



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** THE GORDON PARKS SCHOOL INQUISITIVE MINDS, 29Q270

PRINCIPAL: CHAYVONNE HARPER

EMAIL: [CHARPER2@SCHOOLS.NYC.GOV](mailto:CHARPER2@SCHOOLS.NYC.GOV)

SUPERINTENDENT: **LENON MURRAY**

### 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.

| <b>Name</b>      | <b>Position and Constituent Group Represented</b> | <b>Signature</b> |
|------------------|---|------------------|
| Chayvonne Harper | *Principal or Designee                            |                  |
| Nyree Whittaker  | *UFT Chapter Leader or Designee                   |                  |
| Kelli Coke       | *PA/PTA President or Designated Co-President      |                  |
| Javan Evans      | DC 37 Representative, if applicable               |                  |
| Shelley Burt     | UFT Member  |                  |
| Laurel Paul      | UFT Member  |                  |
| Lisa Allen       | Administration                                    |                  |
| Nicole Hammond   | Parent Member                                     |                  |
| Caroline Johnson | Parent Member                                     |                  |
| Terrance Credle  | Parent Member                                     |                  |
| Carol Barracks   | Parent Member, SLT Chairperson                    |                  |
| Michele May      | Parent Member                                     |                  |

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

## **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**

Teachers will utilize formative assessments to differentiate instruction to meet the needs of all learners.

#### **Comprehensive needs assessment**

All students will be assessed utilizing a research based program on a quarterly basis to determine independent and instructional reading levels. This will drive instructional goals specific to guided reading allowing teachers to differentiate instruction based on this formative data.

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

Teachers will utilize Fountas and Pinnell benchmark assessments to assess students four times during the school year. The School wide Assessment calendar disseminated at the beginning of the school year identifies the dates of administration. All ELA teachers will be trained and supported to administer, assess and determine next instructional steps for all students. Professional development focusing on formative assessments, i.e. conference notes and exit slips will also be provided. Teachers will then determine what additional formative assessments they will be utilizing to drive instruction, evaluate the effectiveness of their teaching and differentiate the learning process and work products students complete. Quarterly English Language Arts data talks with the administrative team are embedded in our School wide Assessment calendar which focuses on analyzing the data, determining the varying levels of performance in each class and planning instructional activities specific to our findings.

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

Workshops highlighting how teachers identify independent book levels and how this data supports guided reading instruction will be presented to parents. A letter was customized and generated to parents during Parent Teacher Conferences detailing how we utilize book levels to drive instruction. This will allow parents the opportunity to work collaboratively with teachers to monitor and support them in ensuring students are consistently reading leveled texts.

#### **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**

Administration facilitated training for all teachers who were paid training rate to attend. Fountas and Pinnell Benchmark assessment workshops, along with teacher stipends, were covered with tax levy funds. Through careful planning, implementation of our instructional programs and with guidance and support from our Network Budget Director/Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

**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, in order to build a coherent curriculum, P.S./I.S. 270 Q will participate in grade level curriculum mapping sessions in which they align all units of study with Common Core Learning Standards, CCLS. Teachers will also be supported as they design interdisciplinary units of study with an emphasis on Science and Social Studies.

**Comprehensive needs assessment**

After evaluating the instructional programs at P.S./I.S. 270, it was decided that the instructional focus would be to foster rigorous learning activities with an emphasis on Common Core Learning Standards, CCLS. Teachers will be provided the opportunity to evaluate current units of study in relation to the standards and the NYS Scope and Sequence to determine which units will allow our students to engage in high quality instruction for the upcoming school year.

**Instructional strategies/activities**

The instructional cabinet, consisting of the principal and four teachers, will participate in 2 off-site retreats in January and May focusing on building coherence instructionally. The cabinet will develop an agenda for teachers so that they can effectively evaluate the units taught this year and determine, based on their analysis, which CCLS aligned units will be taught for the 2013-2014 school year. Teacher teams will work collaboratively to review units accessible via the DOE website, in addition to units from the texts, Common Core Curriculum Maps, English Language Arts, Grades K-5 and 6-8 published by Jossey-Bass, which were purchased to support this initiative. All full day curriculum mapping sessions will take place in June and be facilitated by members of the administrative team. Teachers will meet throughout the following year to determine if the units support instructional expectations and/or if modifications must be made.

