



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 30Q234

PRINCIPAL: THEA C. PALLOS

EMAIL:

SUPERINTENDENT: DR. P. COMPOSTO

## 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
Thea C. Pallos	*Principal or Designee	
Sonya Gimondo	*UFT Chapter Leader or Designee	
Eve Avromovic	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Peggy Mouzakis	Member/	
Effie Papadopoulos	Member/	
Frances Papadimitropoulos	Member/	
Sharon Gaumont	Member/	
Rachel Karalekas	Member/	
Danielle DiStefano	Member/	
Nusreta Feratovic	Member/	

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

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

### **Annual Goal #1**

- By June 2013, 70% of all ELL students in grades 3-5 will improve by 125 scale points above their current level in ELL periodic assessment.

### **Comprehensive needs assessment**

- After conducting a two year trend analysis, it was determined that many of our students were not progressing enough in the reading and writing component of the ELL periodic assessment. Therefore, we have decided to make this a priority goal for our school.

### **Instructional strategies/activities**

- a) Establish professional development for ELL teachers addressing reading and writing strategies that improve student outcomes.
  - Target population: All ELL teachers
  - Responsible staff members: Administration, ESL Department, ESL teacher and Instructional Leaders
  - Professional Development will be given to assist ELL teachers in curriculum development, unit tasks and rubrics, analyzing data and student work to drive instruction.
  - Evaluation is monitored through formal and informal observations, walkthroughs and student progress.
  - Implementation of time: ongoing September 2012 through June 2013.
- b) Implementation of differentiated lessons in reading and writing.
  - Target population: All ELL teachers
  - Responsible staff members: Administration, ESL Department, ESL teacher and Instructional Leaders
  - Professional Development will be given to assist ELL teachers in curriculum development, unit tasks and rubrics, analyzing data and student work to drive instruction.
  - Evaluation is monitored through formal and informal observations, walkthroughs and student progress.
  - Implementation of time: Ongoing September 2012 through June 2013.
- c) Use of technologies to serve as resources, tools and as modalities to achieve our goal.
  - Target population: All ELL teachers
  - Responsible staff members: Administration, ESL Department, ESL teacher and Instructional Leaders
  - Professional Development will be given to assist ELL teachers in implementation of technology based activities using the Promethean Board, Research based activities using laptops, power point presentations and how to track and maintain data using Datacation.
  - Evaluation is monitored through formal and informal observations, walkthroughs, Administrative snapshots on Datacation and student progress.
  - Implementation of time: Ongoing September 2012 through June 2013.
- d) Conferring will be used to support student development.
  - Target population: All ELL teachers
  - Responsible staff members: Administration, ESL Department, ESL teacher and Instructional Leaders
  - Professional Development will be given to assist ELL teachers in analyzing data and student work to drive instruction, guided groups and given students meaningful feedback which includes next steps.
  - Evaluation is monitored through formal and informal observations, walkthroughs and student progress.
  - Implementation of time; Ongoing September 2012 through June 2013.

**Strategies to increase parental involvement**

- translate all critical school documents and provide interpretation during meetings and events as needed for all ELL parents, including the activities below.
- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds,
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

**Budget and resources alignment**

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Per session will be scheduled using Title III funding for ELL students in grades 2,3,4 and 5. ESL certified staff will teach reading and writing using ESL methodologies to a small, targeted group of students.
- Tax Levy will be used to maintain ESL certified teachers to teach ESL strategies to ELL students in order to ensure success.
- Tax Levy, Title III and Title I will be used to purchase materials and resources for ELL students.

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

- By June 2013, 70% of teachers will progress by one level within a rubric that measures teacher effectiveness in designing coherent instruction.

### **Comprehensive needs assessment**

- In order to support our teachers in unit planning and concept development, the sequence of activities have been targeted as an area of need to be strengthened. To meet our goal, teachers will design lessons that incorporate rigorous, aligned tasks with instructional support appropriate to specific student learning needs.

### **Instructional strategies/activities**

- a) Teachers will assess themselves using a rubric.
  - Target population: All teachers
  - Responsible staff members: Administration and teachers
  - Professional Development will be given to assist teachers in becoming familiar with a rubric that measures teacher effectiveness and self reflecting their progress using a rubric that measures teacher effectiveness.
  - Evaluation will be monitored through self reflecting conversations between the teacher and his/her supervisor and creation of teacher individualized goals.
  - Implementation of time September 2012 through June 2013.
- b) Assistant Principals will conduct low inference observations for each pedagogue focusing on coherence and continuity in instruction and on the competencies of “learning activities/ lesson and unit structure”.
  - Target population: All teachers
  - Responsible staff members: Administration,
  - Professional Development will be given to assist teachers in becoming familiar with a rubric that measures teacher effectiveness and self reflecting on their progress using a rubric and low inference transcripts that measures teacher effectiveness.
  - Evaluation is monitored through formal and informal observations and walkthroughs.
  - Implementation of time September 2012 through June 2013.
- c) Assistant Principals and Principal will conduct professional development on coherence and continuity in instruction and on the competencies of “learning activities/ lesson and unit structure”.
  - Target population: All teachers
  - Responsible staff members: Administration
  - Professional Development will be given to assist teachers in becoming familiar with a rubric that measures teacher effectiveness and self reflecting their progress using a rubric and low inference transcripts that measures teacher effectiveness and CCLS..
  - Evaluation will be monitored through self reflecting conversations between the teacher and his/her supervisor and creation of teacher individualized goals.
  - Implementation of time: Ongoing from September 2012 to June 2013..

### **Strategies to increase parental involvement**

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

- Parents are invited to visit their child’s classrooms monthly and observe best teaching practices and teaching through CCLS.

**Budget and resources alignment**

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

If other is selected describe here:

**Service and program coordination**

- Title I funding will be set aside to purchase supplemental materials for professional development of staff.
- Tax Levy funding will be used to hire a cluster teacher in order to maintain six weekly prep periods per teacher.

### **ANNUAL GOAL #3 AND ACTION PLAN**

#### **Annual Goal #3**

- In grades K-5, 100% of all students will participate in at least two mathematics and literacy tasks embedded in a demanding curriculum unit aligned to the Common Core during the fall and spring terms of school year 2012-2013.

#### **Comprehensive needs assessment**

- Prior to the 2011 academic school year, the staff of P.S. 234 did not have formal CCLS training. As a team, we decided that in order to fully implement the standards and the aligned tasks by 2013-2014, we must further develop our understanding and implementation of the CCLS.

#### **Instructional strategies/activities**

- a) Each classroom teacher from each grade will develop and implement appropriate curriculum based task bundles.
- Target population: All students
  - Responsible staff members: Administration, teachers, and paraprofessionals
  - Professional Development will be geared to creating tasks that are well aligned to CCLS. Administration and teacher teams, in collaboration with colleagues during common preps will develop tasks in math and ELA . Professional development will include sharing best practices and create rubrics that will assess students learning with rigorous performance tasks.
  - Evaluation will be monitored through teacher development of tasks and rubrics and collection of student work.
  - Implementation of time: Ongoing from September 2012 to May 2013.

