



**Department of
Education**

Dennis M. Walcott, Chancellor



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

SCHOOL NAME : LEARNERS AND LEADERS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q305

PRINCIPAL: LYNN BOTFELD

EMAIL: LEARNERSANDLEADERS@GMAIL.COM

SUPERINTENDENT: MADELENE TAUB-CHAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
LYNN BOTFELD	*Principal or Designee	
DEBORAH SHERLOCK	*UFT Chapter Leader or Designee	
TANIA TORRES	*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	
DOMENICA REILLEY	Member/Teacher	
KEYLA CORTEZ	Member/Paraprofessional	
CAROL DILOSSANTOS	Member/Parent	
LUCY	Member/Parent	
KATHLEEN ZOMER	Member/Teacher	
	Member/	
	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

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

- By June 2013, all students will experience a minimum of 2 common core aligned ELA units. One unit will be aligned to the literacy standards in ELA, social studies, and/or science. The second unit will be provided by the DOE common core library or Teachers College. 50% of the students will meet standards as evidenced by work products and task rubrics.

Comprehensive needs assessment

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

- As a school we recognized that we need to begin implementation of planning, instruction and student performance aligned with the demands of the common core standards. We chose these common core aligned ELA units as the means to transition from current instructional practices to common core aligned practices throughout the school.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation
-
- a) Teacher teams will explore sample performance tasks and associated science and/or social studies units in network and team meetings in the school and provide resources and support for grade level teachers. Grade level teacher teams will adjust planning to incorporate instruction aligned with Common Core Learning Standards and includes multiple entry point for all learners including students with disabilities and English language learners.
 - In teams teachers will look closely at resulting student work and use the data to plan ongoing instruction.
 - Administration will provide additional time as needed for planning, analyzing student work and revising unit plans to meet students' needs.
 - b) Lead teachers will turnkey their learning to colleagues, and introduce and analyze ELA performance tasks with teacher teams
 - c) Administration will work closely with teachers to identify academic assessments to evaluate the effectiveness of the strategies/activities. Teachers will plan using data from pre-assessments administered at the beginning of the unit to meet students' needs. Teachers will use data from the post-assessment for each unit to evaluate the effectiveness of the strategies/activities for that unit.
 - d) The first common core aligned ELA unit will be planned, taught and assessed by January 31st. The second common core aligned ELA unit will be planned, taught and assessed by May 31st.

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- The school will host workshops to support understanding of meeting the common core learning standards, performance tasks in ELA and math, improving teacher effectiveness and increasing parents' understanding of grade level math concepts and vocabulary
- The Parent Coordinator and other staff will attend regularly scheduled parent meetings (PA) to share information and respond to parent questions and inquiries.
- Parents will be trained on how to use ARIS Parent Link.

Budget and resources alignment

Indicate your school's Title I status: xx 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.

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

If other is selected describe here:

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Funding will be allocated to provide teachers with coverage for the following purposes

- Teacher teams, including teachers of students with disabilities will work with administration and consultants from the network to deepen our understanding of the common core standards as they are embedded in the math performance task.
- Teacher teams, including teachers of students with disabilities will meet to analyze the strategies and skills students need to meet and exceed grade level expectations on the math performance task.
- Teacher teams will work together to identify pre and post unit assessments for each math performance tasks
- Once pre-assessments have been administered and scored, teacher teams will meet to analyze areas of strength and need and plan the unit using data from the pre-assessment. Planning will include grouping students, and planning lessons for specific student groups including students with disabilities and English Language Learners.
- Once post-assessments have been scored, teacher teams will meet to establish anchor papers at each performance level 1) far below; 2) approaching; 3) meeting; 4) exceeding grade level performance expectations. These anchor papers will provide teachers with benchmarks

they will use to score performance tasks

Funding will be allocated to provide instructional materials as necessary, including

- Texts to be used in the unit
- Online resources
- Trips and programs related to the unit as appropriate
- Additional materials as needed

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

Students will complete 2 performance tasks aligned with the Common Core standards and aligned with the Citywide Instructional Expectations

- By June 2013, each grade will revise mathematics curriculum and implement 2 common core units that embed the skills outlined in the relevant Common Core instructional shifts and assess student learning with rigorous performance tasks and summative assessments of the units of study. 50% of students will show an increased understanding of open ended questions.

