devise goals for their students and use various strategies to try and meet their target goals.

## A. Programming and Scheduling Information

2. Students are grouped according to the LAB-R and/or NYSESLAT. Beginning and Intermediate students receive 360 minutes a week of ESL instruction. Advanced students receive 180 minutes a week of ESL instruction with an additional 180 minutes per week for ELA instruction. The ESL instruction is differentiated as per the proficiency levels (B, I, A) in order to meet the needs of all our ELL students. All of our ELL students receive the same rigorous curriculum as monolingual students. The ESL teachers meet with the classroom teacher to plan together. They use the same teaching points from Teacher's College.
3. In our free-standing English as a Second Language model, the content area is delivered in English. Dictionaries, glossaries, student pairing (same native language), charts, highlighting text books and learning leaders are used to make content comprehensible and enrich language development. Our goals are to provide academic subject area instruction in English using ESL strategies and methodology, to incorporate ESL strategic instruction in every lesson and within the content areas and to assist students in achieving the state-designated level of English proficiency for their grade by the third year of ESL services considering that there is no interruption in their academic year and that their cognitive ability does not interfere with their ability to learn. To engage ELLs above the beginner level in developing grade-level content-area knowledge, the teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Teachers use learning activities that connect new content to students prior knowledge.
4. ELLs who speak Spanish and fail the Lab-R receive the Spanish Lab. Also, ELLs who are in the country two years or less receive all content area state exams in their native language of through a translator.
5.
  - a. At present we have no SIFE students. If the need arises for SIFE students, programming and instruction will be adjusted. For example, a packet has been created that includes an alphabet chart with corresponding pictures, a newcomer survival baggie containing words and pictures of themes that are necessary for the child to survive the everyday school environment. They are closely watched to make sure that they are included in classroom work especially small group activities. They may also be temporarily placed on a lower grade to make sure they learn basic skills in a less stressful environment.
  - b. For students with less than three years of ESL services and with beginner and intermediate proficiency levels the academic emphasis is placed on acquiring vocabulary and having shared experiences. These ELLs' classrooms have evidence of functional print (ex. desk, door, etc.), large diagrams with important terms, theme word walls, use of pictures next to directions and evidence of group work. These students are also mandated for ELLs - Extended Day supplementary services under Title III. In ELL- Extended Day "On Our Way to English" is used which addresses the four modalities of language. Classes are limited to 10 students so the teacher can focus on the needs of the individual students. The ELLs receive literacy, math support and homework help from certified teachers. If a student is a newcomer he or she may take the standardized tests in the content area in their native language if available.
  - c. Our plan for ELLs receiving service 4 to 6 years depends on the students' needs. When they are reading, the students will be grouped. When they are writing, they will be grouped in areas of need (vocabulary, fluency, comprehension, etc.). Item analysis is interpreted and weaknesses are targeted. Students that fall in the lowest 1/3 of the population will have intense reading instruction that includes and not limited to Foundations, a research-based program forty-five minutes four times a week by a reading specialist. The Reader's Workshop is for forty-five minutes five times a week by the classroom teacher along with support from a certified ESL teacher. All instruction will be differentiated based upon areas of need. Students will work with Leap Pads as well. Constant reinforcement of basic English vocabulary will be present in every mini lesson. A reading specialist also addresses newly proficient ELLs four to five times a week for forty-five minutes. Peer tutoring is also used by having our sixth-grade students help with individual students. Learning Leaders, who are volunteers work with individual students as well.
  - d. For our long-term ELLs, if we see that their weaknesses in reading and writing is what is keeping them from passing the NYSESLAT, an early bird program is designed for them to work on various skills in reading (ie, comprehension: main idea, facts sequence context, conclusion and inference) and in writing (grammar, paraphrasing and punctuation).
  - e. Depending on the severity of a student's disability, there are two instructional plans for ELLs identified as having special needs at P.S. 229. One model is the ICT Program. This program integrates general education students with special education students in a reduced class registrar. In these classes there is a special education teacher, a general education teacher and a paraprofessional. The ESL teacher pushes in whenever possible and works within the classroom or pulls out. The other model is the self-contained special education class. In the program the ratio is 12:1:1 (twelve students, one special education teacher and one paraprofessional). Here, the ESL teacher pushes in. In both programs, the curriculum is scaffolded and adapted to address the individual needs of special education students.
6. For SWDs, we have ELA Balanced Literacy programs Achievement 3000 and Reading Street by Pearson. We have an on-going

## A. Programming and Scheduling Information

inquiry team that focuses on SWDs. They are grouped according to their level. The focus is ELA. In math, we have SGI twice a week for 55 minutes.