#### **Strategies to increase parental involvement**

- conduct parent workshops with topics that may include: understanding educational accountability, grade-level curriculum and assessment expectations; CCLS and related tasks; literacy; and technology training to build parents' capacity to help their children at home
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

#### **Budget and resources alignment**

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

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Title I funding will be set aside to purchase supplemental materials for professional development of staff.
- Tax Levy funding will be used to hire a cluster teacher in order to maintain six weekly prep periods per teacher.



**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	Guided reading, interactive writing, Open Court phonics, RTI, close read, text complexity, organizational writing, word study, Foundations, Wilson, test prep , writing and revisions, reading comprehension (RTI : see attached plan)	Small group instruction (push in and pull out) One to one instruction	Intervention takes place: During the school day, extended day and during afterschool programs
Mathematics	Supplemental math materials, hands on learning, problem solving skills, as well as computational fluency and accuracy.	Small group instruction (push in and pull out) One to one instruction	Intervention takes place: During the school day, extended day and during afterschool programs
Science	Guided reading, interactive writing, RTI, close read, text complexity, organizational writing, word study, test prep , writing and revisions, reading comprehension with a focus on science.	Small group instruction (push in and pull out) One to one instruction	Intervention takes place: During the school day, extended day and during afterschool programs
Social Studies	Guided reading, interactive	Small group instruction (push in and pull out)	Intervention takes place: During the school day,

	writing, RTI, close read, text complexity, organizational writing, word study, vocabulary, writing and revisions, reading comprehension with a focus on social studies.	One to one instruction	extended day and during afterschool programs
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Read Alouds; Value lessons; Conflict resolution;	Small group instruction (push in and pull out) One to one instruction; whole class	Intervention takes place: During the school day, extended day and during afterschool programs

### **School-Based Response to Intervention (RtI) Plan 2012-13**

**School:** P.S. 234, Q.

**CFN:** 202

Describe the school's RTI structure, specifically how it will provide services in Tiers 1-3	Each classroom teacher performs regular assessments on each student. An individualized plan is created for students in need of intervention as a result of assessments and teacher input (Tier 1). After 6 weeks the students are re-assessed. If stated progress is not met, child proceeds to Tier 2 where he/she receives small group support (At Risk) in the form of pull-out/push-in model and extended day services after school. Upon assessing Tier 2 support, if stated progress is not achieved, child proceeds to Tier 3 where he/she receives focused small group (3 students) instruction from an intervention teacher in specific, targeted area(s) of need.
What assessment(s) will the school use for universal screening?	Predictive Assessment/Acuity, Fountas/Pinnell running records, Reading Street benchmarks , Envisions Math unit tests
What assessment tools will the school use for ongoing progress monitoring? (these should correlate to the targeted intervention)	ECLAS, Running records with Alternate books, Foundations, Reading Street benchmarks, Envisions Math unit tests

What interventions will the school provide in each targeted area? (list resources for areas that apply)	Fundations (decoding), Open Court (decoding), Classroom teacher(Tier 2 intervention), Extended Day (tier 2 intervention), Intervention support teachers (push-in/pull-out)
How many times during the current school year will universal screening be conducted?	Predictive Assessments (3x/year), Fountas/ Pinnell levels (4x/year), Reading Street and Envision Assessments (ongoing upon unit completion)
How will the school assess implementation and effectiveness at each Tier?	A careful review of documentation attained at the end of each cycle will be used to determine progress or need for further support. An analysis will occur determining the effectiveness of the current remediation.
How will the school document the RTI services provided?	Utilization of a referral form will be submitted to the RtI team stating specific concerns. “Is the student improving with the current interventions?” Written documentation summarizing the articulation between the classroom teacher and the intervention support provider.

**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:

- Professional Development: Modeling of close read using Charlotte's Web;
- Professional Development: An overview of Reading, Incorporating Reading Street, Independent Reading levels, Read Alouds, Text complexity, *Close Reads*, *Non fiction Reading and modeling skills*;
- Comparing State Exams-Implications for Instruction
- Developed Reading Log and Writing mechanics/grammar lesson plans
- Professional Development: Three types of Writing; Developing Writing further;
- Developed instruction in grade appropriate phonics lessons along with teacher
- Expectations in core curriculum areas
- Developed Reading Strategies for independent reading and guided reading with focused skills;
- Designed more in depth math instruction around CCLS and Scope and Sequence;
- Preparing the Math Bee
- Everyday Mathematics routines, Use of multiple step problems, writing in math, flash card drills
- Questioning and discussion techniques
- Closer look at narrative writing; creating rubrics
- Closer look at informational writing; creating rubrics
- Closer look at persuasive writing; creating rubrics
- CCLS
- Using ELL methodologies across curriculum areas
- Designing coherent instruction; components of a lesson plan
- Differentiated Instruction
- Math journals, higher order thinking word problems
- Creating rigorous math lessons/activities
- Examining the core concepts in social studies
- Examining the core concepts in science
- Datacation

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

### **SCHOOL-PARENT COMPACT**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Altgracia Santana</b>	District <b>30</b>	Borough <b>Queens</b>	School Number <b>234</b>
School Name <b>PS 234Q</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Mrs. Thea Pallos</b>	Assistant Principal <b>Mrs. Peggy Mouzakis</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Shakila Ahmed</b>	Guidance Counselor <b>Mrs. Olga Papadopoulos</b>
Teacher/Subject Area <b>Mr. Jose Guerrero</b>	Parent <b>Ms. Eve Avramovic</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Mrs. Anita O,Brian</b>
Related Service Provider <b>Mr. Petros Chalkitis</b>	Other <b>type here</b>
Network Leader <b>type here</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>9</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>6</b>		

### D. School Demographics

Total number of students in school	<b>677</b>	Total Number of ELLs	<b>140</b>	ELLs as share of total student population (%)	<b>20.68%</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. 

#### PII. ELL Identification Process.

At PS 234Q the registration process, of incoming students, is conducted by trained school personnel including a certified teacher. The parents are provided with all the proper documentation which includes a Home Language Identification Survey, to be completed. In the process of HLIS completion our licensed professional, Shakila Ahmed or Jose Guerrero, conducts an interview with the parent in order to insure the correct completion of this document. Mrs. Ahmed is a certified ESL teacher who speaks Bengali as well as Urdu. Mr. Guerrero is a certified ESL teacher who speaks Spanish. The HLIS is provided in English and most of the major languages spoken by our school population. The interviewer is preferably a professional who is able to speak the language of the parent being interviewed. Either Mr. Guerrero or Mrs. Ahmed are present to conduct the interview or to assist in the process. If such a professional is not available the school makes all the efforts to provide the parent with proper and correct translation. This assures, the parent has a clear understanding of what the HLIS is and how it must be completed.

After the completion of the HLIS, the ESL coordinator, Mr. Jose Guerrero or Mrs. Shakila Ahmed, makes a determination if the child requires assessment in English. If the determination is positive, the child is then tested utilizing the LAB-R exam which determines English proficiency. This initial assessment determines the placement of the students and is conducted within 10 days of the students' registration. The students that are determined not to be proficient in English are then identified as eligible for placement in one of the three program choices provided the New York City Department of Education.

