



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 239Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q239

PRINCIPAL: ROBIN L. CONNOLLY

EMAIL: RCONNOL@SCHOOLS.NYC.GOV

SUPERINTENDENT: MADELENE CHAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Robin L. Connolly	*Principal or Designee	
Jeanne Gausman	*UFT Chapter Leader or Designee	
Gilbert Luciano	*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	
Jennifer Imperati	Member/Teacher	
Janet Penigian	Member/Teacher	
Jamie Vetter	Member/ Administration; School Aides; Paraprofessionals	
Edith Murillo	Member/Parent Representative	
Lisa Lopez	Member/Parent Representative	
Warda Alghazali	Member/Parent Representative	
Maria Ramos	Member/Parent Representative	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2013, the number of students, including ELLs, reading below grade level and who also made two or less reading level gains will decrease by 10% as measured using the Fountas & Pinnell Running Record Benchmark Assessment.

Comprehensive needs assessment

- Based on the analysis of our ELA student performance on state assessments over the last two years, we need to focus on and improve instruction for all students in ELA.

Instructional strategies/activities

1. Continue to support our 1-5 at-risk students using *Fountas and Pinnell's Leveled Literacy Intervention Program*.

Target Population:

1-5 at-risk students will be targeted for daily small group intervention in order to increase their reading levels.

Responsible Staff:

Our Leveled Literacy Intervention Specialists will be responsible for providing these services on a daily basis.

Implementation Timeline:

By early October 2012, select students will have been identified and placed in LLI.

2. Continue two .5 Reading Recovery Teachers for grade 1. The two teachers will provide Reading Recovery to first grade students during the p.m. and provide L.L.I services in the morning to first through second grade students.

Target Population:

Grade 1 at-risk students- Reading Recovery

Grade 1 and 2 - LLI

Responsible Staff:

Two Reading Recovery/L.L.I. Teachers

Implementation Timeline:

By early October 2012, select students in grade 1 will be identified and placed in Reading Recovery; and grade 1 and 2 students will be identified for LLI

3. Grade 1 will implement "Vocabulary Trips" during the 50-Minute Program using fiction and nonfiction core knowledge texts and Common Core Learning Standards to build academic language in literacy through science and social studies units. Units are based on 3 - 5 read alouds covering one topic. Classroom teachers will pull the vocabulary on the topic (content based and big concept idea words).

Target Population:

Grade 1 students in 50-Minutes

Responsible Staff:

Grade 1 Classroom Teachers

Implementation Timeline:

By September 2012, all teachers servicing grade 1 students during the 50-Minute Program will be responsible for implementing "Vocabulary Trips".

4. Continue to provide teachers with time to plan curriculum that meets the needs of their students throughout the school year. Teachers will monitor and revise curriculum maps based on the Common Core Learning Standards and student needs.

Targeted Population:

Teachers

Responsible Staff:

The literacy coach and assistant principals will be responsible for the planning and implementation of curriculum development activities. The principal and assistant principals will be responsible for supervising these activities.

Implementation Timeline:

Time is provided during inquiry, coaching, staff and faculty conferences and June planning days.

5. Continue the work of the inquiry teams.

Target Population:

Targeted students

Responsible Staff:

Classroom Teachers and support personnel

Implementation Timeline:

From September 2012, the inquiry teams will meet twice a week to work and discuss the progress of their inquiry work.

6. Implement Close Readings of complex text with text-based questioning to support the demands of the Common Core Learning Standards.

Target Population:

K-5 students

Responsible Staff:

K-5 classroom teachers

Implementation Timeline:

From October 2012-June 2013

7. Implement Common Core Learning Standards Units of Study that combine fiction and nonfiction reading texts. Teachers will align the reading to the writing so that students are writing about what they are reading. Teachers will expose students to the three Common Core writing genres (narrative, explanatory/informational/ and opinion).

Target Population:

Students in grades K-5

Responsible Staff:

All classroom and ESL teachers

Implementation Timeline:

From September 2012- June 2013

8. Continue departmentalization in select classrooms on grades 3, 4 & 5 in order to utilize teachers' areas of strength to increase student performance.

Target Population: Selected 3rd, 4th and 5th grade students

Responsible Staff: Selected 3rd, 4th and 5th grade classroom teachers

Implementation Timeline: From September 2012-June 2013

9. Student work samples will be analyzed in relation to Common Core Learning Standards and a minimum of two units of study integrating Social Studies and/or Science will be developed, for each grade, based on the expectations of the NYCDOE.

Target Population:

All Grades

Responsible Staff:

All classroom teachers

Implementation Timeline:

Fall 2012 – Spring 2013

10. Implement a cycle of reading/writing assessments in grades 3-5. Every 5 weeks, students will read a fiction and non-fiction piece and using prompts, will complete three writing tasks (informational, persuasive and compare/contrast) that are aligned with CCLS.

Target Population:

Grades 3-5

Responsible Staff:

Grade 3-5 Classroom Teachers

Implementation Timeline:

Fall 2012- Spring 2013

11. Continue staff development for ESL and classroom teachers in effective ESL research-based methods that support the needs of our ELL students and prepare them for the demands of the Common Core Learning Standards.

Target Population:

ESL and classroom teachers

Responsible Staff:

Professional development will be provided by the Network Team, literacy coach, and assistant principal in charge of ESL.

Implementation Timeline:

From September 2012-June 2013

12. Continue to provide mandated push-in ESL services during reading, writing, word or math periods of instruction.

Targeted Population:

Mandated ELL students

Responsible Staff:

ESL teachers will be responsible for the planning and implementation of the lesson, strategy lessons, guided reading, etc. Administration will be responsible for monitoring the program.

Implementation Timeline:

From September 2012-June 2013

13. Continue the Title III Extended Day Program for ELL students. Continue the use of the computer-based *Imagine Learning Program* for our beginning ELL students to further develop their expressive and receptive language skills. Intermediate and advanced ELLs will be provided with instruction in writing using *My Access* to become proficient writers in the area of argumentative writing. They will also continue to be provided with instruction in reading focusing on science to develop academic language.

Targeted Population:

All targeted ELL students

Responsible Staff:

All Extended Day ESL teachers

Implementation Timeline:

From January 2012-April 2012

14. Provide interclass visitations in support of guided reading, running records, writing and ESL strategies in support of the Common Core Learning Standards.

Targeted Population:

Teachers that need support in guided reading, running records, writing or ESL strategies

Responsible Staff:

The literacy coach will be responsible for providing support in guided reading, running records, writing and ESL strategies. Administration will be responsible for scheduling interclass visitations.

Implementation Timeline:

From September 2012-June 2013

Steps for including teachers in the decision-making process

- Teachers will meet in grade-level teams to review student data gathered from periodic assessments.
- Staff met for June planning to develop curriculum maps, rubrics, and assessments in reading and writing.
- Teachers will periodically monitor and revise curriculum maps based on analysis of student work.
- Teachers are provided with common planning time.
- Informal/Formal Running Record Assessment Dates: September 2012, January 2013, and May 2013

Strategies to increase parental involvement

Parental Involvement will be increased by providing parents with:

- Workshops in literacy
- Focus groups
- Parent lending library
- Parent resource center
- Utilizing parent learning leaders to help in literacy
- ELA State Test Parent Workshop

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.

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

If other is selected describe here: Contract for Excellence

Service and program coordination

- The school, through an I3 Federal Grant has established two (.5) Reading Recovery teaching positions to support our struggling first grade students. The school, through UPK funding has a split session Universal Pre-K class.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2013, the number of students performing at grade level in mathematics will increase by 5% as measured by the end-of-year school-created benchmark assessments.

Comprehensive needs assessment

- Based on an analysis of the state math assessment over the past two years, there is a need for all of our students to increase their math content and skills.