**Strategies to increase parental involvement**

Parents will receive newsletters( Elementary) and syllabi (Middles School) highlighting the units of study in all content areas. Eight parent workshops will be provided, exposing parents to the curriculum, its expectations and how, based on the introduction of CCLS, instruction has evolved to incorporate more student-centered learning activities.

**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 \_\_\_\_\_ Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

The instructional cabinet will meet and plan the curriculum mapping sessions' agendas during and after school. Tax levy and Instructional Leads funding will cover the cost of all per session and additional materials that will aid in the development of our curriculum maps. The Parent Coordinator will plan, in collaboration, with the principal and the PTA, workshops that will coincide with monthly Parent Teacher Association meetings. Through careful planning, implementation of our instructional programs and with guidance and support from our Network Budget Director/Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

**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**

In order to engage more parents and increase parental involvement and participation, we will host eight monthly events incorporating instructional initiatives. In addition, weekly parent events will be offered to ensure that we are meeting the needs of our parent constituency.

**Comprehensive needs assessment**

Based on our parent response to last year's Learning Environment survey, it was determined that we need to provide additional opportunities for parents to become familiar with the instructional programs, CCLS and Partnership for the Assessment for Readiness for College and Career, PARCC. This supports us in assuring that as many parents as possible are cognizant of all P.S./I.S. 270 Q initiatives and all we're doing to ensure students are engaged in rigorous instruction.

**Instructional strategies/activities**

Teachers and administrators will present workshops to parents emphasizing the Citywide Instructional expectations, P.S./I.S. 270Q's instructional initiatives, as well as, CCLS and PARCC, prior to each monthly PTA meeting. The topics of focus will be CCLS, PARCC, ELA and Mathematics Curriculum Overview, NYS Testing Preparation Workshop,

**Strategies to increase parental involvement**

The parent coordinator will be designing, disseminating and collecting a survey to ascertain what parents would like to learn more about and their availability to participate in any events P.S./I.S. 270 hosts. Based on this data, weekly events will be scheduled to engage more parents in school based activities such as the Parent UFT sponsored book club initiative, Yoga classes and Nutrition workshops.

**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      X   Other

If other is selected describe here:

**Service and program coordination**

The Parent Teacher Association, PTA, the Administrative team and the Parent Coordinator have worked collaboratively to fund initiatives to engage more parents.

**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  | Leveled Literacy, K-3, (Fountas and Pinnell)<br>Repeated readings, utilization of leveled texts to teach and re-teach skills and strategies 4-8 | Small group  | During the school day and afterschool   |
| Mathematics  | Re-teaching of skills and strategies based on data analysis   | Small group  | During the school day and afterschool   |
| Science  | Re-teaching of skills and strategies based on results from unit tests, performance tasks and observations                                       | Small group  | During the school day   |
| Social Studies   | Re-teaching of skills and strategies based on results from unit tests, performance tasks and observations,                                      | Small group  | During the school day   |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social | Brain Gym, Reality Therapy, Peer Mediation, Conflict Resolution   | Small group instruction, one-to one conferences                                | During the school day   |

|               |  |  |  |
|---------------|--|--|--|
| Worker, etc.) |  |  |  |
|---------------|--|--|--|

### 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.

Prior to hiring any pedagogical staff members, their credentials are verified by our Network's HR Director to ensure that the candidate holds valid NYS certification in that license area. The BEDS survey is reviewed periodically by the administrative team school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey. The Network's HR director often supports this effort.

Strategies and activities used to attract highly qualified teachers to our school include:

- Frequent communication with our Network Human Resources Director when vacancies occur.
- The Network Human Resources Director partners with Central for assistance and guidance and for candidate referrals. The Central Office of Talent and Recruitment partners with colleges to locate highly qualified candidates.
- P.S./I.S. 270 Q is in the process of fostering a partnership with a local college to support the grooming of student teachers in the search of HQT candidates. We've been in communication with Brooklyn College and City College to begin discussions regarding the establishment of this partnership.
- P.S./I.S. 270 Q engages in interviews with HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool. One teacher from the ATR pool was hired this year.
- P.S./I.S. 270 Q is in the process of establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and a review of New York State certification/licensing. A team of teachers who currently serve on the Staff Handbook committee are also being considered to participate on an interviewing committee with administration to support the development of the criteria for high quality teaching. The remainder of the year will be spent developing library to promote promising and effective practices.
- The school provides teachers with curriculum maps, instructional resources and professional learning opportunities designed to ensure high quality instruction.
- The school maintains a professional library. After presenting these resources to our teachers during our professional development sessions, they are archived in the library/media center.
- In the very rare event that a teacher's status is deemed not HQT, the principal will consult with the network Human Resources Director for guidance to ensure that the non-HQT teacher takes necessary actions to meet all requirements and deadlines. This may include some form of counseling including encouraging the teacher to become HQT through the High Objective Uniform State Standard of Evaluation (HOUSSE) system.