#### PasVI. Planning for ELLs

##### Mandated Time Allocations:

The NYSESLAT test eligibility, for continuing students, is confirmed by utilizing ATS( RLER report) as the guiding tool to identify and assure the students ELL status and determined their eligibility for NYSESLAT testing or any other required assessment. This determination is made by Mr. Guerrero and Mrs. Ahmed who are both ESL licensed pedagogues. The students eligible for testing are identified and then tested by licensed pedagogues in each grade and accordance with test modification procedures for each individual ELL student.

The Speaking component of NYSESLAT is administered individually for each ELL student in a separate location.

The Reading, Writing and Listening components are administered to group of students that meet the same criteria for testing modifications when required. All the necessary tools for testing such as cd players and other equipment are provided to all classrooms to assure that the proper procedures for testing are implemented. Arrangements are made to assure that all students not in attendance on the testing they are identify and then tested at a later date within the designated testing period.

#### IV. Parent Program Choice

The ELL Program at PS 234 (with the NYSESLAT scores at hand and including the incoming Kindergarten) consists of approximately 140 students for the 2011-2012 school year. Program selection for the incoming students was based on the Home Language Identification Surveys and the results of the LAB-R assessment for incoming students. The students identified as speakers of other

languages and who are not yet proficient in English were selected for placement. The rest of the students, who are currently in the program and did not achieve a proficiency level in NYSESLAT were also selected for placement. The parents of these students are contacted and then provided with a letter giving them the opportunity to have their children continue in the current program or select another option. The surveys and parents data are reviewed every year in order to identify the need for other programs such as Bilingual, Dual Language and Free Standing ESL to aide and enrich the needs of the students. The first parent orientation takes place within the first 10 school days to insure an early and proper placement of the ELL students. At this orientation the parents determine which program they would like to place their children in.

1. At the parent orientation, the parents are informed of the different program models available in the school district. In this workshop parents are asked to complete a form where they indicate their choices, in order of preference, the program that they deem appropriate for their child. A video is shown to the parents to clarify the choices they have and what their rights are. This video is presented in the major languages spoken by our school population and translation is provided to parents that request it. The ESL coordinator also provides time for one on one interviews, with parents, to further explain the process. Translation is also provided when requested by the parents. The program selection forms are provided in the language the parent is most familiar with and understands. After the parents make their selection, the ESL department tallies the choices made by the parents.
2. The parent orientation is offered a second time and parents, who did not attend orientation, are sent 2nd and 3rd notices indicating the importance of these orientations. The letters are translated to the most dominant languages to assure full understanding by the parents of how important their input is in selecting the correct program for their children. In P.S.234Q the majority of parents indicated the ESL program model as their first choice. A nominal number of parents requested the Spanish, Arabic, and Bengali bilingual education program model, yet this number does not meet the legal criteria to create a bilingual class. Follow up orientations are conducted to insure parent participation. Additionally, parents are contacted by phone to inform them about the importance of program selection, for their children, and their attendance to the orientation.
3. Once the parents select the model they prefer, those selecting bilingual are invited to meet with the ESL coordinator. The ESL coordinator informs them about the options available to them. They could opt to transfer the child to a school where the selected model is available. They are also informed that they could sign a transfer option letter where they can opt to keep the child within one of the programs available in the school. This, however, is procedure only until the number of parents selecting their program of choice reaches the number necessary to create a class utilizing the requested model.
4. If after the school makes all efforts to contact the parents and they still do not attend the orientations. Their failure to contact the school within the allotted period of time results in the placement of these students in a Transitional Bilingual Program. The parents are informed of this placement in writing and through phone calls. Parents of ELL students who are currently enrolled in the ESL program and who do not reach proficiency level in the NYSESLAT, are contacted through a letter informing of them of the results. They are then instructed on what their choices are in the entitlement letter. The parents could request to have the student continue in the current program. They also have the option of meeting with the ESL coordinators to discuss a change of program. The students, whose parents fail to return the entitlement letters and who fail to contact the school, will place in the default program. The default program for ELL students is the Transitional Bilingual Program. The parents are then informed of this decision through the mail and or phone contact.
5. The same procedure is followed with the entitlement letters distributed to the parents of ELL students deemed ELLs as per their NYSESLAT score for that particular year. The parents are given the opportunity to switch the program their child is in or to have the child continue in the same program offered the previous year. The letters are collected, tallied to assure proper placement of all ELL students. The letters are then filed within the ESL department's files binder.
6. The programs at P.S. 234 Q have been aligned with parents' requests. The program selection forms and entitlement letters were tallied and the results concluded that the ESL model was selected by the majority of the parents. This resulted in the establishment of ESL classes in grades K – 5. This continues to be the trend at PS 234Q. In the past few years over, 90% of the parents have made the ESL program the requested method for instructing the ELL population of PS 234Q. The 10 % requesting other programs have been informed of their rights and choices. Most of these parents have elected to sign a transfer option letter after meeting with the ESL coordinator and receiving the proper information in the language they understand.

# Part III: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	140	Newcomers (ELLs receiving service 0-3 years)	108	Special Education	9
SIFE		ELLs receiving service 4-6 years	28	Long-Term (completed 6 years)	4

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	108	5	7	32	0	2	0	0	0	140
<b>Total</b>	<b>108</b>	<b>5</b>	<b>7</b>	<b>32</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>140</b>

Number of ELLs in a TBE program who are in alternate placement: 0

### 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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

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

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	20	18	13	12	8								82
Chinese	1	0	0	0	0	0								1
Russian	0	0	0	0	0	0								0
Bengali	8	3	3	2	2	2								20
Urdu	2	1	2	1	1	0								7
Arabic	8	3	3	3	5	1								23
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	1	0	0	0	0								1
Albanian	0	0	0	0	0	0								0
Other	0	2	2	1	1	0								6
<b>TOTAL</b>	30	30	28	20	21	11	0	0	0	0	0	0	0	140

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

1. The programs at P.S. 234 Q have been aligned to a stand alone esl program with the models implemented being the self-contained and the push-in models.

In the self contained classes the students are grouped heterogeneously and are instructed by a dually certified common branch/ESL teachers. The students are then provided with allotted time of 360 minutes of ESL instruction, within the classroom, for students reaching a beginning and intermediate level. The students reaching an advanced level receive 180 minutes of ESL instruction. These students receive instruction within their grade levels and in accordance with the New York State mandates.

In the Push-In model, the classes are serviced in both heterogeneous and homogeneous groups. In the grades where the numbers allow for advanced students to be homogeneously grouped, a dually certified common branches/ ESL teacher pushes in for 180 minutes of ESL instruction. In the groups that are heterogeneously grouped, a dually certified common branches/ESL teacher pushes in to provide 360 minutes of ESL instruction allotted for beginners and intermediate students as per the Mandated Time Allocations.

2. To assure that the mandated number of instructional minutes is provided according to proficiency level P.S. 234 Q carefully analyzes the LAB-R and the NYSESLAT scores. The scores are used to identify the beginners, intermediate, and advanced students. Then, the number of minutes of ESL instruction is allotted as required by the New York State mandates. The student are then placed in classes that comply with the individual needs of each ELL student. Certified pedaguodes are then assigned to teach these classes and instruct the students according to the determination made for placement and time allocation.