Instructional strategies/activities

1. Continue the ECAM assessment for all at-risk students in K-2 to identify students' needs, and use data to drive instruction.

Target Population:

All classes in grades K - 2

Responsible Staff:

Teachers in grades K - 2

Implementation Timeline:

Initial Assessment September 2012. Assess mid-year and end-of-year; struggling students will be assessed every 6 weeks. Daily assessments will be done through observations.

2. Implement Envision Mathematics in all K-5 classrooms.

Target population:

All students in grades K – 5

Responsible Staff:

All classroom teachers in grades K-5

Implementation Timeline:

From September 2012 – June 2013

3. Continue to administer EnVision's baseline, midyear and end-of-year assessments in addition to pre/post unit assessments.

Target Population:

All students in grades K-5

Responsible Staff:

All classroom teachers.

Implementation Timeline:

From September 2012-June 2013

4. Continue to provide math content professional development. In addition, continue to provide professional development on the Common Core Learning Standards.

Target Population:

All classroom teachers in grades K-5

Responsible Staff:

Assistant Principals, math coach, school-based math core-standards trainers, and network staff members will be responsible for professional development.

Implementation Timeline:

From September 2012-June 2013

5. Student math work samples will be analyzed in relation to Common Core Learning Standards and a minimum of two units of study will be developed for each grade, based on the expectations of the NYCDOE.

Target Population:

All Grades

Responsible Staff:

All classroom teachers

Implementation Timeline:

Fall 2012 – Spring 2013

Steps for including teachers in the decision-making process

- Teachers will meet in grade-level teams to review student data gathered from periodic assessments.
- Staff met for June planning to develop math pacing schedules, math tasks and assessments.
- Teachers are provided with common planning time.
- Teachers will periodically monitor and revise curriculum maps to support students' needs in mathematics.

Strategies to increase parental involvement

Parental Involvement will be increased by providing parents with:

- Workshops in math and computers
- Focus groups in mathematics
- Parent resource center
- Utilizing parent learning leaders to help students in mathematics

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.

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

If other is selected describe here: Contract for Excellence

Service and program coordination

- Early childhood teachers continue to work with Bank Street on assessing students using the ECAM Program in order to plan instruction that developmentally builds student knowledge in mathematics. The school, through UPK funding has a split session Universal Pre-K class.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2013, 100% of all teachers will continue to take part in ELA and Math inquiry/teacher teams with a focus on common core units that embed the skills outlined in the Common Core instructional shifts and assess student learning with rigorous performance tasks and summative assessments within the units of study. 10% students will show an increase in understanding as measured by their pre/post units/topic assessments in ELA and Math.

Comprehensive needs assessment

- Based on our NYS ELA and Mathematics assessment results, and the implementation of the new Common Core Learning Standards, the school as a community needs to continuously look at our students' work to provide us w/ data to inform, monitor and revise our curriculum.

Instructional strategies/activities

1. Continue the work of Inquiry/Teacher Teams. All Inquiry/Teacher Teams will meet a minimum of twice a week.

Targeted Population:

All students

Responsible Staff:

100% of teacher staff

Implementation Timeline:

From September 2012-June 2013

2. Provide time for each team to report back to all staff members via faculty conferences, newsletters, conference days, etc.

Targeted Population:

All staff members

Responsible Staff:

Administration will be responsible for providing Inquiry Teams with time to report back to all staff members.

Implementation Timeline:

From September 2012-June 2013

3. Provide time for the Core Inquiry Team to meet and discuss the work of each team.

Target Population:

Team Leaders

Responsible Staff:

Administration will be responsible for providing the Core Inquiry Team time to meet to share progress of their team's work.

Steps for including teachers in the decision-making process:

- Staff members were given a choice as to the inquiry team they would like to participate in for their grade (ELA, Math).
- Staff members administered inquiry-based baseline assessments to their students to determine students' needs. Subsequently, revisions to the curriculum and instruction will be made to help our students meet the CCLS.

Strategies to increase parental involvement

- PTA meetings
- SLT meetings
- Title I meetings

- Parent-Teacher Conferences
- Parent workshops based on students' needs in order to support the home-school connection.

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

- ARRA funds are used to support core inquiry group meetings.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- By June 2013, 100% of teachers will participate in professional development that is geared to meet their individual needs as identified during walkthrough feedback sessions based on the Danielson framework, professional development surveys, and teacher-created goals. The result of the professional development will be measured by the implementation of feedback/next steps in observations or walkthroughs.

Comprehensive needs assessment

- Based on our ELA and Math Assessments, data analyses, our Needs Assessment Survey, and our Theory of Action that if we continually develop the instructional expertise of our teachers, then teaching will be strengthened and students will learn more, we chose this as our goal.

Instructional strategies/activities

1. Develop a more comprehensive professional development plan that meets the individual needs of the staff. Continue to provide professional development regarding the Danielson Framework for Teaching and the Common Core Learning Standards in ELA and Mathematics. Professional development will be provided during common preps, coaching sessions, faculty/grade conferences, DOE Professional Development Days, and June planning days.

Targeted Population:

All teachers in grades K-5

Responsible Staff:

The administration, literacy and math coaches, network team, in-house Core Standards Trainers, and select staff will be responsible for providing the professional development.

Implementation Timelines:

From September 2012-June 2013

2. Conduct frequent and ongoing walkthroughs and provide timely feedback using the Danielson Framework in order to strengthen teacher practice.

Targeted Population:

All Teachers in grades K-5

Responsible Staff:

The administration

Implementation Timeline:

From September 2012 – June 2013

Steps for including teachers in the decision-making process:

- Staff members fill out a professional development survey in June to indicate what areas of professional development they will receive for the upcoming year.
- Staff members choose their professional development goals based on the Danielson Framework.
- Staff members are provided with a choice of voluntary, “differentiated” professional development sessions provided by the literacy & math coaches and administration.

Strategies to increase parental involvement

- Parent presentations on school initiatives
- PTA meetings
- SLT meetings
- Title I meetings
- Parent-Teacher Conferences

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

- Tax Levy and/or Title I funds are being used to support some of our professional development activities.

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	Reading Recovery	One-to-one	School day
ELA	Leveled Literacy Intervention	Small group	School day
ELA	50-Minute Program-reading	Small group	After school
Mathematics	50-Minute Program – reinforcement of math skills	Small group	After school
Science	Hands-on and reading activities	Small group	After school
Social Studies	During non-fiction SS work period of ELA instruction	Small group or one-to-one	School day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	Small group or one-to-one	School day and during 50-Minute after school program

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

At present, 100% of our staff is highly qualified. However, should this change, we will:

- Have the pupil personnel secretary work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.
- Assign mentors to support struggling and un-qualified teachers.

Have administration utilize the Open Market Hiring System or the ATR pool in order to find highly qualified common branch and/or special education teachers/ESL teachers.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

IV Adoption

This School Parent Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by discussions at School Leadership Team and PTA meetings. This policy was adopted by P.S. 239 on October 10, 2012 and will be in effect for the period of September 2012 through June 2013. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 2012.

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 Diane Foley	District 24	Borough Queens	School Number 239
School Name Police Officer Ramon Suarez			

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

Principal Robin L. Connolly	Assistant Principal Debra L. Rudolph
Coach Jamie Vetter, Literacy	Coach
ESL Teacher Sammantha Lorenzoni, ESL	Guidance Counselor Jeannine Brugge
Teacher/Subject Area Meredith Helfenbein, ESL	Parent Maria Ramos
Teacher/Subject Area Monica Hipschman, Reading	Parent Coordinator Gloria Morgenstern
Related Service Provider Helen Friel, Speech	Other Karen Simmons, SETSS
Network Leader Diane Foley	Other Christine Guercio, ESL

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

D. School Demographics

Total number of students in school	825	Total Number of ELLs	248	ELLs as share of total student population (%)	30.06%
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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. 