### ***P.S. /I. S. 270Q-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;
- arranging additional weekly meetings at other flexible times, e.g., morning and evening
- 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;
- 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;
- 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)

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

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

## **III. Student Responsibilities:**

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information

|  |                    |                       |                          |
|--|--------------------|-----------------------|--------------------------|
| Cluster Leader/Network Leader <b>Joiner Wells</b>            | District <b>29</b> | Borough <b>Queens</b> | School Number <b>270</b> |
| School Name <b>Gordon Parks School the Inquisitive Minds</b> |                    |                       |                          |

### B. Language Allocation Policy Team Composition

|   |   |
|---|---|
| Principal <b>Eleanor Andrew</b>                   | Assistant Principal <b>Lisa Allen, Rosalie Ambrosio</b> |
| Coach   | Coach   |
| ESL Teacher <b>Aris Flores</b>                    | Guidance Counselor <b>Sonya Spurling</b>                |
| Teacher/Subject Area <b>Ruth Panaligan, SETSS</b> | Parent <b>type here</b>                                 |
| Teacher/Subject Area <b>type here</b>             | Parent Coordinator <b>Patriacia Wheeler</b>             |
| Related Service Provider <b>type here</b>         | Other <b>type here</b>                                  |
| Network Leader <b>type here</b>                   | Other <b>type here</b>                                  |

### C. Teacher Qualifications

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

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

### D. School Demographics

|                                    |            |                      |          |   |              |
|------------------------------------|------------|----------------------|----------|---|--------------|
| Total number of students in school | <b>663</b> | Total Number of ELLs | <b>3</b> | ELLs as share of total student population (%) | <b>0.45%</b> |
|------------------------------------|------------|----------------------|----------|---|--------------|

## 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. 

Initial identification of possible English Language Learners (ELL) starts at the time of admission when the child and his parent or guardians meet with the principal, assistant principal, parent coordinator, and/or other staff member. The ESL provider or Special Education Liaison/SETSS provider administer the Home Language Identification Assessment to the parents complete the Home Language Identification Survey. Results of the survey and parent interview determine the primary language spoken at home. If the home language is not English and child is deemed eligible, Language Assessment Battery –Revised (LAB-R) is given to determine eligibility for ESL/Bilingual Services. The pupil accounting secretary then inputs the information into ATS. For new admits to the building and have prior HLIS, the ESL teacher/trained pedagogue, with collaboration with other staff members working with the child, analyze the document to determine if home language data on ATS is accurate. Errors are corrected( if there are any) and LAB-R is administered if appropriate. ESL services is continued if required. It should be noted that LAB-R is administered to students within the 10 school days of admission. To ensure that all LAB-R students admitted are tested on time, RLER ATS report is run by the Special Education Liaison on a regular basis. In the past two years we have not had any Spanish-speaking student tested for LAB-R. However, Spanish LAB R is ordered in case the need arises. Spanish LAB-R will be administered in accordance to the procedure stated in the test administration manual.

The RLER is an important report as it is also used to ensure that all NYSESLAT eligible students are tested accordingly. The report is run periodically to monitor the number students taking test. NYSESLAT materials are ordered annually with provisions for possible new admits for the school year. In administering the NYSESLAT, the test administration handbook is followed. Each section is given individually or in groups, depending on the level or what the subtest requires. In addition to the NYSESLAT protocol, testing accommodations indicated in the IEP are provided.