The Push-In Program and self-contained model are the primary models for instructing ELL students at P.S. 234 Q. There are 6 self-contained ESL classes in grades K – 5th. Otherwise, students are serviced by push in teachers for the duration of time required based on their English proficiency levels. At P.S. 234Q, 85% of the ELL population is serviced through the Self contained model while the remaining 15% are serviced through the ESL push-in model.

3. PS 234Q establishes instructional programs that are based on sound research and have the characteristics of successful programs. The goal of the ESL program is to develop students' listening, speaking, reading, and writing proficiency so that ESL student performance is equivalent to that of their comparable native English-speaking peers in all the content areas. Test score distributions of ESL students and native English speakers, initially quite different at the beginning of their school years, should be equivalent by the end of their school years as measured by on-grade-level tests of all school subjects administered. Furthermore the ESL program delivered, at PS 234Q, is tailored to students' levels and needs. A variety of ESL strategies are implemented in all ESL models used at P.S. 234 Q. Among the

## A. Programming and Scheduling Information

strategies are scaffolding, Total Physical Response, strategic grouping, the use of visual and audio aides, the use of graphic organizers, labeling objects, opportunities for oral language development, hands-on activities, and modeling writing and reading. These strategies are also incorporated in teaching content areas to the ELL population of students by the same certified professional providing the ESL services. The ELL students are also afforded the instruction in ELA as the rest of the student population. This include all the components being taught to general education classes. ELL students are immersed in literacy to assure a balanced education and followed the mandated allocated units of ELA intruction.

4. The ELL students identified as spanish speakers are provided with the Spanish LAB-R to determine their level of proficiency in their native language. The ELL population of students is also provided with native language libraries in all the classrooms at PS 234. This to provide the academic support the ELL students need as they work to achieve proficiency in english. During testing the students are provided with glossaries in their native language as well as translation services when required.

5. Plan for Sub-groups intructional differentiation.

A. Our plan for SIFE ELLS ensures proper placement and additional support in order to ease their transition. The SIFE students are informally assessed in order to identify their current proficiency level. Once a student's level has been determined, they are placed in a class accordingly. Support is given through either a self contained ESL classroom, or through the help of the ESL push-in teacher. These teachers use a variety of strategies which includes but is not limited to the use of the Open Court phonic series, vocabulary building, grammar and comprehension skills through the Reading for Concepts series, the Treasure Chest Reading series which provides the ELL students with additional support to master the English language and SRA for the development of specific reading and language skills. The ELL population is also supported through the use of the ESL component of Reading Streets which is the current reading program utilized at PS 234Q. ELL students are exposed to a variety of learning materials that include listening, speaking, reading and writing through the use of the Language/Learning LAB. SIFE students are given priority consideration for placement in the after school program. The ELL students will be attending an extra 50 minutes Tuesday and Wednesdays, which will be utilized to provide extra instructional support.

B. Plan for Newcomers( ELLs).

The ELL newcomers are given the opportunity to participate in the after school programs and Inquiry program. This provides them with more exposure to the English language. While receiving more individualized attention by the teachers, as the groups are smaller. In addition, these children will continue attending an extra 37½ minutes, which will be utilized to provide extra instructional support. Within the regular schedule, the teachers provide the students with individualized instruction to help the student with lessons that address their level of proficiency. The newcomers are placed within ESL classrooms that provide the proper setting for language development. Students are able to interact with other students of different English proficiency levels. The variance of levels in the classroom allows the teacher to group the students strategically. These students are also provided with books and other necessary materials to scaffold their learning. These include the Avenues series, Language Patterns and Usage series, Write Away Skills Book and the Treasure Chest Reading Series. Through the use of these series, the students develop vocabulary, grammar and other language skills. These students are also given the opportunity to read books and respond to them in their native languages (when available). The classroom libraries are being enhanced with books in languages other than English. This allows the newcomers to continue developing their skills in the native language which will eventually be transferred to the second language. At the same time, this methodology keeps their interest level high and builds their self-esteem.

The ESL licensed teachers provide professional development to teachers working with the ELLs. They are provided with information on how to make the transition of the newcomers into a new culture and language smoother.

C. Plan for 4-6 years ELLS.

The population of ELLs in the program for 4-6 years is identified and provided with the necessary support to aide in reaching their goal of English language proficiency. Once identified, these students are provided with intervention services designed to differentiate instruction to their individual needs. Intervention specialists conduct pre-testing for the diagnosis of the students needs which are then addressed through small group settings and goal based instruction of these needs. The specialists then conduct post testing to determine achievement of the goal and the course to be followed for further intervention. These students are also giving ample opportunities to participate in enrichment activities such as music, art and drama during and after school. This provides the setting students to interact with the general

## A. Programming and Scheduling Information

population of students and receive additional support in language development.

### D. Plan for Long Term ELLs.

The number of students in the long term ELL category at P.S. 234 Q is minimal. Our plan for these students is to provide them with extra support in the classroom. They are provided with intervention services which include extra practice in reading, writing and test taking skills. They are exposed to higher learning critical thinking activities through project based team teaching by ESL and mainstream classroom teachers. They are also invited to the After School Program and Saturday Academy for ELLs. Within these programs they are provided with reinforcement in the four modalities of learning. The ESL teachers utilize computers and other forms of technology to provide the students with different language practice materials. The use of technology enhances the strategies use and also increases the interest level of the ELL students. Long term ELLs will also be included in the extra 37½ minutes, which will be utilized to provide extra instructional support.

6. Instructional support in the content areas is provided for ELLs through the use of different resources. For math the Envision curriculum is used from grades K-5. Math manipulative and hands on lessons are used to scaffold ELL's learning. In each lesson vocabulary is simplified and lessons are modified to ensure students' understanding. For literacy, we have adopted the Teachers College Writing Workshop Model and the Reading Street reading series. Included within the reading street series are an ESL component along with spelling, grammar and practice workbooks that support the students learning. Each classroom also maintains leveled libraries and native language libraries. In addition, we have other literacy supplies such as the Avenues series, the Skills books series, Practice Basic Skills in English series, Language Patterns and Usage series, and SRA series. To supplement the Treasure Chest reading series is maintain and implemented during the 37½ minutes period. The ELL students are also provided the opportunity of participating in a Social Studies and Science test preparation program as well as a Math test preparation program. Additionally the ELL population is supported through after school programs design to enhance their language skills as well as their content area skills.

7. The English as a Second Language (ESL) program, at PS 234Q, has been designed to meet these unique language needs of ELL students. By addressing the unique language needs of ESL students, the program enables these students to have the same opportunity to attain the academic success as their native English-speaking peers. The ESL program has been designed to provide a comprehensive program of instruction so that ESL students can attain the goals and benchmarks as set forth in the National Core Standards as well as the New York State standards. The specific goals of the ESL program are: 1) to provide ESL students with equal opportunity and access to services so that they may become fully proficient in English and 2) to ensure that ESL students reach full educational parity with comparable native-English speakers by the time they reach the end of their school career.