7. Depending on the severity of a student’s disability, there are two instructional plans for ELLs identified as having special needs at P.S. 229. One model is the ICT Program. This program integrates general education students with special education students in a reduced class registrar. In these classes there is a special education teacher, a general education teacher and at times a paraprofessional. The ESL teacher pushes in whenever possible and works within the classroom or pulls out. The other model is the self-contained special education class. In the program the ratio is 12:1:1 (twelve students, one special education teacher and one paraprofessional). Here, the ESL teacher pushes in. In both programs, the curriculum is scaffolded and adapted to address the individual needs of special education students.

### 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:				

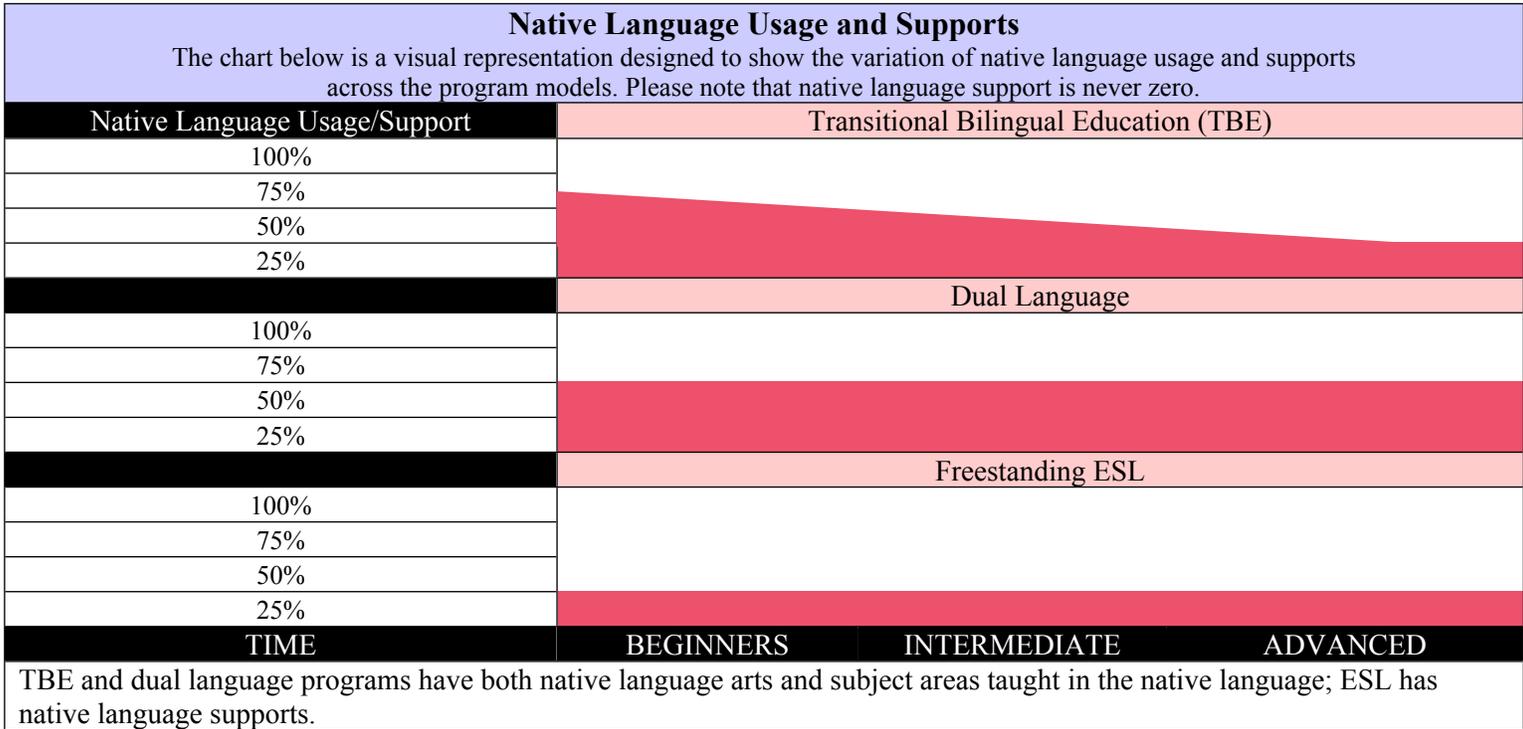
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> 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. Based on students' NYSESLAT scores, ELA exams, Periodic Assessments and teacher's classroom data, students will be grouped in areas of need (vocabulary, fluency comprehension, etc.). Item analysis is interpreted and weaknesses are targeted. Students that fall in the lowest 1/3 of the population will have intense Reading instruction that includes and not limited to Foundations (5x a week), Reading Workshop (5x a week) and Library. All instruction will be differentiated based upon areas of need. Students will work with Leap Pads as well. Constant reinforcement of basic English vocabulary will be present in every mini lesson. We have SGI Reading Intervention through T.C. (guided reading - 4<sup>th</sup> grade). We have an extended day ELL program in place as well where certified ESL teachers work with SGI of 4th grade students with reading comprehension using Level A Reading Comprehension books from Continental Press twice a week for 55 minutes. For SWDs, we have ELA Balanced Literacy programs Achievement 3000 and Reading Street by Pearson. We have an on-going inquiry team that focuses on SWDs. They are grouped according to their level. The focus is ELA. In math, we have SGI twice a week for 55 minutes. Peer tutoring is also used by having our sixth grade students help with individual students. Learning Leaders work with individual students as well.