Based on HLIS and student oral interview, LAB-R eligibility is determined. Manual scoring for qualification of LAB-R by the ESL provider with assistance from other staff member knowledgeable in ESL is done to determine ESL eligibility. Within ten days of identification of eligibility to ESL services, a letter is mailed to the parents indicating appointment time for orientation. If they do not confirm within two to three days, ESL provider makes a phone call to reschedule. Parents then meet with the ESL Provider, Parent Coordinator, and Special Ed Liaison (especially if the child has an IEP) to discuss the three program choices- Transitional Bilingual, Dual Language, Freestanding ESL). The parent orientation video that describes the programs is shown to help the parents decide which program will be the most beneficial for their child. Other staff members who are directly involved in the child's learning process such as classroom teachers and service providers (if child has an IEP) are also invited. It should be noted that translation and interpretation services are available to parents as needed

Entitlement letters and the Parent Survey and Program Selection Forms are mailed to the parents. To ensure that the documents are understood and returned on time, parents are invited to individual conferences with the ESL teacher. At this meeting, a copy of the letters and forms are distributed with the expectation that parents would complete and hand them to the teacher. In cases where parents are unable to come to the school or turn in the documents during the meeting, the ESL Provider and parent coordinator (if needed)

communicate with the parents via letter or telephone to ensure that the entitlement letters and parent survey forms are returned on time. For students continuing ESL services, a continuation letter is sent and the same mentioned procedure is followed. All placement letters and other documents are maintained in a binder kept in the ESL provider's classroom.

At this time, the only program available in the school is Freestanding ESL because we do not have sufficient number of students to open a bilingual class. The ELL population in our building is relatively low. Currently, we have one new admit had previous ESL instruction in his old school and we continuing the services.

Students who receive ESL services are assessed yearly using the NEW York State English as a Second Language Achievement Test (NYSESLAT). The test results are evaluated annually to identify areas of strength and weakness of each child. Individual scores in the listening, speaking, reading, and writing subtests are analyzed to plan ESL and classroom instruction for the ELLs.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

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

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

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |   |  |   |                               |   |
|-----------------------------|---|--|---|-------------------------------|---|
| All ELLs                    | 3 | Newcomers (ELLs receiving service 0-3 years) | 2 | Special Education             | 2 |
| SIFE                        | 0 | ELLs receiving service 4-6 years             | 1 | Long-Term (completed 6 years) | 0 |

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

| ELLs by Subgroups |                  |      |                   |                  |      |                   |                                    |      |                   |       |
|-------------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
|                   | ELLs (0-3 years) |      |                   | ELLs (4-6 years) |      |                   | Long-Term ELLs (completed 6 years) |      |                   | Total |
|                   | All              | SIFE | Special Education | All              | SIFE | Special Education | All                                | SIFE | Special Education |       |
| TBE               | 0                | 0    | 0                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 0     |
| Dual Language     | 0                | 0    | 0                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 0     |
| ESL               | 2                | 0    | 1                 | 1                | 0    | 1                 | 0                                  | 0    | 0                 | 3     |
| Total             | 2                | 0    | 1                 | 1                | 0    | 1                 | 0                                  | 0    | 0                 | 3     |

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

### C. Home Language Breakdown and ELL Programs

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

| Dual Language (ELLs/EPs)                       |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |       |    |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|----|
| K-8  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |       |    |
| Number of ELLs by Grade in Each Language Group |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |       |    |
|  | K  |    | 1  |    | 2  |    | 3  |    | 4  |    | 5  |    | 6  |    | 7  |    | 8  |    | TOTAL |    |
|  | EL | EP | EL    | EP |
| Spanish  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| Chinese  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| Russian  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| Korean   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| Haitian  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| French   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| Other  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 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<br>L | EP |
| <b>TOTAL</b> | 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  |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

**This Section for Dual Language Programs Only**

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

**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      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Chinese      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Russian      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Bengali      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Urdu         |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Arabic       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Haitian      |   | 1 |   |   | 1 |   |   |   |   |   |    |    |    | 2     |
| French       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Korean       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Punjabi      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Polish       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Albanian     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Other        |   | 1 |   |   |   |   |   |   |   |   |    |    |    | 1     |
| <b>TOTAL</b> | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 3     |

# 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?

Freestanding ESL instruction is delivered via the pull-out organization model. The program model that is being used is differentiated instruction wherein students work in small groups and are provided grade/ability appropriate activities. Students receive one-to-one guided teaching. All ELLs receive instructional minutes as required under CR Part 154 – 360 minutes of ESL instruction per week for beginning and intermediate level. We only have one student in the advanced level who receives the mandated 180 minutes of ESL instruction and 180 minutes of ELA instruction.

Content area is delivered in a comprehensible manner that enriches language development, the TPR (Total Physical Response) and the Balanced Literacy Method are integrated with the Common Core Standards. The provider uses text books, non-fiction books, games, teacher-created materials and technology (smart board/document camera) to make learning more fun and interesting. Lessons are scaffold and differentiated in instruction. Collaboration with the ELLs classroom teacher helps ensure that ESL instruction is aligned with the General Education curriculum. In addition, native language support is delivered by providing the parents resources and materials written in their native language.