### 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:

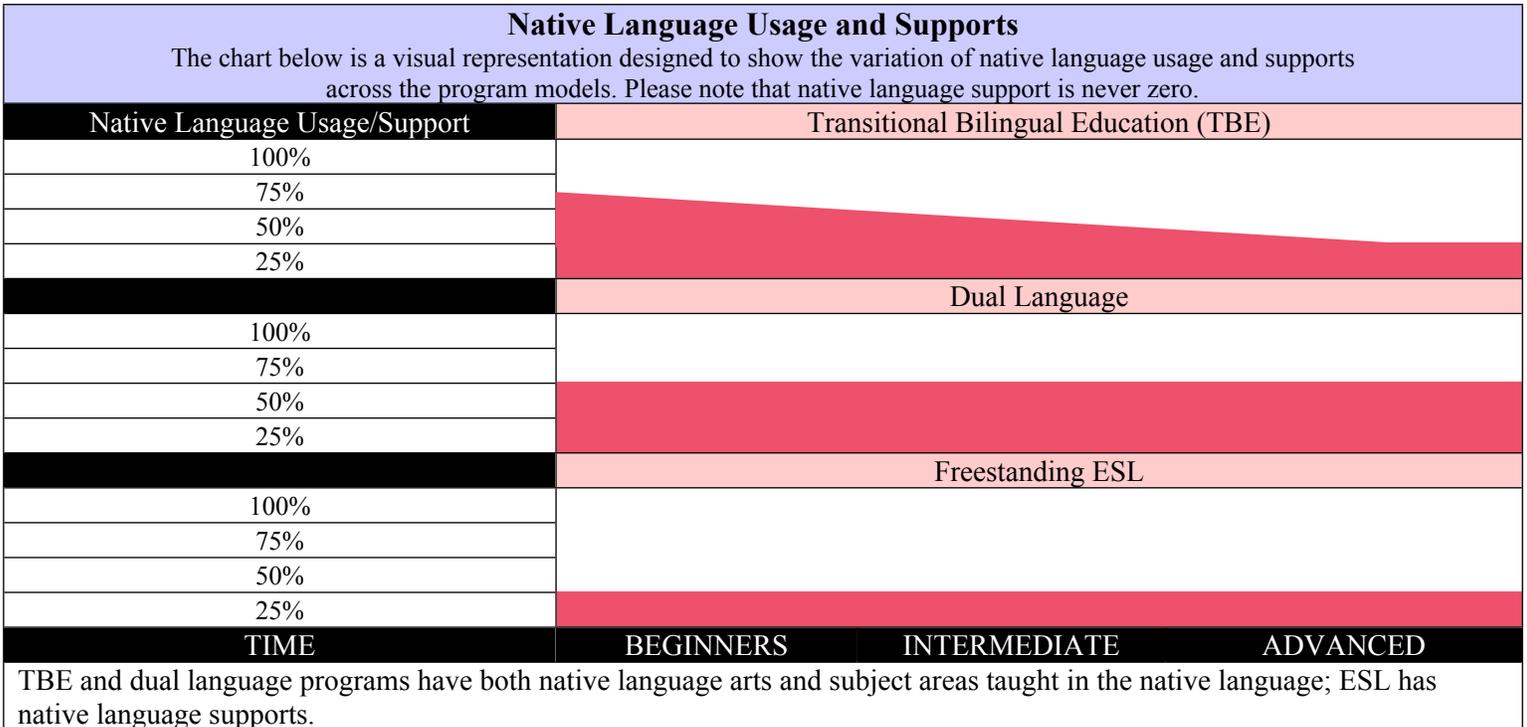
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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. All English Language Learner's at PS 234 are afforded the opportunity and accessibility to grade level academic content (i.e. science, social studies, math) while promoting their language development. We begin intervention services in kindergarten through the Inquiry process where teachers select students in need of smaller group instruction in skills inclusive of identifying letters and sounds and learning basic sight words. Our K-2 English Language Learners are continually exposed to the explicit intensive instruction of phonemic awareness and phonics. It is through these intervention services that opportunities are given to develop vocabulary knowledge and strategies to comprehend and analyze challenging text. These opportunities also consist of structured academic talk, fluency instruction that focuses on vocabulary with an increased exposure to print and using independent reading only when it is purposeful and there is a good reader-text match. Intervention becomes more formalized in the first grade. However, in both the first and second grades, interventions are targeted based on student needs and classroom teachers collect data inclusive of their performance in each strand of the NYSESLAT. Teachers in grades K-5, implement comprehension strategies and skills using various research based models such as the SIOP Method where vocabulary is isolated and scaffolding procedures are used to fortify the Common Core State Standards. Intensive intervention is implemented for grades 3 to 5 and delivered by trained English as a Second Language Teachers, Special Education Teachers and Reading Specialists. Each provider consults with the classroom teachers and they develop a plan tailored to each students needs. The ELL subgroups targeted are based on student level of proficiency: Beginner, Intermediate and Advanced. All proficient F-ELL's continue to be supported through high quality content instruction that is made more comprehensible to them and with an emphasis on promoting oral interaction and extended academic talk. These programs are inclusive of small group instruction, which consist of 45-60 minutes of instruction daily and weekly progress monitoring and lots of opportunities for response and feedback.

9. PS 234Q is consistent in efforts to support the transition of former ELL students to the general population. In order to accomplish this PS 234Q has designed a program where former ELLs are placed into classrooms where they continue to receive ESL support but are also integrated with the general population of students. These classes are instructed by ESL certified teachers or receive the support of an ESL certified push-in teacher. During the two years transitional period the following plan of action is enacted:

- A) Students are integrated and immersed into general population.
- B) Students continue to receive ESL support from certified providers.
- C) Students continue to receive instruction utilizing ESL strategies.
- D) Students are targeted by the intervention department to receive additional support in their areas of need (English Language Arts, Reading or Math). This within a small group setting.

10. At PS 234Q we are constantly seeking new methodologies, resources and materials to further enhance our student development. This year we targeted the special needs sub-group and purchased several kits from continental press for ELA and a new math curriculum (EqualsAble.net). These programs and or materials were purchased only after careful consideration was made that they were aligned to the core standards and that differentiated instruction is included. In addition they must have an ESL component incorporating ESL strategies and appropriate resources for the particulars sub-groups.

11. PS 234Q is pleased with the consistent progress and movement in proficiency of our ELL students population. We will continue to add resources as they deemed necessary but at this point the program has yield great results and will continue without the discontinuation of any programs or parts of the program.

12. The ELL population of students at PS 234Q is afforded equal access to the entire range of programs and services available in our

school. The ELL students are schedule to participate in all the activities alongside their general education peers. This includes but is not limited to Gymnasium classes, Open Access Library, Lunch periods, Trips among others. This model is designed for the maximization of the interaction among ELL students and general population students. The goal is to bring forth communication that leads towards language acquisition and the development of social networking skills. The school also uses an extended day as a tool to further instruct ELL students by assining ESL certified teachers to provide intruction during this time. The Title 3 After School Program is also utilized to provide the ELL students with the support necessary to further and accelerate their language acquisition as well as to maintain their academic skills in the content areas.