Paste response to questions 1-6 here

1. Upon registering their child at P.S. 239, parents and/or guardians must complete the Home Language Identification Survey (HLIS) with the assistance of an ESL teacher. The ESL teacher evaluates the HLIS and informally interviews the parent and the child to determine eligibility for LAB-R testing. If the child is eligible for testing, an ESL teacher will administer the LAB-R within ten days of the student's admission date. Students who are identified as entitled to ELL services are immediately placed in the appropriate class by an assistant principal in consultation with the parent in their native language, if available. Student placement is based on the following criteria: LAB-R results, students' academic performance, language proficiency, and school history. Students who are entitled and are native Spanish speakers are administered the Spanish LAB to determine their proficiency in their native language, within the first ten days of school. LAB-R and Spanish LAB grids are hand-scored and scores are kept on file at the school.

English Language Learners (ELLs) are then assessed annually with the New York State English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT is administered by our five certified ESL teachers, implementing the students' mandated testing accommodations and are organized into small testing groups to maintain an optimal testing environment. The five ESL teachers are Ms. Lorenzoni, Ms. Guercio, Ms. Helfenbein, Ms. Radziewicz, and Ms. Kozyk. The ATS report used to determine NYSESLAT eligibility is the RLER (Revised LAB/NYSESLAT Eligibility Roster). The Speaking modality is conducted by the ESL teacher for the students that they service and their performance is recorded on Appendix D (Speaking Score Sheet for Individual Administration) for each student and then transcribed onto the official exam grids. For the other modalities, a school-wide schedule is organized across several days so that students are tested first in Listening, then in Reading, and lastly in Writing. Further, the schedule allows for at least a one-day break between each modality.

2. Parents of those students who are identified as entitled to ELL services are notified via a formal Entitlement Letter in the parents' preferred language and are invited to attend a Parent Orientation that acquaints parents with three types of ELL programs facilitated by a licensed pedagogue. This orientation is conducted within the first ten days of the student's enrollment. During the orientation, parents watch a DVD in their preferred language which describes the following programs in detail and are informed regarding the effectiveness of them based on research: Transitional Bilingual Education, English as a Second Language (ESL), and Dual Language. Parents complete a Parent Survey and Program Selection Form and their choice is documented for our records so that if fifteen or more parents in two contiguous grades choose Transitional Bilingual Education, we will begin the process of creating a TBE program. Parent Orientations are on-going throughout the school year and are offered during AM and PM hours to accommodate the parents' work schedules. Agendas and attendance sheets from these meetings are kept on file.

3. ESL teachers complete an Entitlement Letter for each new student identified as needing ELL services based upon their LAB-R score. A copy is retained in a binder in the ESL office, and another copy is placed in the student's cumulative record. A binder is also kept for copies of the Parent Survey and Program Selection form, which are reviewed for accuracy and signature. Parent choice is documented and trends are recorded over time. If the parent does not attend the Parent Orientation nor returns the Survey and Selection Form, a

second and third (if necessary) copy is sent home and the ESL teachers follow up with phone calls to the parent or guardian.

4. ELL students are placed in classrooms which will be serviced by an ESL teacher in a small group setting. The classes are comprised of ELLs and non-ELLs. Parents are notified via a Placement Letter in English and in their native language.

5. The majority of parents in our school have chosen Freestanding ESL. During the 2010-2011 school year, eight kindergarten parents chose TBE, 5 for Spanish, 2 for Nepali and 1 for Arabic; three parents also chose Dual Language, 1 for Spanish and 2 for Nepali. In grade one, a parent chose TBE for Arabic. In grade two, there were no newcomers. In grade three, one parent chose TBE for Arabic and one parent chose Dual Language for Nepali. In grade four, one parent chose Dual Language for Nepali. In grade five, one parent chose TBE for Spanish.

6. The majority of our parents want their children to be in a classroom in which English is the primary language used. Therefore, our ESL program aligns with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	52	47	41	38	33	37								248
Total	52	47	41	38	33	37	0	0	0	0	0	0	0	248

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	248	Newcomers (ELLs receiving service 0-3 years)	200
Special Education	32		

Number of ELLs by Subgroups					
SIFE	0	ELLs receiving service 4-6 years	46	Long-Term (completed 6 years)	2

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	200	0	25	46	0	5	2	0	2	248
Total	200	0	25	46	0	5	2	0	2	248

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

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	36	42	35	26	20	26								185
Chinese	2	1	0	0	0	2								5
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	1	0	0								1
Urdu	0	0	1	0	0	0								1
Arabic	3	3	2	3	5	3								19
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	3	0	1	1	2	1								8
Albanian	0	0	1	1	3	0								5

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
Other	8	1	1	6	3	5								24
TOTAL	52	47	41	38	33	37	0	248						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1a. The ESL teachers utilize a push in model during Mathematics, Readers and Writers Workshop to provide ELLs with individualized differentiated instruction. The students are homogeneously grouped by proficiency level to maximize servicing. A Balanced Literacy approach is taught through the Teachers College Readers and Writers Workshop model to facilitate learning through small group instruction, guided reading, interactive writing, and strategy lessons. They scaffold learning via visuals, realia, TPR, and graphic organizers. In Readers and Writers Workshop, ELL teachers provide small group instruction, which target ELL students' needs. During Reading Workshop, two guided reading sessions are conducted based on reading level. In addition, a modified Guided Reading approach is utilized to target language development, fluency, comprehension and word study strategies. This modified approach requires that the teacher read the text aloud to model fluency and generate discussions regarding comprehension and vocabulary. During Writing Workshop, two small group strategy lessons are conducted to target the students' writing goals/needs. During Mathematics Workshop the program model is based on Everyday Mathematics in conjunction with ECAM, with instructional focus on academic vocabulary and content area writing. The instructional schedule in Grades K-5 reflects an emphasis on mathematics, reading for beginner and intermediate ELLs, and writing for advanced ELLs.

The ELLs who have not made significant English proficiency gains receive supplementary intervention programs to address their reading needs. These programs are: Reading Recovery, and Fountas & Pinnell's Leveled Literacy Intervention System in addition to their ESL instruction.

A. Programming and Scheduling Information

Our school uses a variety of assessment tools used to identify students' strengths and needs: Running Records, Fountas & Pinnell Benchmark Assessments, Writing on Demand, LAB-R, Spanish LAB (if applicable), Acuity, NYSESLAT, NYS ELA and NYS Math. They provide necessary information to plan and inform instruction.

1b. Administration programs the five ESL teachers to ensure that the mandated instructional periods are provided according to proficiency level. Three ESL teachers each service one entire grade level and the other grades are split between the remaining ESL teachers, with the exception of one class in grade two that is serviced by the classroom teacher who is fully certified in ESL. The students are heterogeneously grouped with English dominant students to allow students to hear and converse with native language speakers of English. However, within these classes the students are grouped by proficiency levels in order to maximize ESL teacher services. Two common preps a week have also been built into their schedules so that the ESL teachers can collaborate with classroom teachers for planning purposes and to discuss specific students' needs. We also have a congruence schedule in place so that teachers can meet on a regular basis throughout the year to discuss student progress and plan accordingly.

2. Beginner and Intermediate students receive 400 minutes a week of ESL instruction with an emphasis on shared reading and interactive writing to help them develop their oral language and promote their reading and writing skills. The ESL teachers in grades K-5 push-in at least four-to-five times a week for reading and three-to-four times a week for writing, which is determined by student needs.

Advanced students receive 200 minutes of ESL and 200 minutes of ELA weekly in order to promote continued growth in writing, which remains an area of need based on our NYSESLAT data. The ESL teachers in grades K-5 push-in four times a week for writing.