For newcomer ELLs and NCLB student that we will probably have in coming school year, one of our major goals will be prepare them for the ELA and Math Tests. Test prep activities during school hours and after school that will familiarize them with content of the exams will be provided. Test taking strategies that will reduce anxiety and develop good time management will also be introduced. As an additional service, they will be picked up during Extended Day period where they will have an additional 30 minutes of instruction time that will target their areas weaknesses.

For long term ELLs receiving 4-6 years of services, the ESL provider will develop programs that will encourage independence. Functional reading and speaking skills that will help them prepare for high school application and job interviews will also be the focus of instruction. Skills that will help them in writing resumes and application letters will also be taught. Daily life conversation, and academic vocabulary will continue to be enhanced as transition goals and services are integrated with lessons. To foster independence and acquisition of skills

## A. Programming and Scheduling Information

needed as they move up to middle school and high school and into adulthood, students will have access to hands-on experience via the school's employment program.

Presently, we do not have any SIFE students and long term ELLs in the building. In the event that we do, we will extend our services to SIFE children in such a way that they will be able to catch up on the knowledge and skills that they need to meet the grade level standards. For our current long-term ELL, the focus will be increasing comprehension and writing skills as well as developing higher order thinking skills.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

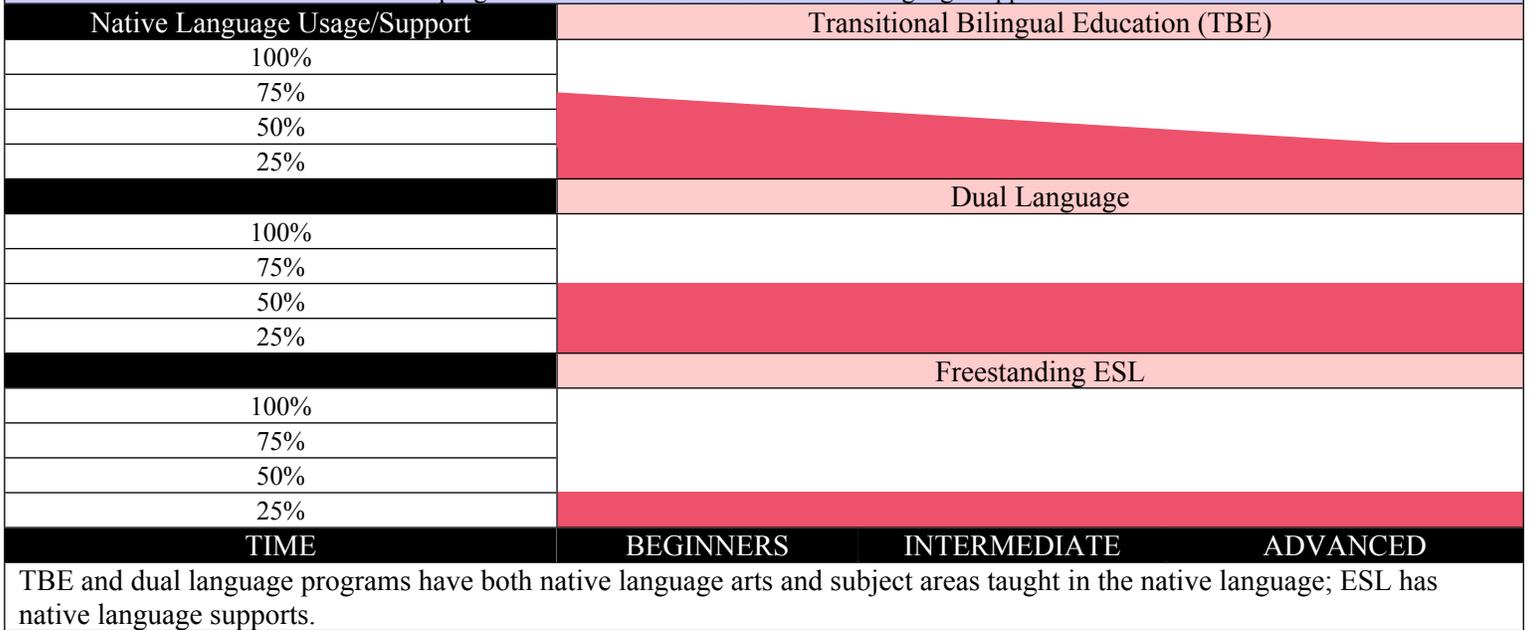
|   | Beginning             | Intermediate          | Advanced             |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week  | 360 minutes per week  | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                       |                       | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts              | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day   |