9. English Language Learners reaching proficiency on the NYSESLAT receive academic intervention services. A certified reading teacher works with these students 3-4 times a week and they are given extended to time per state regulations for completing state exams.

10. P.S. 229 will participate in a Federal Funded Project for the next three years called "Developing English Language Literacy through the Arts (DELLTA). It will target fourth and fifth grade ELLs and it is a collaborative action inquiry that will look at what is the nature of teaching theater and in what ways does it influence second language acquisition in ELLs. It will incorporate: standard-based arts instruction, clear language objections and formative assessment strategies. For the upcoming year, we will also continue a three-month Early Bird support program in reading and math for long-term ELLs.

11. The parents English classes were shortened a month due to lack of funds.

12. P.S. 229 is a barrier-free school that prides itself on its collaborative school climate, welcoming all special needs, diverse populations (ELLs), gifted and general education students. The ELLs are grouped within the general education if the student requires it. We have no self-contained ESL classes. The ELLs participate within the same rigorous academic standards, cluster programs, special arts (American Ballroom, Recorder Programs), school government, photography, and various school events). They also participate in an after-school program and summer school. Information about the programs available are provided in the students native language.

13. There are various computer programs ELLs have access to while in school. A newcomer has the chance to use Rosetta Stone in English to help develop vocabulary. A website students use is Starfall. Using Starfall helps in areas of phonics, letter recognition and reading fluency. Students in kindergarten, grade one, two and three learn computer skills once a week, while those in fourth, fifth and sixth grade have computer class twice a week. Students are encouraged to use computers in their classroom to do research and type reports which is part of their writing workshop. Students are invited to participate in answering questions in all content-areas using the smart board. This not only provides them with learning new technology but gives them the opportunity to express themselves despite their level of proficiency. The teacher when teaching a content area uses TPR and demonstrates what the project/experiment will be about and what is

expected. Charts are used. An ELL child is paired with English speaking students and when possible someone who speaks their native language to make sure that the he/she understands what is expected of them in that class. With the use of a smart board, the teacher makes content-area subjects more realistic and engaging. For ELLs SWD, paraprofessionals are assigned to specific students on a daily basis offering assisted instruction in their native language in all subject areas. ELL students who receive a level 1 or 2 on Math and Science State exams receive small-group instructions that takes place after-school two days a week for 55 minutes.

14. When an ELL is placed in the classroom for the first time, the teacher tries to sit the child where his/her language is spoken by another child. Parts of the classroom are labeled. A list of expressions is given to each child in their native tongue with the translation into English to help them with simple everyday requests. It is also used to test newcomers in content areas and to assign paraprofessionals for ELLs SWDs.

15. Yes, required services, supports, and resources correspond to the ELLs age and grade levels. ELLs are groups according to grade and unless a student was left back he or she is age appropriate.

16. When a newcomer enters the school, the ESL teacher informs the classroom teacher and the student is paired with a "buddy" to help them become more comfortable in their new environment. Dictionaries are provided by the ESL teacher and books may be available in their native language. When working with older students, the student is encouraged to write in his/her native language so the work is produced and the ELL teacher finds a way to have the writing translated.