Native language support is present in our ESL program through the use of native language texts for cross-cultural learning, realia, dictionaries/glossaries, visual aids, and partnerships between ELLs of the same native language to support them academically and socially as members of our school community.

3. For ELA, our ESL teachers support Beginner and Intermediate students using a push-in model during Mathematics, Readers and Writers Workshop and/or during our Word Work period. During Readers Workshop, the ESL teachers provide students with small-group instruction by following the Teachers College workshop model. This supports learning in the four modalities in English as they learn new strategies during Readers and Writers Workshop. They begin each session with a minilesson that includes four essential components: demonstration, active involvement, link, and a share. Then, two guided reading lessons are conducted based on student reading levels. For students at reading levels A-H, a modified guided reading approach is utilized. This is an interactive approach to improve comprehension and affords students the opportunity to listen as the teacher models fluency by reading aloud the text. Further, the teacher presents the culturally-relevant text through a group discussion connecting the content and language structure to the students' personal lives through the use of realia and conducting a picture walk.

During Writers Workshop the ESL teachers provide students with small-group instruction utilizing a model of instruction for writing following the Teachers College writing process. They begin each session with a minilesson and then conduct small group strategy lessons to target their writing goals/needs based on their Writing on Demands, notebook entries, and published pieces. The writing process takes approximately four weeks per unit of study and includes: collecting, choosing a seed idea, nurturing, drafting, revising, and publishing/celebrating. Further, the teachers are integrating IMSCI, which is an acronym for a series of steps, based on the concept of scaffolding in order to differentiate the writing process for our ELL students. This instructional model sequences the instruction in such a way that affords the ESL teachers the opportunity to model both the product and the process. The I in IMSCI stands for inquiry, the M for modeling, the S for shared writing, the C for collaborative writing and the final I for independent writing. The ESL teachers also incorporate shared writing and interactive writing during strategy lessons to enrich language development.

Our ESL teachers support Advanced students using a push-in model during Writers Workshop, which is based on our NYSESLAT data as an area of need. The model of instruction is the same as for Beginner and Intermediate students. However, the small group strategy lessons are conducted to promote more independent writing to emphasize organization, composition and meaning.

During instructional periods when the ESL teacher is providing mathematics support, our school delivers content area instruction using the workshop model where there is a gradual release of instruction during the minilesson so that the content is first explicitly modeled and explained for students and then the students are given the opportunity to try out the strategy taught under the guidance of the teacher.

A. Programming and Scheduling Information

During the work period small group differentiated instruction is provided based on assessed student needs, with a strong emphasis on academic language and content area writing.

During instructional periods when the ESL teacher is providing Word Work instruction, our school utilizes two program models. In grades K & 1 Foundations is the program model used. This program provides students with phonological-phonemic awareness, phonics, and spelling intervention strategies. In grades 2-5 our students benefit from the Comprehension Toolkit by Stephanie Harvey. This active literacy program targets six essential comprehension strategies.

During instructional periods when Science is taught, our school delivers content area instruction using the workshop model where there is a gradual release of instruction during the minilesson so that the content is first explicitly modeled and explained for students and then the students are given the opportunity to try out the strategy taught under the guidance of the teacher. During the work period small group differentiated instruction is provided based on assessed student needs.

During instructional periods when Social Studies is taught, our school delivers content area instruction using the workshop model where there is a gradual release of instruction during the minilesson so that the content is first explicitly modeled and explained for students and then the students are given the opportunity to try out the strategy taught under the guidance of the teacher. During the work period small group differentiated instruction is provided based on assessed student needs.

4. Our ELL students are appropriately evaluated in their native language through the Spanish LAB as well as formal NYS assessments which are offered in the students' native languages, if available. We also provide glossaries/bilingual dictionaries as instructional supports during the school day and if necessary for their use on informal/formal assessments.

Paste response to questions 5-14 here

5. Instruction is differentiated for the following subgroups:

5a. Our instructional plan for SIFE students will incorporate intervention and emotional support from our guidance counselor. These students will receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. We will provide the students with a supplementary reading intervention program based on their reading needs during the school day, which would be in addition to them receiving ESL services based on their proficiency level. Our school has two such programs, which are AIS Reading and/or Fountas & Pinnell Leveled Literacy Intervention System depending on the students grade and reading level. They will be invited to attend our 50 minute small-group program Tuesdays and Wednesdays where they will participate in Imagine Learning, which is a computer-based one-on-one instructional program. In addition, they will be invited to attend our Title III Extended Day Program to augment their reading and writing skills.

5b. The ELLs in our school that are here less than three years (newcomers) receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. Emotional support is provided by our guidance counselor to help them effectively embrace our school culture during the month of September. This program focuses on improving students' vocabulary through direct instruction. The activities scaffold their learning of new words with Bloom's taxonomy. Further, K-1 students receive Foundations during the Word Work period approximately four times a week. This program provides students with phonological/phonemic awareness, phonics, and spelling intervention strategies to build their reading and spelling skills. Students in grades 2-5 receive instruction using the Comprehension Toolkit two times a week during Word Work. This instructional approach helps to build students' comprehension skills through responsive teaching by using a wide variety of informational texts. The active literacy program targets the following six strategy clusters to form the foundation of comprehension instruction: monitor comprehension, activate and connect, ask questions, infer meaning, determine importance, and summarize and synthesize. These students also attend our 50 minute small-group program on Tuesdays and Wednesdays. They are also invited to attend our Title III Extended Day Program to augment their academic skills.

5c. Our 4-6 year ELLs receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. Within the mandated instructional time these students receive small group instruction in writing, which has been identified as their major area of weakness. Further, strategy lessons are conducted daily to address their individual writing goals. These goals strongly emphasize elaboration, maintaining focus, and sentence variety. These students are also provided with a supplementary intervention program to support their reading needs based on their reading levels. The supplementary intervention

A. Programming and Scheduling Information

programs that are offered are AIS Reading and/or Fountas & Pinnell’s Leveled Intervention System, depending on the students grade and reading level. These students benefit from the Comprehension Toolkit two times a week during Word Work. These students also attend our 50 minute small-group program Tuesdays and Wednesdays. The students are also invited to attend our Title III Extended Day Program to augment their academic skills.

5d. Long-Term ELLs will receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. We will provide these students with a supplementary intervention program to support their reading needs based on their reading levels. The supplementary intervention programs that are offered are AIS Reading and/or Fountas & Pinnell’s Leveled Intervention System, depending on the students’ grade and reading level. These students benefit from the Comprehension Toolkit two times a week during Word Work. These students will attend our 50 minute small-group program Tuesdays and Wednesdays.

5e. ELLs identified as having special needs receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. Push-in ESL instruction is the preferred model used to support their academic needs in Reading and Writing to maximize the flow of instruction within their normal class setting. These students also receive supplementary reading intervention to support their reading needs based on their reading levels. The supplementary intervention programs that are offered are: AIS Reading and/or Fountas & Pinnell’s Leveled Intervention System, depending on their grade and reading level. Contingent on the student’s grade level, they receive Foundations and/or the Comprehension Toolkit during Word Work. These students attend our 50 minute small-group program Tuesdays and Thursdays.

6. Our school provides our ELL students with two supplementary reading programs. They are Reading Recovery and Fountas & Pinnell’s Leveled Literacy Intervention System, which are contingent on students’ reading level. During Readers Workshop, two guided reading sessions are conducted based on reading level. Further, contingent on the student’s grade level, they can receive Foundations and/or the Comprehension Toolkit during Word Work. EnVision Math is the program model used in our 12:1:1 classes. This program utilizes daily problem-based interactive math learning followed by visual learning strategies to deepen conceptual understanding by making meaningful connections for students. English is the language of instruction for all of the targeted intervention programs listed above, however native language support is provided for Spanish-speaking students in Math. Native language literature and glossaries are also accessible to ELL students to support their literacy development in English.