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

|   | Beginning            | Intermediate         | Advanced             |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                      |                      | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>Native Language Arts              | 45 minutes per day   | 45 minutes per day   | 45 minutes per day   |

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



## 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?

Our ELL population is comprised of both General Education and Special Education students. English Language Learners that have special needs will continue to be provided with services based on their characteristics and needs as stated in their IEP. The ESL provider will increase collaboration with the students' General Ed/Special Ed teachers as well as other service providers (Speech, Occupational, and Physical Therapists). To address students' specific needs, instruction will be modified. Tactile activities, use of pictures, and breaking down of lesson into simpler more comprehensible parts are some of the strategies that will be utilized. To improve content area comprehension, ELLs will be provided simplified version of textbooks/lesson. As an additional support and to make learning more interesting for the ELLs, supplemental materials such as leveled library books, workbooks, flashcards educational CDs and listening tapes are available. Smart board, interactive computer software and websites are some of the technological tools used to enhance learning. Test Prep materials are used to ensure that the students are ready for the test NYSESLAT as well as ELA and Math tests.

The school has an AIS program integrated into each General Ed class wherein ELA and Math specialists and other intervention providers co-teach or pull-out a small group. At-risk and ELL students are the priority. After school test prep for the ELA and Math State Tests as well as Extended Day Intervention are also available in the building for ELLs. All of these required service support and resources are designed to correspond to ELLs' ages and grade levels.

Asside from the mentioned academic programs and services available to both ELLs and non-ELLs in the building, the school provides equal access to all non-academic and extracurricular activities. English Language Learners attend physical education and arts (music, dance, art) with their non-ELL peers. After school sports-related programs, talent shows, etiquette class, school employment and other special programs are open to all. Parents are informed about the mentioned activities via flyers and phone call. Translation and interpretation services are available to parents for better understanding of the programs ELLs students can participate in.

For students reaching proficiency on the NYSESLAT, transitional report support for two years will be provided to them via consultation with the ESL provider to monitor academic progress. Frequency of service is based on individual needs of students. In addition, students who tested out of NYSESLAT requiring test accommodations will be provided accordingly.

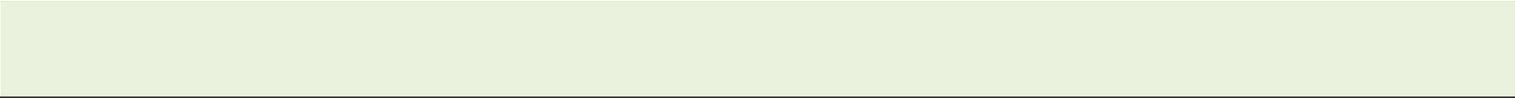
Currently, native language support is delivered both students and parents via staff member who speak the ELL's native language. (See Translations and Interpretations Plan for details) Our ESL provider speaks Spanish and we do not have Spanish-speaking student at this time. In the event that we do, books and other instructional materials written in Spanish are available.

We are not discontinuing any ELL program for the coming school year. Instead, we are enhancing the existing ESL program through improved collaboration among the ESL provider, the child's general education teacher, and the parents. To assist newly enrolled ELL students, they will be introduced to one another and are toured around the school with their parents. Also, they will be invited to participate in assembly programs, field day, and other school activities. For students with IEP, the team which consists of the School Assessment Team; General Education and Special Education Teachers; and Service Providers will be more involved in planning and carrying the instruction to ensure that the students' needs are met. As for students reaching proficiency in NYSESLAT, we will continue to provide transitional support through ESL program that focuses on preparing the student for independence. When a child tests out of NYSESLAT, provider consultation will still be available to ensure continued student progress.