17. N/A -- Our elementary school does not offer a language elective at this time.

### C. Schools with Dual Language Programs

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

N/A

## D. Professional Development and Support for School Staff

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

1. The ESL teachers attend the same staff development sessions, as do the classroom teachers. Staff development sessions are intended to help pedagogical staff improve student achievement in English proficiency, math and other content areas in order for students to meet New York City and New York State content and performance standards. All teachers attend the Teachers' College sessions and share a common preparation period with their grade counter parts to devise strategies to help ELLs reach the standard in English and content areas. In addition the ESL teachers will also provide the five-mandated workshops for all teachers on different aspects related to English Language Learners. Furthermore, the extended-day ELL teachers under Title III participate in three professional developments. Topics that will be addressed during these professional development sessions are as follows:

2. The teachers of grade six are able to departmentalize for literacy , mathematics and science in preparation for life as middle school students. They are allowed to visit the middle school with their students and also receive information about middle schools that they can share with the students and parents.

3. We have an on-going inquiry-based model of professional development for all staff. The following areas have been addressed in professional development:

- \*\* Sensitivity to culturally and linguistically diverse student and parents.
  - \*\* Recent research in ESL education and language and acquisition.
  - \*\* ESL methodologies for teachers serving ELLs including content-area instruction.
  - \*\* Native language and ESL instruction
- Sign-in sheets are kept on file with agendas.

## 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. P.S. 229Q Parent Involvement Policy was designed upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The PTA and Parent Coordinator provide many opportunities for parents to get involved in the school. For example, there is a PTA meeting once a month. Parents are asked to participate in Picture Day, Pumpkin Patch, Candy Sale, Book Sale, Can Sale, Craft Fair, Supermarket Bonanza. The PTA newsletter is translated into other languages. At present, the PTA is in the process of opening a parent website for easier parental communication. The school also offers many events that encourages parental involvement such as "Go Green Night", "Math Night", and "International Night". Under the Title III

program the ELL parents and guardians have the opportunity to attend 30 hours of parent English classes. A certified teacher will teach these classes. Instructional materials such as adult ESL workbooks will be utilized during class. Our parent coordinator will help create a welcoming school environment and hosts parent workshops and meetings on issues of interest to all parents. For example, a Homework Help Workshop -- Dial-A-Teacher, Learning Leaders Workshop -- Learning Leaders Liaison, Parenting Workshop -- Parent Coordinator and Guidance Counselor. The ESL teachers also hold workshops for the parents. They have a Holiday ELL Workshop for parents to get together and share. They get free raffle and they sing English songs guided by and ESL teacher. The workshops are from an hour to two hours and refreshments are served. In addition, the ELL teacher conducts an orientation session for parents of newly enrolled ELLs after completing ten days of school and then as needed throughout the school year. Parent Orientation sessions address program eligibility, program requirements, suggestions and activities to help with parent-child interaction and progress in the learning of English, state standards, assessment and school expectations. The Parent Coordinator and the ELL Coordinator work closely together in order to reach immigrant parents in their native languages through written or oral translations. The "Villager" publications are translated into Chinese and Spanish and any other relevant material pertaining to outreach and notification will be translated in other languages other than English (Spanish and Chinese).

2. We have Maspeth Federal Savings who comes to our school to talk about their services for the community. We have TASC (The After-School Corporation) that offers an after-school program at our school and adult classes in the community. We also have Maspeth Library that visits the school to inform the parents of their services.

3. The needs of the parents are evaluated by parent surveys available in different languages and requests made during school meetings. For example, orientation, open-school week, parent- teacher association meetings, and parent-teacher conferences.

4. Parents are invited to become part of the school community. The Parent Coordinator encourages and supports: school leadership team, class parent committees, Learning Leader Program, PTA meetings, PTA workshops, Math Night, Reading Funded programs, Publications: "The Villager" (translated into Chinese and Spanish), Parent-Teacher conferences, Open School Week, Class trips, International Night, PHD Night, Band and special Program performances, and ELL classes for parents. All relevant material pertaining to outreach and notification will be translated as needed in other languages other than English.