7. Our school employs curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWD's within the least restrictive environment by providing a variety of supports. In terms of scheduling flexibility, we provide push-in ESL support to meet the needs of these students. Everyday Mathematics and EnVision Math include intervention components which are incorporated into their math instructional periods throughout the week. Guided Reading and strategy lessons are additional curricular supports that also facilitate the diverse needs of these students

Courses Taught in Languages Other than English ⓘ

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

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

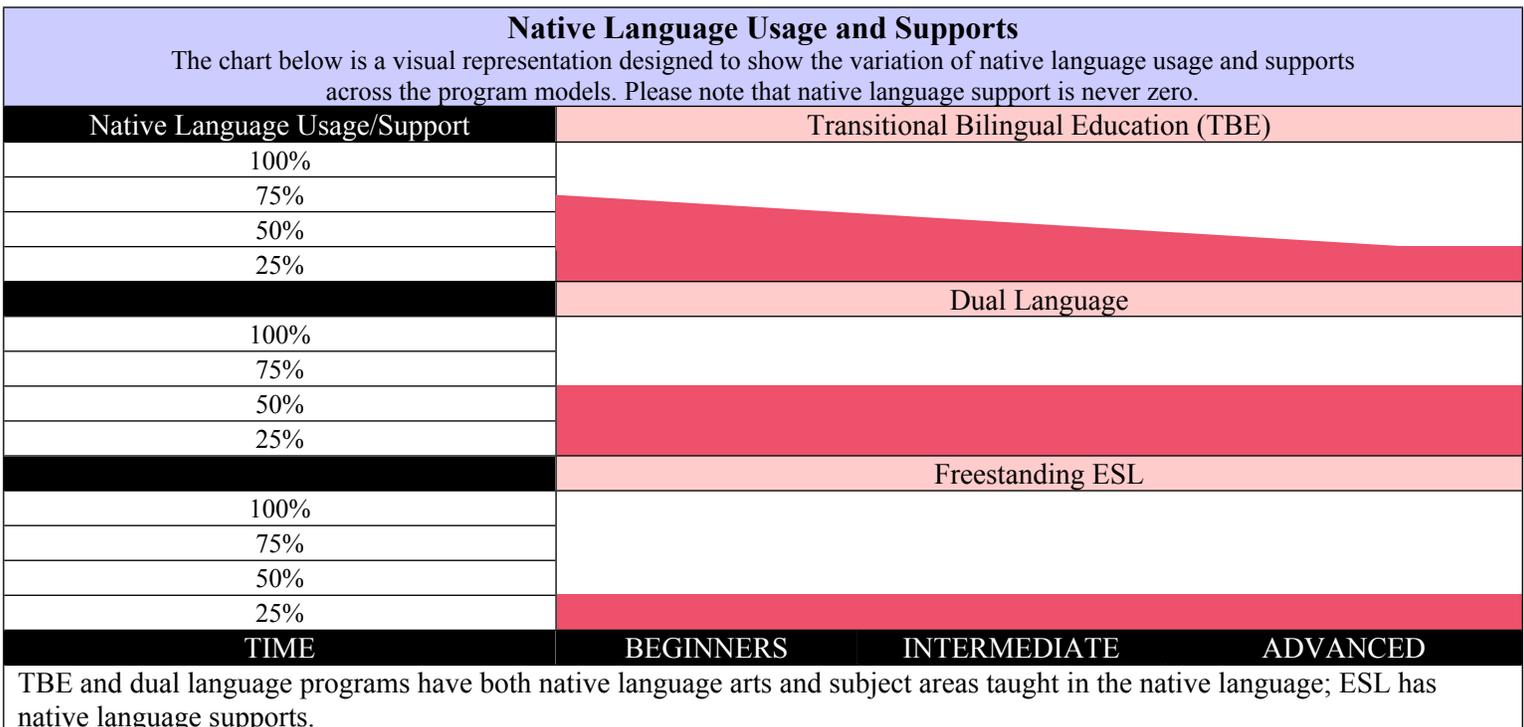
Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A
Social Studies:	N/A
Math:	N/A

Class/Content Area	Language(s) of Instruction

Science:	N/A

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

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. Our classroom teachers have been trained to employ a variety of ESL strategies to make content comprehensible to enrich language development and differentiate learning for ELL students. The following are some of the instructional approaches and methods that are utilized: preteaching new vocabulary, visual support and realia, technology tools, interactive writing, shared reading/writing, graphic organizers, writing prompts, flexible grouping based on academic needs and language support, use of manipulatives, real-life experiences and field trips. In mathematics, the students are also provided with math materials in their native language. Our school library also offers a wide selection of native language literature to support content area instruction.

9. Former ELLs receive additional support after achieving proficiency on the NYSESLAT in that they are placed in classes with ELLs and receive small group instruction from the classroom teacher. They also receive testing accommodations for two years on all NYS exams upon reaching proficiency on the NYSESLAT Exam.

10. A new initiative that we have adopted for this upcoming school year is EnVision Math, which is being piloted in our 12:1:1 classes in grades 1-4. This instructional program is fully aligned with Common Core Learning Standards, uses ongoing diagnosis and daily data-driven differentiation.

Another new initiative in literacy is Reciprocal Teaching through literature circles in grades 3-5 to facilitate comprehension during Reader's Workshop. This methodology incorporates the following four comprehension strategies: predicting, clarifying, questioning, and summarizing.

11. One program that has been discontinued is Wordly Wise due to our data analysis, which revealed that our students were not transferring new vocabulary to their independent writing.

12. Equal access to all school programs is granted to our ELL students to promote their academic success. Our ELLs (0-3 years) benefit from receiving AIS (Academic Intervention Services) in reading, Imagine Learning, Fifty Minute Extended Day Program, Title III After-school Program, Foundations, and My Access! (technology-based writing tool). These intervention programs are all conducted in English. Our ELLs (4-6 years) also have access to these intervention programs and, in addition, benefit from the Comprehension Toolkit and Dimension U, which is a computer based mathematics program. Our Long-Term ELLs (completed 6 years) receive priority for all of the intervention programs above, receive guidance support, and are included in our school's inquiry work.

13. The instructional materials used to support our ELLs (0-3 years, 4-6 years, and those that completed six years) during Readers and Writers Workshop and all content area instruction include the following: visuals, realia, math manipulatives, bilingual/picture dictionaries, manipulatives, maps and charts, video/DVD collections, graphic organizers, and hands-on science materials.

14. In our ESL program, native language support is delivered through peer-partnerships in Readers and Writers workshop with students of the same native language. Bilingual and picture dictionaries, realia and graphic organizers are also integrated to support language growth. In mathematics, Everyday Mathematics materials in Spanish are utilized to provide native language support. Our school library gives our students access to a variety of native language literature. Further, our teachers provide native language support, if available, by translating

the content to serve as a scaffolding technique, when necessary.

15. All of the materials are grade level appropriate and the students are grouped by grade level when they receive AIS support and ESL services and the supplementary reading programs that are provided usually correspond to the ELL's grade and reading levels. Our beginner ELLs that are in the upper grades (3-5) are supported with materials that are low level/high interest, based on their reading levels and their reading interests.

16. We provide a Jumpstart Kindergarten Orientation Session in June that is designed to inform parents of incoming kindergarten students about our school and its programs. We review parent surveys and program selection forms to determine trends of parental choice for program offerings. Our guidance counselor also meets with all newly enrolled ELL students to provide them with social support and to introduce them to peers of their native language from other classes.

17. We do not have language electives.

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

NA - We are not a school with dual language programs.

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.

Paste response to questions 1-3 here

1. The ESL push-in teachers and classroom teachers of ELLs will continue to attend other off-site professional development sessions offered by our Network Support Specialists, and the Office of English Language Learners to support their professional growth and provide a differentiated approach to the classroom curriculum.