**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)?



**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.

For the coming school year, ESL Providers, classroom teachers, other service providers as well as paraprofessionals who work with ELLs will be sent to workshops to improve delivery of Freestanding ESL service and to comply with the required 175 hours of ELL Training every five years for professional certificate holders. Also, they will be attending general workshops on technology in the classroom and curriculum and instruction that can be applied in teaching the ELLs. School opening, Election Day PD and other lunch period/common prep professional development sessions are conducted throughout the year. In addition, every Friday morning and one period a week teacher teams meet with the guidance of the school administration hold meeting to will provide support to staff as they transition from elementary to middle and/or middle to high school. Our faculty and staff constantly communicate and work together to meet the needs of all our students - ELL or non-ELL

Aside from the mentioned professional development and workshops, ou school's ESL provider, Special Education Liaison, guidance counselor, and other service providers attend meetings and turn key information that are helpful in providing the ELLs the tools they need for a smooth transition.

**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?

Parents in our school, including the parents of ELL show a high level of involvement. They actively participate in parent meetings and gatherings which include workshops, student special performances, School Leadership Team (SLT) and PTA assemblies, open school nights and other projects such as book sale.

The school Parent Coordinator works diligently in order to evaluate and provide the needs of the parents. Parent surveys are sent out and parent meeting and workshops are conducted at least once a month. At the beginning of the school year, the Parent-to-parent Breakfast for parents of English Language Learners and students with special needs is held. This event gives the parents and teachers the opportunity to meet one another and discuss the services other resources that are available in the building.

Workshops are conducted at least once a week to help the parents help their children at home. Topics range from assisting children with homework and other academic tasks, to how to effectively communicate with them, to fun crafts and other activities that they can do as a family. The school counselor is also available for consultation and gives the parents information about resources and places they could go to for translation and language classes. The school partners with community based organizations such as Resources for Parents, the Queens Public Library, American Red Cross, NYPD, FDNY, American Cancer Society, Link To Life Network Bone Marrow Donors, Breton's Defensive Driving Academy Materials for the Arts, Ridgewood Savings Bank, NY Civil Liberties, Carver Bank, Tech On Wheels, Citigroup, New York Blood Center, The Family Center, Jet Blue Airlines, Mets National League Baseball Club Build A Bear, Colgate Dental Van Cornell University Cooperative Extension program, Civilian Review Board and Health Plus, to provide assistance and services to ELL parents.

Throughout the school year, flyers and notices that contain information and resources are sent home continuously to parents written in both English and their native language. The school parent coordinator attends the Annual ELL conference in addition to workshops to gather information about ELL programs and learn about new approaches to providing the needs of parents of English Language Learners.

## 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)   | 1 |   |   |   |   |   |   |   |   |   |    |    |    | 1     |
| Intermediate(I)   | 1 |   |   |   |   |   |   |   |   |   |    |    |    | 1     |
| Advanced (A)  |   |   |   |   | 1 |   |   |   |   |   |    |    |    | 1     |
| Total   | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 3     |

| NYSESLAT Modality Analysis |                   |   |   |   |   |   |   |   |   |   |   |    |    |    |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate         | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|                            | B                 |   |   |   |   |   |   |   |   |   |   |    |    |    |

**NYSESLAT Modality Analysis**

| Modality Aggregate  | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| /SPEAKING           | I                 | 2 |   |   | 1 |   |   |   |   |   |   |    |    |    |
|                     | A                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | P                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
| READING/<br>WRITING | B                 | 1 |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | I                 | 1 |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | A                 |   |   |   | 1 |   |   |   |   |   |   |    |    |    |
|                     | P                 |   |   |   |   |   |   |   |   |   |   |    |    |    |

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

|                        | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 4                      |         |    |         |    |         |    |         |    | 0     |
| 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<br>(based on percentiles) |                        |                        |                        | # of EPs (dual lang only) scoring at each quartile<br>(based on percentiles) |                        |                        |                        |
|----------------------------|--|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
|                            | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>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.

To assess the early literacy skills of our English Language Learners, ECLAS-2 is administered in addition to daily observations and regular classroom assessments. The ESL provider collaborates with the classroom teachers in analyzing test scores and observation data in terms of the areas of reading/decoding, speaking, listening and writing. When the school receives the NYSESLAT results, the individual scores are studied and used to drive instruction.