Comprehensive needs assessment

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

- As a school we recognized that we need to begin implementation of planning, instruction and student performance aligned with the demands of the common core standards. We chose these common core aligned math units as the means to transition from current instructional practices to common core aligned practices throughout the school.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation
-
- a) Teacher teams will explore sample performance tasks and associated science and/or social studies units in network and team meetings in the school and provide resources and support for grade level teachers. Grade level teacher teams will adjust planning to incorporate instruction aligned with Common Core Learning Standards and includes multiple entry point for all learners including students with disabilities and English language learners.
 - b) In teams teachers will look closely at resulting student work and use the data to plan ongoing instruction.
 - c) Administration will provide additional time as needed for planning, analyzing student work and revising unit plans to meet students' needs.
 - d) Lead teachers will turnkey their learning to colleagues, and introduce and analyze math performance tasks with teacher teams
 - e) Administration will work closely with teachers to identify academic assessments to evaluate the effectiveness of the strategies/activities.
 - f) Teachers will plan using data from pre-assessments administered at the beginning of the unit to meet students' needs. Teachers will use data from the post-assessment for each unit to evaluate the effectiveness of the strategies/activities for that unit.
 - g) The first common core aligned math unit will be planned, taught and assessed by January 31st. The second common core aligned math unit will be planned, taught and assessed by May 31st

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- The school will host workshops to support understanding of meeting the common core learning standards, performance tasks in ELA and math, improving teacher effectiveness and increasing parents’ understanding of grade level math concepts and vocabulary
- The Parent Coordinator and other staff will attend regularly scheduled parent meetings (PA) to share information and respond to parent questions and inquiries.
- Parents will be trained on how to use ARIS Parent Link.

Budget and resources alignment

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

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

Tax Levy
 Title I
 Title IIA
 Title III
 Grants
 Other

If other is selected describe here:

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Funding will be allocated to provide teachers with coverage for the following purposes

- Teacher teams, including teachers of students with disabilities will work with administration and consultants from the network to deepen our understanding of the common core standards as they are embedded in the math performance task.
- Teacher teams, including teachers of students with disabilities will meet to analyze the strategies and skills students need to meet and exceed grade level expectations on the math performance task.
- Teacher teams will work together to identify pre and post unit assessments for each math performance tasks
- Once pre-assessments have been administered and scored, teacher teams will meet to analyze areas of strength and need and plan the unit using data from the pre-assessment. Planning will include grouping students, and planning lessons for specific student groups including students with disabilities and English Language Learners.

- Once post-assessments have been scored, teacher teams will meet to establish anchor papers at each performance level 1) far below; 2) approaching; 3) meeting; 4) exceeding grade level performance expectations. These anchor papers will provide teachers with benchmarks they will use to score performance tasks

Funding will be allocated to provide instructional materials as necessary, including

- Texts to be used in the unit
- Online resources
- Trips and programs related to the unit as appropriate
- Additional materials as needed

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

- By June 2013, each classroom teacher will participate in 3-6 formative feedback sessions with supervisors and/or teacher colleagues regarding the three selected Danielson competencies. 50 % of teachers will show evidence of implementation of next steps from formative feedback sessions.

Comprehensive needs assessment

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

- To deepen the work using the Danielson framework for teaching to improve effectiveness, written feedback was reviewed from the 2011-12 school year. Additional competencies were added to better support teachers in determining next steps.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,*
 - b) key personnel and other resources used to implement these strategies/activities,*
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,*
 - d) timeline for implementation.*
-
- a) Teacher teams will explore the selected competencies in the Danielson Framework. Grade level teacher teams will adjust planning and instruction toward the description of Proficient practices as described in the Danielson Rubric. Teachers will use the Danielson Rubric to support instruction aligned with Common Core Learning Standards, which includes multiple entry points for all learners including students with disabilities and English language learners.*
 - b) In teams teachers will look closely at resulting student work and use the data to plan ongoing instruction.*
 - c) Administration will schedule time for providing teachers with verbal feedback on class visits as well as giving written feedback.*
 - d) Administration will present the selected competencies for detailed examination and analysis by teachers. Administrators and staff will participate in a network supported TEI initiative designed to introduce the Danielson competencies and cycle of observations to the staff.*
 - e) Administration will work closely with teachers to identify areas of strength and need in the Danielson competencies throughout the school. Administration will report observation and feedback results to the staff in newsletters, memos and during team and faculty meetings.*
 - f) Observations and feedback will occur in 6-8 week cycles.*