2. Our guidance counselor meets with all teachers of fifth grade ELLs to provide them vital information so that they can make informed decisions regarding middle school and avails herself to clarify questions and follow-up with middle school issues that may arise on an individual basis.

3. Our entire school staff, which includes administration, literacy coach, ESL teachers, common branch and special education teachers, paraprofessionals, guidance counselor, all related service providers, secretaries and parent coordinator that work with ELLs will receive professional development in order to fulfill the minimum mandate of 7.5 hours. Bimonthly Grade Conferences and Professional Development days from September through January will be conducted by members of administration to address research-based strategies to promote academic literacy, Vocabulary Visits (New Initiative), and Reciprocal Teaching in literature circles. On December 23rd, we will have an additional full-day of professional development, which was approved by the DOE and our parents as a non-attending day for students. This day will include professional development by our ELL Network Support Specialist who will focus on access to academic language for English Language Learners to support conversation and discussion and tools/resources for students, such as word baggies and sentence frames to support their language development. From February to June, our focus will be on testing accommodations to make assessments more comprehensible for ELLs and curriculum development to promote differentiation for ELLs during mathematics workshop. All agendas, attendance sheets, minutes, and handouts for these sessions are filed in-house and are accessible to all staff.

Members of administration will also provide ELL training on Election Day (November 8th) and focus on the Common Core Learning Standards and rigorous tasks. Reciprocal teaching in literature circles and how it can support our ELL students will also be a focus for the upper grade teachers and the lower grade teachers will receive training in emergent intervention strategies used in Reading Recovery to support decoding, phonics, word solving, and the reading-writing connection.

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?

Paste response to questions 1-4 here

1. Parents play a vital role in the decision-making for selecting programs for their children. We provide parents with orientation sessions throughout the year that describe the various programs being offered as well as The Language Allocation Policy. The orientation workshops take place as needed when newcomer ELL students register at our school. A DVD in nine languages provides parents of newly enrolled ELLs with information to choose educational options for their children. The parents are provided with student expectations and general educational program options. A Spanish interpreter is provided during all orientation meetings.

In June 2011 we provided a Jump Start workshop designed to inform parents of incoming kindergarten students about our school and its programs. We reviewed parent surveys and program selection forms to determine trends of parental choice for program offerings. We also hosted a 'Meet the Teacher' Week to provide parents in all grades with an overview of our initiatives, goals, objectives, and student expectations.

Our Title III program includes a parent-component in order to support parents of ELLs. We offer classes to support their English proficiency skills, develop and/or enhance their computer skills, and provide workshops that address academic-related issues such as: homework, state assessments, and/or on the ARIS Parent Link.

Parents are invited to join their child's class on school-organized field trips, as well as to writing celebrations, and other school functions organized by our Parent Coordinator throughout the school year. Parent-Teacher Conferences offer parents the opportunity to see their child's classroom and discuss curriculum and progress with classroom, ESL and AIS teachers.

2. We will be reaching out to local agencies and Community Based Organizations to provide workshops and services to ELL parents.

3. We evaluate the needs of the parents by reviewing and analyzing the Learning Environment Survey completed by all parents. We have established a Learning Environment Survey Committee made up of administrators and teachers to address the parents' needs as stated in the completed surveys. The school works closely with the PTA to identify and address the needs of the parents.

4. Our parental involvement activities allow parents to become more aware of the choices available to them, the programs being used to address their child's academic needs, and activities they can do with their children to promote their learning. Bilingual monthly newsletters are sent home via backpack to communicate with parents.

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	13	7	5	1	1								44
Intermediate(I)	19	17	17	7	7	7								74

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	5	11	12	24	21	17								90
Total	41	41	36	36	29	25	0	0	0	0	0	0	0	208

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	1	1	0	0	1							
	I	10	4	3	4	1	1							
	A	9	28	14	19	11	15							
	P	31	14	23	15	21	20							
READING/ WRITING	B	16	13	7	5	1	1							
	I	17	17	17	7	7	7							
	A	7	9	12	22	21	14							
	P	12	8	5	4	4	15							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	15	3		32
4	5	22	2		29
5	11	17	3	1	32
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	8		15		13				36
4	2		20	1	10				33
5	3		18	1	9		5		36
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	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		7	1	20	0	5		33
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.

Paste response to questions 1-6 here

1. Our school used running records to assess our students in reading and the data revealed that more early reading intervention is needed. Further, the data revealed that students in LLI achieved greater reading level gains across a school year versus those students receiving academic intervention in reading using the workshop model approach. Thus, we made the following program adjustments: All AIS reading teachers are using Fountas&Pinnell's Leveled Literacy Intervention Program for students reading A-N. For students that are reading Levels N and higher we are supporting their reading needs by providing AIS Reading modeled on the components of LLI, which has proven greater effectiveness based on analysis of reading growth.

2.

2010-11 NYSESLAT Data Analysis

School Totals

	K	1st	2nd	3rd	4th	5th	Totals
Listening & Speaking							
B	2	1	1	0	0	1	5
I	10	4	3	4	1	1	23
A	9	28	14	19	11	15	96
P	31	14	23	15	21	20	124
Totals	52	47	41	38	33	37	248
Reading & Writing							
B	16	13	7	5	1	1	43
I	17	17	17	7	7	7	72
A	7	9	12	22	21	14	85
P	12	8	5	4	4	15	48
Totals	52	47	41	38	33	37	248

*Note: B=Beginner I=Intermediate A=Advanced P=Proficient

Breakdown by Grade

	K	1	2	3	4	5
(+) Progress						
B→I	12	11	4	2	1	4
B→A	2	6	1	2	1	0
B→P	6	1	0	0	0	0
I→A	1	3	6	10	8	3
I→P	1	4	1	0	0	0
A→P	4	1	4	2	4	12
(-) Growth						
I→B	1	0	0	0	0	0

A→I	6	1	5	2	2	0
A→B	3	1	1	0	0	0
No Change						
B→B	13	13	6	5	1	1
I→I	1	5	8	3	4	3
A→A	2	1	5	12	12	14

*Note: B=Beginner I=Intermediate A=Advanced P=Proficient

Progress Chart by Grade

	K	1	2	3	4	5	Overall
Averages							
(+) Progress	50%	55.3%	39.1%	42.1%	42.5%	51.4%	46.7%
(-) Growth	19.2%	4.3%	14.6%	5.3%	6%	0%	8.3%
No Change	30.8%	40.4%	46.3%	52.6%	51.5%	48.6%	45%
(-) Growth	19.2%	4.3%	13.1%	6.8%	0%	10%	
No Change	30.8%	40.4%	52.5%	40.9%	44.4%	42%	

Overall Data

Student Progress (117/248=47.2%)

103/88% - General Education Students

14/12% - Students with Disabilities

B→I	34	29.1%
B→A	12	10.3%
B→P	7	5.9%
I→A	31	26.5%
I→P	6	5.1%
A→P	27	23.1%

Decline/Negative Growth (22/248=8.9%)

18/82% - General Education Students

4/8% - Students with Disabilities

I→B	1	5%
A→I	16	73%
A→B	5	22%

No Change (109/248=43.9%)

Breakdown:

90/83% - General Education Students

19/7% - Students with Disabilities

B→B	39
I→I	24
A→A	46

Overall

47.2% (117)	Demonstrated Progress
43.9% (109)	No Change
8.9% (22)	Negative Growth (I→B, A→I, or A→B)

40/248 completely scored out of ESL = 16.1%

38/95% - General Education Students

2/5% - Students with disabilities

B→P (7) I→P (6) A→P (27)

Breakdown by Grade

Kindergarten – 11

Grade 1 - 6

Grade 2 - 5

Grade 3 - 2

Grade 4 - 4

Grade 5 - 12

Students with Disabilities Overall Analysis

(ICT & 12:1:1 Students only)