Based on the Spring 2011 NYSESLAT Report, one of our 1<sup>st</sup> graders, (in Kindergarten when he took the test) scored a Beginner Level. The other 1<sup>st</sup> grader (at another site when he took the test in Kindergarten) scored an Intermediate Level. Our long term ELL student, who is now in 4<sup>th</sup> grade (in the 3<sup>rd</sup> grade when she took the test) progressed from a Intermediate to an Advanced Level. Analyzing the modalities, Speaking and Listening appear to be areas of strength of our three students. Reading and Writing Modalities remain to be areas of weakness, especially for the two 1<sup>st</sup> graders. As the NYSESLAT results reveal that reading and writing continue to be areas of concern, they will be the two main areas where the school will be focusing on for this school year and the coming year. Utilizing the strategies and learning materials mentioned in this report, rigor in the reading and writing instruction will be a priority.

Our school's goal is to provide our English Language Learners the skills they need to meet the grade level standards, test out of the NYSESLAT, and ultimately be proficient speakers, listeners, readers, and writers of the English Language in the basic interpersonal communicative skills as well as in cognitive academic language skills.

### 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.

Melissa is accounted for as an ELL student because she has not tested out of NYSESLAT. It should be noted, however, that Monolingual with ESL services has been removed as per IEP.

## Part VI: LAP Assurances

School Name: 270

School DBN: 29Q270

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

| Name (PRINT)              | Title                | Signature | Date (mm/dd/yy) |
|---------------------------|----------------------|-----------|-----------------|
| Eleanor Andrew            | Principal            |           | 12/9/11         |
| R. Ambrosio<br>L.G. Allen | Assistant Principal  |           | 12/9/11         |
| Patricia Wheeler          | Parent Coordinator   |           | 12/9/11         |
| Aris Flores               | ESL Teacher          |           | 12/9/11         |
|                           | Parent               |           | 12/9/11         |
| Ruth Panaligan,<br>SETSS  | Teacher/Subject Area |           | 12/9/11         |
|                           | Teacher/Subject Area |           | 12/9/11         |
|                           | Coach                |           | 12/9/11         |
|                           | Coach                |           | 12/9/11         |
| Sonya Spurling            | Guidance Counselor   |           | 12/9/11         |
| Joanne Joyner-Wells       | Network Leader       |           | 12/9/11         |
|                           | Other                |           | 12/9/11         |

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **29Q270** School Name: **The Gordon Parks School for Inquisi**

Cluster: **2** Network: **05**

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

**Part A: Needs Assessment Findings**

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

Assessment of translation and interpretation needs assessment is initially conducted via analysis of information stated in the Home Language Identification Survey (HLIS) and ATS data. Parents of students newly admitted to the NYC Department of Education (Kindergarten, Transfer from private schools etc.) are interviewed and asked to complete the HLIS. If parents are identified as limited English/non-English speakers or if the primary language spoken at home is a language other than English, teachers and other staff members are notified.

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.

Currently, there are five parents and a total of seven students in the building whose primary home language is non-English: Punjabi - 2 students who are siblings, Fulani - 2 students also siblings, and Haitian Creole - 3 students. Teachers, service providers, and other staff members who provide instruction/service to the students are notified via Home Language Survey included in the cumulative folder and IEP's, if applicable.

## Part B: Strategies and Activities

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

To ensure timely provision of translated documents to limited/non-English speaking parents, the school sends DOE translated materials that are downloadable via DOE and NYSED websites. If notices and fliers are not available in the parents' primary language or if the correspondence is child specific, staff members serve as translators. In the absence of personnel to translate, the school contacts the Translation and Interpretation Unit or an outside vendor.

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.

School staff members are used as interpreters during parent meetings, phone calls, and other conferences and workshops. If there are no available staff members to translate, the Translation and Interpretation Unit is contacted for assistance.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will, to the best of its ability, fulfill the requirements regarding parental notification requirements for translation and interpretation as stated in the Chancellor's Regulations A-663. We will begin by posting at the primary entrance of the building where in will be visible to all, a sign indicating the availability of translations and interpretations. The sign will be written in each of the covered languages. Furthermore, parents will be provided with a copy of Bill of Parent Rights and Responsibilities written in their native language, informing them of their rights to receive translation and interpretation services.

The school will keep an updated list of limited English/non-English speaking parents based on the Home Language Identification Survey. Documentation of teachers/staff members proficient in non-English languages will be on file and made accessible should the need interpreter/translator arise. In addition, the Pupil Personnel Secretary and the classroom teacher will indicate on the child's blue emergency card that the child's parents have limited English proficiency. Finally, all personnel who provide instruction and service to students whose parents

are limited English/non-English speakers will be sent via e-mail links to Section VII of Chancellor's Regulations A-663 and translated documents/correspondence available in the DOE and NYSED website.