## 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
													L

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)	33	11	4	7	7	5	2							69
Intermediate(I)	12	6	4	4	10	0	2							38
Advanced (A)	9	3	2	10	5	9	5							43
Total	54	20	10	21	22	14	9	0	0	0	0	0	0	150

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	3	1	0	1	1	2						
	I	15	6	1	4	4	2	0						
	A	6	7	3	4	6	2	4						
	P	15	8	5	17	18	17	6						
READING/ WRITING	B	19	7	4	5	6	3	2						
	I	4	6	4	4	12	0	2						
	A	2	1	2	10	4	9	4						
	P	12	10	0	6	7	10	4						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	13	6	0	21
4	6	5	12	0	23
5	3	12	4	0	19
6	6	3	1	0	10
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	2	10	0	12	0	1	0	26
4	0	0	12	1	7	0	5	1	26
5	2	1	7	1	6	0	5	0	22
6	0	0	6	0	3	0	1	0	10
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	0	2	0	12	1	7	0	26
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

1. At P.S. 229, we participate in Teacher's College Readers and Writers Workshop Balanced Literacy Model promoted by the National Reading Council to assess the early literacy skills of our ELLs. Each student has a folder and the assessment can be found in that folder. It is passed along from grade to grade so the classroom teacher as well as the ELL teacher can see the growth of a student. These assessments are a great way to form groups for small group instruction. For example, if you are assessing older students and you notice that a skill most of them are having difficulty in is inferencing, a small group can be made so that the ELL teacher can work with that particular skill. This model includes 90 minutes daily of literacy (ELA). In addition grades K-2 have 60 minutes and grades 3-5 have 75 minutes of Everyday Math.

2. An analysis of the NYSESLAT scores indicates the following: Our students have improved in the modality of reading and writing. We have fewer beginners than in the past. An analysis of the NYSESLAT in reading and writing, shows there is a greater proficiency in kindergarten, first and fifth grade. We then took a look at all of the names of the students who were now proficient and we came to the conclusion that in forth and fifth grade, the ELLs that became proficient were ELLs who have been in the system for a while.

3. After reviewing the NYSESLAT scores, and noticing that most of our students struggle in the modality of reading and writing, we make sure that we try and service our students during their reading and writing periods. We discuss the results with their teachers and work together closely to try and meet a goal set for them.

4. a. After reviewing the NYS ELA exam, the NYS Math exam and the NYS Science exam, we see that the exam that gives our ELLs the hardest time continues to be the NYS ELA exam. As the exam gets harder, they are required to have so much more knowledge. We didn't see many 1's but there are a lot of students who scored a 2 and that is not that high. The grade level that has the most 3's are the fourth graders. When looking at the Math exam, we noticed that a lot of our students received 2's and 3's and there were even 4's. In the Science exam, the students did very well. When looking at the number of students who took the exams in their native language, we noticed that it may not have helped as much.

b. N/A

c. N/A

5. N/A

6. The success of our program is evaluated in terms of students continued progress and achievement across all domains. Upon reviewing over a two-year period, we have noticed that our ELLs have met our schools Adequate Yearly Progress (AYP) indicating satisfactory

progress toward the goal of proficiency for all ELLs.

### Additional Information

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

The preferred organizational models used in P.S. 229 is the "push-in" model. The ELLs are placed in regular instructional classes grouped by proficiency level with a certified common branch teacher and an ESL certified teacher that pushes-in or pulls-out for the time required by the proficiency level of the students in the class. The ESL teachers organize their push-in schedule during reading, writing or math. We participate in Teacher's College Readers and Writers Workshop Balance Literacy Model promoted by the National Reading Council. This includes 90 minutes daily of literacy (ELA). In addition grades K-2 have 60 minutes and grades 3-5 have 75 minutes of Everyday Math. The ESL teachers pushes in either four or eight times per week for 45 minutes depending on the students' proficiency level. The ESL teacher may pull-out 4 times per week to fulfill the NYS CR Part 154 mandated number of units of ESL. For "push-in" or "pull-out" beginner and intermediate levels are grouped together. Advanced and profient are grouped together. The ESL teachers meets with the classroom teacher to discuss the needs of their ELLs. They devise goals for their students and use various strategies to try and meet their target goals.

Students are grouped according to the LAB-R and/or NYSESLAT. Beginning and Intermediate students receive 360 minutes a week of ESL instruction. Advanced students receive 180 minutes a week of ESL instruction with an additional 180 minutes per week for ELA instruction. The ESL instruction is differentiated as per the proficiency levels (B, I, A) in order to meet the needs of all our ELL students. All of our ELL students receive the same rigorous curriculum as monolingual students. The ESL teachers meet with the classroom teacher to plan together. They use the same teaching points from Teacher's College.