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- The school will host workshops to support understanding of meeting the common core learning standards, performance tasks in ELA and math, improving teacher effectiveness and increasing parents' understanding of grade level math concepts and vocabulary
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (PTA) to share information and respond to parent questions and inquiries.
- Parents will be trained on how to use ARIS Parent Link.

Budget and resources alignment

Indicate your school's Title I status: XX 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 XX Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Meetings, discussions and feedback to teachers will take place within our current schedule. We do not anticipate allocating additional funding from the budget for this goal.
- Time during regularly scheduled faculty conference, grade meetings, common preps and inquiry meetings will be allocated to introduce and analyze the competencies from Danielson's Framework for Teaching, as well as providing verbal feedback for teachers during observation cycles.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

- By June 2013, school staff will support parents in increasing their understanding of math concepts and vocabulary. 50% of parents who participate will report an increase in their understanding of math concepts and vocabulary.

Comprehensive needs assessment

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

- Parents on the SLT reported having difficulty understanding their children's math. This limited their ability to help their children with homework and concepts at home. Math workshops and parent guides were developed to support parents in helping their children.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) key personnel and other resources used to implement these strategies/activities,
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- d) timeline for implementation.

- a) Teacher teams will meet to design grade level math workshops for parents consisting of information and activities that will enhance parents' understanding of the mathematical concepts and models, which are aligned with the common core standards that we are teaching in our classrooms. Teachers will also develop a written guide parents can refer to when working with students at home.
- b) Administration will support the math team in planning and providing a variety of materials to be used during the parent math workshops. The PTA will supply materials for workshop participants to take home. The teachers will create a survey for workshop participants designed to evaluate the effectiveness of the workshop in improving parents' knowledge and understanding of grade level math.
- c) Administration will schedule time and meet with the math team to debrief after the Parent Workshops and identify strengths and places where we can improve subsequent workshops. At this meeting teachers will analyze parents' responses to the Workshop Surveys and adjust plans for future support in response to parent feedback.
- d) The math team will plan 2 parent math workshops in the fall, one family math night in the early spring, and an additional Parent Workshop in the spring.

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- The school will host workshops to support understanding of meeting the common core learning standards, performance tasks in ELA and math, improving teacher effectiveness and increasing parents' understanding of grade level math concepts and vocabulary
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (PTA) to share information and respond to parent questions and inquiries.
- Parents will be trained on how to use ARIS Parent Link.

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.

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

If other is selected describe here:

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Funding will be allocated to provide teachers with coverage for the following purposes

- Vertical teacher teams, including teachers of students with disabilities will work with meet to plan a minimum of two workshops designed to help parents support their children in math at home. Third grade teachers will plan an additional workshop for third grade parents to introduce them to the general format and cognitive demands of the third grade ELA and math state tests.
- The vertical math team will design a variety of activities for the purpose of introducing parents to the math contained in the common core math standards.
- The vertical math team will plan the workshop and create announcements for parents. Announcements will be made through flyers sent home in the backpacks, signs posted throughout the school, calls home from Global Connect and announcements over the public address system during arrival and dismissal.
- The vertical team to create packets designed to support the work introduced in the workshops, as well as identify materials to be used in activities during the workshops.
- The vertical math team will design an exit survey asking for parent feedback on the workshop
- The vertical math team will meet to debrief about the workshops using the teachers' experience and parent feedback on the surveys to discuss – what went well, what we could have done better
- The vertical team will also create a binder to document the planning and structure of their workshops.

Funding will be allocated to maximize parent participation in the workshop.

- Babysitting and pizza for students from our after school program while their parents are at the workshops.
- Interpreters to translate for presenters during the workshops
- Coverage for additional planning time for the vertical math team to meet and prepare for the workshops (schedule, activities, packets and materials)
- Materials as needed to be used during the workshop and materials to be sent home with parents.