13. PS 234 takes pride in providing our students with the most up to date learning tools. Effective last year, all the classrooms in our school have been equipped with Promethean Boards. This tool will be utilized to develop and conduct lessons that will address the learning styles of all students through differentiated instruction. At the same time data is obtained and then analyzed to assure the development of new goals as the student progresses. Furthermore the students have access to laptop computers that served as tools for the teacher to address the needs of the individual students. The four modalities of ESL Reading, Writing, Speaking and Listening are addressed through differentiated lessons. These and other technologies are utilized to enhance teaching throughout the core curriculum and as additional support for ELL and general education students. Two additional laptop computer carts have been added to our increasing collection to further support our student population, in their learning, with the latest technology.

14. The ESL program is implemented at PS 234Q, as it is the program of choice by most parents of ELL students. This program is conducted in English but the native language, of the ELL students, is utilized as a support for language acquisition. Each classroom at PS 234q has been provided with a native language library of the most prevalent languages in this school. These libraries support and encourage reading both in school and at home of those children who have abilities in their native languages. These skills can ease the acquisition of the second language and encourage parents participation by given them a tool through which they can actively participate in their children's educational journey.

15. The programs offered at PS 234Q for ELL students are aligned to the New York State ESL standards. All the materials and lessons are developed to be age appropriate as well as level appropriate for the individual needs of the students. The ELL students are also supported by various specialists who provide IEP services for those children who are identified to have special needs. They also receive guidance and other services when necessary. Translation services are also provided as the individual cases might require.

16. PS 234Q consistently strides to make the students enrollment process smooth and friendly for both students and parents. In the spring the parents and the incoming kindergarten students are invited to a special orientation where they meet the kindergarten teachers and also visit the current kindergarten classes. At this orientation the parents are also advised on what the expectations are for the children who will attend kindergarten in the fall. Parents are also instructed on how to help their children to achieve these goals. The parents of ELL students and their children also attend this orientation. Translation is provided when necessary and or requested.

17. Language electives are not applicable to PS 234Q yet we offer the ELL students the opportunity to select reading and other materials in their native languages as we have provided each classrooms in our school with native language libraries.

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

### Professional Development

The ESL department offers Professional development to school's staff. During this training the staff is provided with information on how ELL students are identified and placed. ESL teachers will also conduct training, for teachers working with ELLs to provide them with the knowledge of implementing ESL strategies in their classroom. In addition they will be trained in utilizing the ESL components of the Reading Street and the Treasure Chest series. During these professional development sessions, additional training is provided to teachers to enhance teaching the content areas to ELL students.

P.S.234 Professional Development Program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. A tremendous focus will be placed on techniques best used to prepare ELLs to meet and exceed the NYC and NYS performance and learning standards as well as increasing achievement scores on city and statewide tests. The ESL teachers in the After School Program, as well as monolingual teachers will receive the training necessary to ensure the use of ESL strategies within the programs and all areas of interaction with ELL students. Participating teachers will be paid the trainee rate and teacher trainers will be paid at the per session rate. These sessions will be facilitated by ELL licensed personnel and administrators. The teachers will receive 12 hours of ESL training and will meet and exceed the 7.5 hours mandated by the NYS Education Department. Teachers will receive 6 sessions of professional development during days of allocated in the school calendar.

Topics that will be addressed during these professional development sessions are as follow:

1. Two 2-hour professional development sessions will be devoted to Scaffolding across the Disciplines: Types of Scaffolding.
2. One 2-hour professional development session will be devoted to Differentiated Instructional Strategies.
3. One 2-hour professional development session will be devoted to the strategies needed to prepare ELLs to meet the city and state standards and to gain a clear understanding of the NYSESLAT.
4. One 2-hour professional development session will be devoted to the instructional strategies needed to increase Native Language literacy skills and to prepare for the ELE.
5. One 2-hour professional development session will be devoted to mathematical instructional strategies to develop and enhance students' skills and performance on the city and state assessments. Paste response to questions 1-3 here

Additionally our teachers will be instructed to focus and increase the cognitive language skills of ELL students. This along with vocabulary development in english and the content areas. The aim of this approach being the smooth transition of these students to the higher level of education in Junior high school as well as high school. The ELL students then be able to function without any difficulties in the new setting.

The teachers participating in these professional development are provided with certificates indicating their participation and the number of hours of PD received. The provider of the PD also maintains records of the participating teachers and the hours accumulated by each individual teacher in the ESL files binder.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parent/community involvement:

PS 234 begins parent participation with a parent orientation meeting. For this meeting we send out letters in different languages. During the meeting videos are shown in different languages to the parents to facilitate discussion of different program options offered. Pamphlets, in different languages outlining the program options including Bilingual, Accelerated Academic English Model and Dual Language/Two-Way Model, are distributed. Translators are provided to assist the parents to better understand the program options and any other questions needing to be answered. Orientations for parents are held twice a year. One is held in the fall and another is held in the spring. During the year the parents of new comers are also provided with similar information and orientation in English and the native language as identified in the home language survey. Most of the translations are done by certified teachers in our school who speak a second language or by translators provided by the Department of Education. Translation services are provided to parents during the registration process in order to have them understand and complete the necessary forms including the home language survey.

ESL classes for parents and adult members of the community are offered, during the school week, throughout the year. Parent-teacher conferences are scheduled and conducted twice a year. Additional individual conferences are held according to student needs in order to collaborate in enhancing children's language acquisition needs. Parents are also able to visit their children's classrooms and teachers during the first Thursday of the month. Parents are able to observe lessons and their children's participation within the classroom setting.

The parent coordinator in collaboration with the ESL department, conduct a series of workshops geared towards giving them an understanding on how to help their children become better learners. They also provide the parents with knowledge about the testing procedures and how their children can become better at taking tests. All the workshop notices are distributed in different languages and translation is also provided at the workshops. Community Based Organizations hold workshops throughout the year to provide fire safety, health insurance coverage and library use instruction to the parents and children. The parent coordinator also holds PTA meetings monthly. Within these meetings ELL students are able to participate and receive awards such as student of the month among others. Multicultural activities such as Dessert Night and Family Night Dinner are held every year to enable the ELL community to come in contact with the other communities in the neighborhood.

Boys and Girls Club offers homework assistance and provide child-care and recreation to the students. Math and Literacy workshops are offered where the ELL parents are invited to attend to learn how to assist their children and be actively involved with their child's learning process. With these efforts, the school, parents and the community are able to work together towards increasing the enhancement and well being of the student population.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	17	8	2	5	2	2								36
Intermediate(I)	12	7	11	5	3	1								39
Advanced (A)	6	12	9	12	18	8								65
Total	35	27	22	22	23	11	0	0	0	0	0	0	0	140

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>	1	0	0	0	0	0							
	<b>I</b>	0	4	1	2	1	1							
	<b>A</b>	11	10	3	9	3	12							
	<b>P</b>	15	20	18	18	18	10							
READING/ WRITING	<b>B</b>	3	1	0	0	0	0							
	<b>I</b>	6	8	4	3	4	3							
	<b>A</b>	9	10	13	18	13	13							
	<b>P</b>	11	15	5	9	5	7							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	17	9	0	29
4	1	10	3	0	14
5	2	7	13	0	22
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		8		19		3		30
4	0		5		7		2		14
5	0		3		14		6		23
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		1		9		4		14
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.