14/37 (37.8%) Demonstrated Progress

19/37 (51.4%) No Change

4/37 (10.8%) Negative Growth (I→B, A→I, or A→B)

2/22 completely scored out of ESL = 5.4%

General Education Students Overall Analysis

103/211 (48.8%) Demonstrated Progress

90/211 (42.7%) No Change

18/211 (8.5%) Negative Growth

38/211 completely scored out of ESL = 18%

Narrative Summary

Listening & Speaking Performance

In all grades (K-5) 50% (124/248) of the students scored Proficient. 53% (59/112) of those students were in grades two-four, 54% (20/37) of the students were in grade five, and 45% (45/99) were in K&1. Thus, revealing that the Grade Band 5-6 had the largest percentage of students that scored at the Proficient level on both the Listening and the Speaking components of the NYSESLAT. Across the different subgroups, the data demonstrated that the proficient students in grades two-four had the smallest performance gap (25%) between General Education and Students with Disabilities and grade five students had the greatest (67%). Our female ELL students outperformed the males across all three grade bands. Grades two-four demonstrated the smallest performance gap by gender (1%) based on the students that scored at the English Proficient level and grade five students demonstrated the greatest gender gap (20%).

Reading & Writing Performance

In all grades (K-5) 18% (48/248) of the students scored Proficient. 41% (15/37) of those students were in grade five, 12% (13/112) of the students in grades two-four, and 20% (20/99) were in K&1. Thus, revealing that Grade Band 5-6 had the largest percentage of students that scored at the Proficient level on both the Reading and the Writing components of the NYSESLAT. Across the different subgroups the data demonstrated that the students in the Grade Bands 2-4 and 5-6 had the smallest performance gap (14%) between General Education and Students with Disabilities and kindergarten and first grade students had a performance gap of (19%), which was only slightly higher by five percent. The Grade Band 5-6 also demonstrated the smallest performance gap by gender (7%) based on the students that scored at the English Proficient level. The female students outperformed the males by 7%. Our female ELL students demonstrated greater success at scoring at the Proficient level in Grades two through five however; the kindergarten and first grade males did demonstrate greater success at scoring at the Proficient level by ten percent. with (I→B, A→I, or A→B).

3. The patterns across the NYSESLAT modalities will affect many instructional decisions we make during this coming school year. Our

data reveals across all grades that there is gap between the proficiency scores in reading and writing versus listening and speaking. Thus, all of our ELL students will be receiving instructional support in writing.

4a. Formal NYS Assessment Data:

NYS ELA: Grades 3-5

- Overall, 14% (13/93) of our ELLs met or exceeded NYS Standards in ELA. 55.9% (52/93) partially met NYS Standards in ELA.
- The English Proficient students outperformed the ELL students by 27.4%.
- In terms of gender, ELL males outperformed ELL females by 2%, which is nominal.
- Grade 3 had the greatest number of ELL students that met or exceeded NYS Standards in ELA (21.9%). Grade 4 had the least number of ELL students that met or exceeded NYS Standards in ELA (6.9%).
- Grade 4 had the largest performance gap between English Proficient students and ELL students (38.8%). Grade 3 had the smallest performance gap between English Proficient students and ELL students (21.7%).

NYSAA ELA: Grade 3

- One ESL student took the NYSAA in ELA and scored a Level 4, which demonstrates that he exceeded NYSAA Standards in ELA.

NYS Math: Grades 3-5

- Overall, 35.8% (37/105) of our ELLs met or exceeded NYS Standards in Math. 52.4% (55/105) partially met NYS Standards in Math.
- The English Proficient students outperformed the ELL students by 25%.
- In terms of gender, the ELL males outperformed the ELL females by 20.2%.
- Grade 5 had the greatest number of ELL students that scored Levels 3 & 4 (38.9%). Grade 4 had the least number of ELL students that scored Levels 3 & 4 (30.3%).
- Grade 5 had the largest performance gap between English Proficient and ELL students (31.6%); however Grade 4's performance gap was 31.5%. Grade 3 had the smallest performance gap between English Proficient and ELL students (13.4%).
- Due to the insignificant number of students on each grade that took the translated version of this exam, it is difficult to draw conclusions.

NYSAA Math: Grade 3

- One ESL student took the NYSAA in Mathematics and scored a Level 3, which demonstrates that he met NYSAA Standards in Math.

NYS Science: Grade Four

- Overall, 28.9% (33/114) LEP ELL students were tested. 76% (25) scored Levels 3 & 4 and 24% (8) scored a Level 2.
- In terms of gender, 75% (12/16) of the ELL male students scored Levels 3 & 4 versus 76.5% (13/17) of the LEP females. The ELL females outperformed the ELL males by 1.5%, which is nominal.
- The English Proficient students outperformed the ELL students by 15.4%.
- Due to the insignificant number of students that took the translated version of this exam, it is difficult to draw conclusions.

4b. Our school leadership and teachers are using the results of the ELL Periodic Assessments to plan differentiated strategy lessons in reading and writing in order to support academic growth in these subject areas. First, the data is reviewed and analyzed by administration. Then, areas of concern, patterns/trends, and students that are not testing well are targeted. Administration also makes executive decisions to align professional development offered with these needs. Next, time is allocated during coaching sessions and grade conferences so teachers can learn how to understand the student achievement data. They then meet and reflect upon this data in order to make informed instructional decisions so that student learning can improve on a continuous basis. We conduct an item analysis and a comparative analysis after each administration of the ELL Periodic Assessment to monitor patterns and trends with respect to their literacy skills. During the 2010-2011 school year, we only administered this assessment in the Spring. Based on our data report, the following two standards for English Language Learners were areas of concern: R.2-4/1.6 and R. 2-4/3.3. These performance indicators address being able to make and support inferences found in written text and being able to recognize personal point of view. Our ELLs will take two interim

assessments during this academic school year (Fall/Spring) and will be examined using the process indicated above.

4c. The school's administrative team has learned that grammar is an area of need and is being incorporated into our school's instructional plan. We have embedded this aspect of writing into our Word Work block once a week in Grades 3-5.

Native Language is used and supported through peer partnerships with students of the same native language, bilingual and picture dictionaries, realia and graphic organizers. Everyday Mathematics materials in Spanish are utilized to provide native language support. Our school library gives our students access to a variety of native language literature. Further, our teachers provide native language support, if available, by translating the content as a scaffolding technique, if necessary.

5. Our school does not have a dual language program.

6. We evaluate the success our ELL programs through an analysis of data from a variety of data sources. This data is analyzed periodically by administration and teachers. We analyze running record levels, periodic assessment data, NYS exam results, pre-post unit assessments in reading, writing, and mathematics. Instructional practices are modified based on our evaluations. We also evaluate our ELL programs through informal/formal observations, walkthroughs, teacher feedback, and by reviewing and analyzing data that reflects student achievement and is later discussed during cabinet meetings. They are also reviewed and analyzed during grade conferences and common planning sessions that are conducted by our literacy coach to determine each program's effectiveness and student success.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Police Officer Ramon Suarez

School DBN: 24Q239

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robin L. Connolly	Principal		
Debra L. Rudolph	Assistant Principal		
Gloria Morgenstern	Parent Coordinator		

School Name: Police Officer Ramon Suarez

School DBN: 24Q239

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Lorenzoni	ESL Teacher		
Ms. Ramos	Parent		
Ms. Helfenbein	Teacher/Subject Area		
Ms. Hipschman	Teacher/Subject Area		
Ms. Vetter	Coach		
	Coach		
Ms. Brugge	Guidance Counselor		
Ms. Foley	Network Leader		
Ms. Friel	Other <u>Speech Teacher</u>		
Ms. Simmons	Other <u>SETSS Provider</u>		
Ms. Guercio	Other <u>ESL Teacher</u>		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q239 **School Name:** Police Officer Ramon Suarez

Cluster: 2 **Network:** CFN 204

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

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

A review of the Home Language Identification Survey (HLIS) was conducted. The most common language identified was Spanish. Spanish translations, oral and written, will be provided by school staff in a timely and appropriate manner. In the event that additional translations are needed, we will use the services of a contracted translation agency.