ANNUAL GOAL #5 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 #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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 _____ Title I _____ Title II A _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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	Fountas and Pinnell Leveled Literacy Intervention Voyager Learning Passport Program Imagine Learning Comprehension kits Additional guided reading	small group tutoring small group one to one on line tutoring small group small group	Service is provided before the school day during extended day on Wed and Thu mornings from 8:00-8:50 During the school day 30 minutes per day 100 minutes per week; some students during the school day, others during extended day or in our after school program. Extended day During the school day provided by the AIS teacher.
Mathematics	Response to Intervention Grades K-3 Grade 3	Small group classroom, afterschool,	Before School 50 min During the school day 90 min. After School 90 min
Science	Response to Intervention Grades K-3 Science Non Fiction Reading	Small group in classroom	During the school day 50 min.
Social Studies	Response to Intervention Grades K-3 Grades K-5 Social Studies Research – Non Fiction	Small group in classroom and library cluster	During the school day 50 min. and 45 min. cluster

	Reading		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	School counselor – At risk	Small group, individual	Early bird groups during extended day (Mon and/or Fri), lunch time groups and during the school day when appropriate.

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.

According to the 2011-2012 BEDS survey, 100% of our teachers were highly qualified.

Recruitment –Teachers are recruited in a rigorous process in which our hiring team, which consists of classroom teachers, at least one special education teacher, one cluster teacher, and at least one service provider takes the following actions

- Reviews resumes and identifies candidates who appear to be a good match for the school,
- Carefully screen resumes and other candidate information to ensure they possess certifications needed for available positions.
- Schedule a series of Open Houses in which current staff meet with invited candidates. Staff candidly describes their experiences working in the school discussing the rewards and challenges.
- Selected candidates are invited to interview with the hiring team. When the position is for team teaching, the team teacher will usually participate in the process even if not a member of the team.
- Selected candidates are asked to do demo lessons with the team. When the position is for team teaching, the team teacher will usually participate in the process even if not a member of the team.
- The team discusses and evaluates the demo lessons and when appropriate, recommend that the principal offer the position.

Retention – the above process contributes to our overall strong retention rates as candidates have a good idea of the school environment, culture and expectations before they begin. Teacher teams promote retention as teachers support colleagues.

Assignments – assignments are determined through best qualified (through certification and experience,) seniority and discussions between staff and administration to determine the best fit for positions and assignments.

Highly Qualified Professional Development – Our rigorous recruitment process ensures that most staff members are highly qualified. Administration supports teachers who want to acquire additional certifications such as TESOL, special education by providing opportunities to work with appropriate populations and/or tasks needed to achieve proficiency in the area of study or certification.

**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.

**LEARNERS AND LEADERS
PARENT INVOLVEMENT POLICY (PIP)**

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
PUBLIC SCHOOL 305Q
LEARNERS AND LEADERS**

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 at least twice a year;
- 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 with 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;
- complying with the school uniform policy
- 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 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;

Student Responsibilities:

- attend school regularly and arrive on time;
- wear my school uniform and or gym clothes every day;
- eat a healthy breakfast and lunch which are available at school;
- come to school prepared with materials;
- come to school ready to work and learn in collaboration with classmates and peers
- use listening skills throughout the day to follow directions and think deeply about the subjects we are learning;
- use lots of resources to discover/uncover answers to questions-conversations with classmates; and teachers, explorations using classroom materials, technology, references materials, and books;
- show learning and knowledge in different ways such as conversation, dramatization, writing, visual representation (graphs, tables, drawing) technology and other media;
- complete my homework and submit all assignments on time and ask for help when needed;
- read at least 10-30 minutes everyday outside of school 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;
- give to my parents or the adult who is responsible for my welfare all notices and information received by me from school every day;
- 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 Peggy Miller	District 24	Borough Queens	School Number 305
School Name Learners and Leaders			

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

Principal Lynn Botfeld	Assistant Principal Nicholas Bologna
Coach type here	Coach type here
ESL Teacher ESL/Margaret Skelly	Guidance Counselor Lili Feldman
Teacher/Subject Area ESL/Melissa Evans	Parent type here
Teacher/Subject Area ESL/Margaret Padua	Parent Coordinator Michelle Lopez
Related Service Provider type here	Other type here
Network Leader type here	Other type here