The Early Childhood Literary Assessment System (ECLAS-2) is an assessment designed to help teachers determine the progress in literacy development in children from grades K-3. The activities include individual administered and group administered activities designed to measure each child's progress in Phonemic Awareness, Phonics, Reading and Oral Expression, and Listening and Writing. ECLAS-2 assesses Grades K-3 and contains 8 levels. Each level provides benchmarks that correspond to a specific grade and term. For example, Level 4 benchmarks correspond to the second half of Grade 1. Each activity benchmark corresponds to an expected level of performance by midyear and end-of-year, at each grade level. The Class Record Sheet contains a place to record results of every strand and its sub-skills for each student. The Class Record Sheet enables teachers to quickly see the level each student has achieved in each strand. The Spelling Class Record Sheet lists each of the spelling conventions. It enables teachers to quickly see the spelling conventions mastered by each student and those areas in which more instruction is needed. The Decoding Class Record Sheet shows the decoding conventions the child has mastered and those in which further instruction is needed. If a child does not master an Individual Activity he/she reassessed on those sub-skills not mastered during the subsequent assessment periods until mastery is achieved.

The Eclas-2 results indicate that:

In grade K, out of 37 students, 14 are in level I, 12 are in level II, 7 are in level III and 4 are in level IV or above.

In grade 1, out of 30 students 5 are in Level I, 7 are in level II, 6 are in level III, 12 are in level IV or above.

Four Kindergarten students along with the 12 students in grade 1 are in Level IV and above. To address this, grades K and 1 teacher's and ELL teachers will provide extra instructional support geared specifically to the 19 level I students and the 19 level II students who did not master Alphabet Recognition and Phonemic Awareness. Each child's targeted intervention in this group will be Alphabet Recognition and Phonemic Awareness so they can learn that letters make words and words are made up of speech sounds (phonemes) in order to learn how to read print. Additionally these students will be taught utilizing ESL methodologies by a certified ESL teacher. The students achieving levels III and IV of the Reading and Oral Expression strand which includes Vocabulary, Sight Words, Reading (including Accuracy, Comprehension, and Oral Expression), and Fluency (Reading Rate and Expression). These students are further supported through targeted interventions such as fluency activities (both word decoding fluency and sentence fluency activities), the use of predictable pattern books, hands on activities with vocabulary words, character studies, literacy centers, and author studies are also used to expose students to a variety of books written by the same author. The lessons for these students are modified to scaffold and provide language support by an ESL specialist.

An evaluation of the NYSESLAT and LAB-R scores, of the currently enrolled ELL students, was conducted with a focus in 2 distinct areas: The scores for NYSESLAT were analyzed through the scale score model provided by the NY Department of Education. Through this model we were able to determine the level of proficiency in reading and writing components as well as the listening and speaking components for each individual child who had been assessed through the NYSESLAT. The LAB-R score for incoming students were also analyzed to determined the English profficiency level of the incoming students.

The data analysis indicates that as a whole the ELL students are performing better in the listening and speaking components of the NYSESLAT. The numbers indicate that a majority of the students are either at an advanced or intermediate level in these two components. This pattern is supported throughout the grades. The lower grades show weakness in the reading and writing components. The upper grades show improvement in the reading and writing components but these two areas remain the weakest for the entire ELL population. Focus, for students, will be given on more practice in the reading and the writing areas.

The development of lessons and the materials utilized to teach, ELL students, will be based on the trends and indicators the data analysis yields. As indicated by the data trends the main focus will be but not limited to, reading and writing. Differentiated instruction lessons will be implemented to address the needs of ELL students in the four modalities; reading, writing, listening and speaking. New Technologies such as the promethean boards and laptop carts will serve as tools in the implementation and obtainment of these goals. Additionally phonics and the open court curriculum will be utilized to supplement the reading and writing programs. Emphasis will also be given to developing and adding more ESL strategies to the lessons being taught. The ESL components of the Treasure Chest reading series as well as the ESL component of the Reading Street reading series will be utilized as useful tools in the achievement of these goals. The students will also be supported individually through conferencing between teacher and student. Additionally after school programs through Title 3 will serve as additional support for ELL students in need of academic remediation and or enrichment.

The leadership team utilizes the ESL periodic assessment data to determine the needs of ELL students to determine the type of instruction and methodologies that would better serve the ELL population of students. The data is analyzed and the information is used to locate the areas of need for the ELL students. These areas are then targeted and smart, rigorous, ESL, goals are set in our CEP.

The teachers are also provided with the periodic assessment results and they utilize it to measure the students progress and to find areas of need for each individual ELL student. The teachers is then equipped to differentiate instruction for individual students or groups of students having similar needs. Additionally the teachers analyze the type of question being asked to identify trends and create lessons that would support students in these areas of study. The teachers and the leadership team have open channels of communication to share their thoughts and determinations of how to address the needs of the ELL population of students.

The NYS ELA Assessment 3rd to 5th grade.

An evaluation of the ELA scores of ELL students who were tested was conducted to identify the patterns and trends in performance by this sub-group. This analysis was conducted by grade to accommodate for the tests content and level. In the 3rd grade 30 ELL student were tested. 10% of the students scored at level 1. 57% scored at level 2. 31% scored at level 3. In the fourth grade 14 ELL students were tested. 7% scored at level 1. 71% scored at level 2. 22% scored at level 3. In the 5th grade 22 ELL students were tested 9% scored at level 1. 32% scored level 2. 59% scored at level 3.

The trends in the tested grades indicate a need for additional support in ELA instruction for the vast majority of ELL students tested in ELA. The goals for ELL students will be for these students to score on or above grade level by the end of the school year. The necessary materials and accommodations are in place as previously stated. All grades continue to receive additional support through our after school programs and Inquiry teams. The school leadership team and teachers are using the assessment data analysis to tailor our programs and instruction to the needs of our students. The analysis provides the data necessary to determine the areas of need for individual students. The leadership directs the teachers to use this data in order to create lessons geared to address the areas of need of the students. The teachers individualize instruction according to the specific data for individual students. They also as utilize group instruction. The groups are created through common areas of need. Students with the similar needs are grouped together and are taught strategic lessons to address their needs. The leadership also provides the teachers with the materials necessary to support these lessons. This data also helps to determine the focus of the after school ESL Program and the Inquiry Teams.

The NYS Math Assessment data includes Grades 3-5th.

- The data analysis indicates that in Grade 3, out of the 30 students, .0 % are in Level I, 26% are in Level II, 63% are in Level III and 11 % are in level IV.
- The results indicate that in Grade 4, out of the 14 students,0 % are in Level I, 35% are in Level II, 50% are in Level III and 21 % are in level IV.
- The results indicate that in Grade 5, out of the 23 students, 0% are in Level I, 13% are in Level II, 61% are in Level III and 26 % are in level IV.

The 2010-11 Math results, for the ELL population, confirmed that the annual goal of a 2% increase, in students scoring on or above grade level, was met and exceeded. There was a 9 % increase, from 56 % the previous year to 67 % this year, in students scoring on or above grade level.