## Part VI: LAP Assurances

School Name: <u>Emanuel Kaplan School</u>		School DBN: <u>24Q229</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sibylle Ajwani	Principal		10/26/11
Joyce Woesthoff	Assistant Principal		10/26/11
Teresa O'Donnell	Parent Coordinator		10/26/11
Dora Bettencourt	ESL Teacher		10/26/11
Hui Jun Gao	Parent		10/26/11
Jennifer Amare/ESL Teacher	Teacher/Subject Area		10/26/11
Christine Coughlin/ESL Teacher	Teacher/Subject Area		10/26/11
Samantha Gonzalez	Coach		10/26/11
Catherine Sirianni	Coach		10/26/11
Lisa Ryan	Guidance Counselor		10/26/11

**School Name: Emanuel Kaplan School**

**School DBN: 24Q229**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Diane Foley	Network Leader		10/26/11
Jude Ohrtman	Other <u>SETSS</u>		10/26/11
Randi Portnoy	Other <u>SETSS</u>		10/26/11
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **24Q229** School Name: **Emanuel Kaplan School**

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**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The assessment was conducted by looking at four different variables: LAP, CEP, The Home Language Report and parents suggestion on the emergency cards.

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.

In P.S. 229, there are languages other than English being spoken by the parents. However, most of the parents communicate in English. Our intent is to provide written translations in the languages with the greatest percentages to aid communication and promote parental involvement. Presently we have Spanish, Chinese, Korean, Bengali, Burmese, Arabic, Urdu and Polish for written translation.

## 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 plan to translate:

1. The P.S. 229 Villager, a monthly newsletter that communicates information about the school's academic programs and events during and after school.
2. The Kindergarten Orientation Packet
3. Weekly or monthly notices on school activities or events for example, "Getting to Know You" (open school week), information on standardized test taking, math night, the science fair, etc.

Written translation is done through the use of various teachers or para-professionals that speak one of the languages needed. In P.S. 229Q, we have Spanish, Chinese, Urdu, Bengali, Korean, Arabic, Polish, and Burmese translators.

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.

1. We will provide language (Bengali, Urdu, Polish, Chinese, Spanish, Arabic, Burmese and Korean) para-professionals during Meet the Teacher, Parent/Teacher conferences, PTA meetings and other events as needed.
2. We will provide oral interpretation before, during and after school hours and by phone calls in any of the languages needed. If there is a language in which we are unable to provide translation for, we will use the Language Translation Unit 718-752-7373.

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>.

1. Primary language spoken by the parent of each student will be determined within 30 days of enrollment and will receive assistance if needed.
2. Timely provision of translated documents will be provided including important notices and students' report cards.
3. Timely provision of oral translation in groups or one to one meetings will be provided.
4. A copy of the Bill of Parent Rights and Responsibilities is available to parents in their native language.
5. A sign of the translation provided by our school is posted by the entrance of the school and in the main office.
6. To ensure that that parents in need of language assistance services are not prevented from reaching the school's administrative offices due

to language barriers, the security officer or the first staff member contacted should determine the language of the parent or visitor and locate a translator within the building by contacting the main office. If the translator is not present in the building, the Interpretation Services Unit at 718-752-7373 will be called.

## 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: Emanuel Kaplan School PS 229Q      DBN: 204

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

#### Part B: Direct Instruction Supplemental Program Information

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

Before school       After school       Saturday academy       Other:

Total # of ELLs to be served: 50

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

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

Total # of teachers in this program: 5

# of certified ESL/Bilingual teachers: 5

# 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: P.S. 229's Title III program provides approximately 50 English Language Learners with supplemental instruction in an After-School Program and an Early Bird Program. The After School Program will service ELLs in grades 1-6. There is one 1st grade class for beginners, one 2nd grade class for beginners and intermediates, one 3rd & 4th grade class for intermediates and one newcomers group that meet two times a week, Tuesdays from 3:15-4:30 and Thursdays from 2:30-4:30 for 39 sessions from October through April. The focus of the instruction will be literacy and math using ESL strategies and the group size will be maintained at 10 or fewer students per teacher. The Early Bird program will begin in January. It will serve 5th and 6th grade long-term ELLs meeting two times a week from 7:00am-8:00am for 24 sessions. The focus will be reading, writing and math. In addition, there is an Early Bird for 3rd grade from October to April at no cost to Title III. A group of five 3rd grade ELLs will meet three times a week from 7:00am-8:00am. The focus will be reading for comprehension and teaching writing skills. Materials used in the after-school and Early Bird Programs are "On Our Way to English", "Ladders to Success on the New York Standards, Reading", "Empire State NYSESLAT" by Continental Press and "Spectrum Writing", a commercial program with skill and sequence progression aligned to state and national standards.