The findings were shared with the school community at a monthly Faculty Conference and PTA meeting.

Language Numbers of Parents Requiring Oral and/or Written Translation

Urdu	1
Vietnamese	1
Arabic	15
Chinese	5
Nepali	14
Polish	7
Spanish	206

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.

The greatest need, based on a review of the HLIS forms, is for Spanish written translations and oral interpretation. The school community was informed of our translation and interpretation needs via a monthly faculty conference and PTA meeting.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school will provide written translations of all forms pertaining to the students' health, safety, discipline matters and the permission slips/consent. These written translations will be provided to the parents in a timely fashion by an in-house staff member and the services of the DOE translation unit.

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 interpretation services will be provided to parents during monthly parent meetings, disciplinary meetings, the registration process, parent-teacher conferences, and during school-sponsored parent workshops. Intepretation services will be provided by in-house school staff members, parent volunteers, and outside DOE contracted vendors.

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>.

Parental notification of translation services available will be conspicuously posted at the school entrance. Contact numbers regarding language assistance will be made available to parents at parent meetings and in the main office. Information pertaining to translation and interpretations will also be included in the Safety Plan.

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: P.S. 239	DBN: 24Q239
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: 80
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" 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: 8
of certified ESL/Bilingual teachers: 3
of content area teachers: 5

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:

- Extended Day P.M. Program (Tues. & Wed.) 3:30-5:00 p.m.
- Parenting Class: Lifeskills through Literacy (Tues. & Wed.) 3:30-5:00 p.m.

This Title III program has been designed to support our school's instructional goals and clearly addresses vital areas of need that our English Language Learners have in Grades 3-5. Science is a content-area need that supports the NYC's instructional initiatives aligned with the Common Core Learning Standards. Further, the 2012 NYSESLAT results and other data sources have helped us discover that our intermediate and advanced ELL students made the least amount of gains in terms of English-Language acquisition and need more structured communication activities in order to promote the integration of speaking, listening, reading, and writing in ways that reflect natural language use. Further, this data also revealed that 33% (77/233) of our students who were mostly at the intermediate and advanced proficiency level did not move from one level of proficiency to the next on the NYSESLAT exam due to their reading and writing skills; thus requiring them to remain at the lower proficiency level. An analysis of student work based on Writing on Demands and published pieces have also confirmed that our students' writing skills are an area of need in Grades 3-5.

We will form one beginner and three intermediate/advanced classes. This program has been designed to service approximately 80 students and will start in January and end in April. Each daily session will be for one hour and a half and run for approximately twenty-two sessions. The students will receive supplemental services from four common branch teachers and three fully-certified ESL teachers who will co-teach with every class for a minimum of 90 minutes a week (two 45 minute sessions) in order to provide rigorous ESL strategies that will enhance and support their learning of Science content. The ESL teachers will co-teach and use the following scaffolding strategies: conversational prompts, graphic organizers, TPR (Total Physical Response), word banks, visuals, and Shared Reading and Writing with the ESL students in order to build their knowledge of the science content.

For the advanced/intermediate students, the ESL teacher will continue to use rigorous ESL strategies, with a strong emphasis on Writing. Interactive Reading and Writing, story maps, and POWER (Prewriting, Organizing, Writing, Escaping, and Rewriting) will be used to guide English Language Learners and empower them as writers in conjunction with a technology tool called MY Access!

A supervisor must be hired and their salary has been incorporated into the budget since it is the only after-school program that has been organized for 2012-2013 school year.

We will invite approximately 20 newcomers who are at the beginner proficiency level in grades 3-5 so

Part B: Direct Instruction Supplemental Program Information

that we can organize one class to address their academic needs. These students will use Imagine Learning in order to strengthen their language development and build a foundation that will support their understanding of Science. Further, we will invite approximately 60 intermediate and advanced proficiency level students in grades 3-5 and organize three additional classes (one per grade level) who will receive instruction using a technology tool called MY Access! to support our students writing needs/goals. This technology tool includes supplemental resources that will only be used during this after-school program to build their second-language literacy skills, in conjunction with grade appropriate science curriculum topics.

In order to promote their content knowledge in Science, topics have been selected in alignment with the NYC Scope and Sequence by grade level. The students in Grade 3 will be introduced to the concept of an ecosystem. Grade 4 will focus on foundational skills associated with the scientific concepts of variation and adaptation. Grade 5 will be exploring aquatic ecosystems.

ELL students in Grades 3 through 5 who are newcomers and at the beginner proficiency level will receive instruction using the research-based computer program called Imagine Learning, which is correlated to the English Language Development Standards. This technology tool customizes the language support they will receive because the instruction is individualized through an automated adaptive curriculum. English language learners will use the computer to navigate through a variety of authentic communicative experiences. The students will listen and see new words to enhance their vocabulary, and locate and review words they have previously stored by category in a word book. To augment the students' listening and speaking skills, they will learn songs to encourage experimentation with the English language, watch video clips to learn common conversational phrases, and record the newly learned phrases and listen to their own recordings. This program also teaches the students to recognize and read sight words to foster their independent reading skills. First-language support is another important feature that students can access and strategically remove as they become more familiar with the English language.

ELL students in Grades 3-5 who are at the intermediate and advanced proficiency level will receive writing instruction using a web-based instructional tool called MY Access! This multi-functional program is aligned with NYS standards, and provides cross-curricular writing opportunities in science in order to link writing skills and content area knowledge. The teachers will guide the students through pre-writing activities, and review exemplar papers using the prompts available in order to write persuasive, literary, expository, and informational genres. Their writing will also be assessed by the teacher on an ongoing basis and through the instant diagnostic feedback provided by this web-delivered program.

The students will have a variety of self-assessment tools accessible to them to support their writing needs such as: writing checklists, rubrics, word counter, word bank, and MY Editor. MY Editor provides individualized grammar support. Further, an online portfolio is maintained for every student that includes their drafts, revisions, and feedback. These portfolios are accessible to school administrators and classroom teachers to further assist them with the writing process and to align instruction with the students' targeted writing goals and needs.

Part C: Professional Development

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

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

Begin description here:

Professional development will be coordinated by the principal, assistant principals and literacy coach. The professional development provided will address the needs of the staff in order to build their capacity to implement the NYS ESL standards, and meet the academic, emotional, and social needs of the students. An Imagine Learning consultant will provide the teacher of beginner proficiency level students with one-three hour session of professional development at our school. A staff developer from My Access! will provide those teachers of intermediate and advanced learners with one full day of training at our school (approximately six hours). This all-day training session will show the teachers how to strategically group students, customize writing assignments, and set measurable and achievable writing goals in order to support student success.

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:

The Parent Involvement component of this program will provide our ELL Parents with sessions on Tuesdays and Wednesdays, which will be taught by a licensed common branch teacher. The duration of each session will be for one hour and a half and run for approximately twenty-two sessions. This class will be geared to adult beginning learners of English. Basic language skills will be the primary focus in order to help adult learners acquire communication and literacy skills necessary to function in everyday situations. Learning will be scaffolded to support their acquisition of conversational skills in English as well as learn the expected social behaviors of their new culture. In addition, several sessions will be conducted in the computer lab to familiarize them with technology resources such as Acuity, ARIS, and My Access! to support their students' academic learning. Further, web-browsing that emphasizes links to educational products, homework help, and health and safety are some additional topics that will be covered.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		