The data analysis indicates that most of the ELL students are approaching or meeting the standards in math. In order to have students achieve higher gains the use of ESL strategies will be more thoroughly applied in the math curriculum. All grades will receive additional support through our after school programs, and Inquiry driven instruction. In addition the classroom teachers utilize ESL in the content areas, such as the CALLA Model, to further assist the ELL students in understanding the curriculum and material being taught. The faculty will develop the lessons utilizing the differentiated instruction model. Within this model individual students will focus on their areas of need. They will create obtainable goals that will result in further gains in math scores. The incorporation new technologies, such and promethean boards and laptops, will also support this effort.

Science:

The NYS science assessment for 4th graders:

At PS 234Q 34 ELL students were tested in science.

The results were as follows:

14 students were tested. 0% of the students scored in level 1, 7% scored in level 2, 64% scored in level 3 and 29% scored in level 4.

The pattern indicates that the ELL population is meeting and a exceeding the standard in the science component. PS 234Q provides ELL students the regular science curriculum through the use of ESL methodologies. ESL trained personnel and certified teachers assure student understanding and the used of strategies in teaching science. PS 234 will continue to provide translation of the science tests for the students that require this modification.

At PS 234Q the success of our programs, for ELL students, are evaluated through their success in achieving our set goals for our student population. The analysis of the data provided above helps us in determining which researched based programs are yielding successful outcomes. The data provided above indicates success in most areas of ESL instruction and identified areas where improvements are necessary in order to aid student who have needs in individual areas of study. The set programs are being successful yet need some additional support which have now been implemented to assure that no ELL child will be left behind.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mrs. Thea Pallos	Principal		1/1/01
Mrs. Peggy Mouzakitis	Assistant Principal		1/1/01

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mrs. Anita O,Brian	Parent Coordinator		1/1/01
Mrs. Shakila Ahmed	ESL Teacher		1/1/01
Ms. Eve Avramovic	Parent		1/1/01
Mr. Jose Guerrero	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Mrs. Olga Papadapoulos	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 30Q234      **School Name:** P.S. 234

**Cluster:** 4      **Network:** 410

**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.

Home Language Surveys, Ethnic surveys, Emergency Blue Cards, and school made surveys are used to assess and determine P.S. 234's written translation and oral interpretation needs. Home Language surveys and Ethnic Surveys are completed and reviewed upon registration of students. Emergency blue cards are completed immediately at the start of every school year. Home Language surveys and Ethnic surveys are available in all necessary languages. All data is entered into ATS. Schools made surveys are also translated into all needed languages.

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.

According to our most current findings, translation services are needed for the majority of P.S. 234's parent community. Translation and interpretation services are needed in Spanish, Bengali and Arabic. An analysis of the Home Language Survey data, indicates that translation and interpretation needs are most necessary in Spanish followed by Bengali and Arabic. Our findings were reported to the school community through P.T.A. Meetings, Parent Involvement Plan, Language Allocation Policy, School Parent Compact and professional development workshops.

## Part B: Strategies and Activities

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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.

Written translation needs for Spanish, Bengali, and Arabic are sent to the Translation Unit of the Department of Education. They translate all home correspondence. These letters inform parents of important testing dates, parent workshops, and school events and closures. To ensure the timely receipt of documents, letters will be sent home with an attached statement in the appropriate languages stating the importance of the document and its need to be translated.

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.

Oral translation needs will be met in a timely fashion by in house staff fluent in the major languages as determined by the home language survey statistics. Oral translation will be provided through the utilization of the "talk technologies" translation devices during parent workshops and PTA meetings. In addition, the ESL staff will provide person to person translation services during registration procedures, phone calls home, IEP meetings, Parent Teacher Conferences, and when immediate parental needs arise.

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>.

P.S. 234 Q plans to inform parents of the availability of translation and interpretation services by posting a notification on the school's main entrance, in the main office, in the parent coordinator's office and other conspicuous places. Parents will also receive letters notifying them of their rights to receive translation and interpretation services (provided that their primary levy constitutes 10-20 or more of the languages spoken at family homes). P.S 234's school safety plan will include a provision ensuring the parents in need of language assistance will not be prevented from reaching the schools administrative offices due to language barriers.

## 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: PS 234Q	DBN: 30Q234
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)

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

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

PS.234Q provides English Language Learners with supplemental services in the after School Program. The additional after school programs will provide services for grade 2 and 3.

P.S. 234Q has four ESL classes that will meet a total of 52 sessions each beginning in October 2 through the middle of April 2013. The classes will meet Monday through Thursday from 3:20 to 4:35. Group size will be maintained at 18 -20 students per teacher. A total of 4 ESL certified teachers will provide instruction using the NYC and NYS content and performance standards. The focus of instruction will be English Literacy and Mathematics using ESL strategies and techniques to guide and assist students in the acquisition of skills to achieve higher scores on the NYSESLAT as well as city and state tests. The materials utilized will include but not be limited to Getting Ready for the NYSESLAT and Beyond, Language Patterns and usage, Practice Exercises in Basic English, Breakaway Math, and Math Options. Teachers will also plan to assure that ESL methodologies are utilized in the implementation and usage of these materials.

These two grades were selected in accordance with the NYSESLAT performance. Through data analysis, these two grades were determined to have the greatest need for support. The reading and writing components were of most concern for these groups of students. In order to achieve an increase in both NYSESLAT and ELA tests scores, the program will focus in these areas of need. These classes will also enhance the students' language abilities in the four modalities, Reading, Writing, Speaking and Listening. The focus will also be placed on math, in order to prepare the students for the New York State Math Assessment. This support will also enrich the students' abilities in math and help them in obtaining better outcomes in the New York State Math Assessment. The CALLA model of teaching content areas to ELL students will be implemented.

Supplemental materials and general instructional supplies will be purchased to support this program and assure high quality instruction provided by ESL certified personnel.

### Part C: Professional Development

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

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

### Part C: Professional Development

Begin description here: .

P.S.234Q Title III Professional Development Program will focus on providing teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners. A tremendous focus will be placed on techniques best used to prepare ELLs to meet and exceed the NYC and NYS performance and learning standards as well as increasing achievement scores on city and statewide tests. The ESL teachers in the After School Program, as well as monolingual teachers servicing the ELL population will receive the training necessary to ensure the use of ESL strategies within the programs. Participating teachers will receive credit towards completion of the seven hours of ESL training required of all teachers by New York State Department of Education.

Topics that will be addressed during these professional development sessions are as follow:

1. One 2-hour professional development session will be devoted to Scaffolding across the Disciplines: Types of Scaffolding.
2. One 2-hour professional development session will be devoted to Differentiated Instructional Strategies.
3. One 2-hour professional development session will be devoted to the strategies needed to prepare ELLs to meet the city and state standards and to gain a clear understanding of the NYSESLAT.
4. One 2-hour professional development session will be devoted to the instructional strategies needed to increase Native Language literacy skills and to prepare for the ELA.

### 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. 234 Title III Program will provide ELL parents/guardians with the opportunity to attend a variety of family literacy and math workshops, so that they can better assist in the education and learning of their children at home.

Also, parent workshops will be conducted during the AM hours of the school day by ESL personnel, coaches, and the Parent Coordinator to guide parents with the following:

**Part D: Parental Engagement Activities**

- Using math strategies in problem solving.
- Familiarizing parents with ESL standards and testing
- The Balanced Literacy Approach

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <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>		