### Part C: Professional Development

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

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

Begin description here: P.S. 229's Title III Professional Development Program will focus on providing teachers with the opportunity to look at the school and make suggestions for bettering the ELL supplementary program. Teachers participating in the professional development workshops and trainers will be paid at the per session rate. Each workshop will be two hours long. These professional development sessions will be facilitated by school administrators and ESL teachers.

Teachers working in the supplementary programs with ELLs will receive three two-hour professional development sessions after school from 3:00 P.M. – 5:00 P.M. Topics that will be addressed during these professional development sessions are as follows:

1. Two-hour professional development session devoted to supporting former ELLs. (Nov.— Ms.

### Part C: Professional Development

DelGrosso – AIS)

2. Two-hour professional development sessions devoted to learning English through songs (April -- Mrs. Coughlin)
3. Two-hour professional development sessions will be devoted to referring ELLs to Special Education (June -- Ms. Politis -- School Psychologist)

### 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:

P.S. 229's Title III program will provide ELL parents and guardians with an opportunity to attend 30 hours of parent English classes. A certified ESL teacher will teach these classes. Instructional materials such as adult ESL workbooks will be utilized during class. Our parent coordinator will help create a welcoming school environment and host parent workshops and meetings on issues of interest to parents. For example, a Homework Help Workshop -- Dial-A-Teacher, Learning Leaders Workshop -- Learning Leaders Liaison, Parenting Workshop -- Parent Coordinator and Guidance Counselor. The ESL teachers also hold workshops for the parents. They have a Holiday ELL Workshop for parents to get together and share. They sing English songs guided by an ESL teacher. The workshops are from an hour to two hours and refreshments are served. In addition, the coordinator will provide information about our ELL services in the school and work closely with the ELL coordinator in order to reach immigrant parents in their native languages through written or oral translations.

The "Villager" publications will be translated into Chinese and Spanish and any other relevant material pertaining to outreach and notification will be translated in other languages other than English (Spanish and Chinese).

### Part E: Budget

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

Allocation Amount: \$17,348

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	17,215.52	<p>After School ELL Grades 1-4</p> <p>(Teachers)*(Sessions)*(hours)*(rate)=</p> <p style="padding-left: 40px;">(4)      (19)      (1.25) (\$50.19)=</p> <p>\$4,768.05</p> <p style="padding-left: 40px;">(4)      (20)      (2)      (\$50.19)=</p> <p>\$8,030.40</p> <p>Early Bird ELL Grades 5-6</p> <p>(Teachers)*(Sessions)*(hours)*(rate)=</p> <p style="padding-left: 40px;">(1)      (24)      (1)      (\$50.19)=</p> <p>1,204.56</p> <p>Total cost of \$14,003.01</p> <p>Parent English Classes</p> <p>(Teachers)*(Sessions)*(hours)*(rate)=</p> <p style="padding-left: 40px;">(1)      (30)      (1)      (\$50.19)=</p> <p>Total cost of \$1,505.70</p> <p>Participating teachers – Professional Development</p> <p>(Teachers)*(Sessions)*(hours)*(rate)=</p> <p style="padding-left: 40px;">4(3)(2)(\$50.19)=\$1204.56</p> <p>Facilitators – Professional Development</p> <p>(Teachers)*(Sessions)*(hours)*(rate)=</p> <p style="padding-left: 40px;">1(3)(2)(\$50.19)= \$301.14</p> <p>Total cost of \$1505.70</p>

**Part E: Budget**

		<p>Payroll Secretary</p> <p>(Secretary)*(Sessions)*(hours)*(rate)=</p> <p>(1) (13) (0.5) (\$30.93)=</p> <p>\$201.05</p> <p>Total cost of \$201.05</p>
<p>Purchased services</p> <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	132.54	Workbooks for parent English classes and copies.
<p>Supplies and materials</p> <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	<b>17,348</b>	