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	4	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	342	Total Number of ELLs	87	ELLs as share of total student population (%)	25.44%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. When parents enroll their children at Learners and Leaders, one of the certified ESL teachers assists in the completion of the HLIS in English and their native language. A licensed ESL teacher administers the LAB-R and the Spanish LAB-R to those students who qualify. Students not passing the LAB-R exam, as determined by the ESL pedagogue, will receive ESL services. To evaluate students growth using the NYSESLAT, the ESL team works together to ensure that all four components of the NYSESLAT are administered to all eligible students. An ESL provider prints the RLAT ATS Report to determine who needs to take the NYSESLAT. The ESL team creates a testing schedule to ensure these students are scheduled to take all parts of the NYSESLAT. We then create an initialed checklist to ensure all four modalities are completed within the testing window. Students are pulled from their classrooms by grade level, into a separate classrom where they take each section of the NYSESLAT. No student completes more than one section of the NYSESLAT in a single day.

2. We then set up a Parent Orientation within ten days of the student's enrollment. We send home letters in the family's home language and also send home a flyer as a reminder in their home language with visual supports. The meeting is held and the parents are shown the orientation video in their home language to explain the three program choices. A group discussion is then held to allow ESL teachers to answer all questions and concerns. Parents are made aware that all programs are available to their children and if the numbers allow for a particular model, the school will create a classroom to meet their program selection. If there is any further support needed the ESL providers Melissa and Margie will meet individually with families to help support their program selections. An additional parent orientation is scheduled for for parents who were unavailable for the original presentation.

3. We ensure that all students who are tested into ESL by the LAB-R receive entitlement and continued entitlement letters in their home language. ESL teachers produce these letters and distribute them to classrooms, placing them in student take-home folders. Copies of every entitlement letter sent home are kept both electronically and hard copied. To ensure completion of parent survey and program selection forms, we make phone calls to each family with the support of Michelle, our parent coordinator, to set up one-on-one conferences if necessary. If a parent did attend the orientation but chose to take their program selection form home to complete, we follow up with that family.

4. We administer the LAB-R and Spanish Lab-R (if needed) and then if the student is eligible for ESL services we begin communication with families in their native language. A Parent Orientation is set up and the program selection is made. Once a selection is made, Placement Letters are distributed to the students in their home language. Our Placement Letters are distributed by our ESL providers and placed in take home folders. The ESL providers Melissa and Margie then tally the results of the program selection form and ensure all students are placed in the instructional program of choice. Continued entitlement letters and Non entitlement letters in the students' native language are produced by the ESL team and distributed to classrooms where they are placed in take-home folders. All letters are copied and placed in a binder for our records.

5. The trend for the past four years has overwhelmingly been in favor of the Freestanding ESL Program. The 2011-2012 current parent choice results show that 9 parents request free standing ESL as their first choice, 2 parents request Bilingual, and 1 parent requests Dual Language. For the 2010-2011 school year 19 parents chose free standing ESL and 1 parent chose Dual Language. There were 0 requests for Bilingual Education.

6. Yes, our program model is aligned with our parent requests, as we offer Freestanding ESL for grades kindergarten through third grade.

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained		1												1
Push-In	13	17	21	15										66
Total	13	18	21	15	0	0	0	0	0	0	0	0	0	67

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	85	Newcomers (ELLs receiving service 0-3 years)	68	Special Education	21
SIFE	0	ELLs receiving service 4-6 years	17	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

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	
Dual Language										0
ESL	68	0	12	17		6				85
Total	68	0	12	17	0	6	0	0	0	85

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	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	15	28	14	14										71
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2	1	2	2										7
Haitian														0
French														0
Korean														0
Punjabi		1												1
Polish	1	3												4
Albanian														0
Other		1		1										2
TOTAL	18	34	16	17	0	0	0	0	0	0	0	0	0	85

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. Learners and Leaders is using a Push In model that allows for collaborative teaching and is also departmentalized for ESL through Drama and Art. During Push In, the ESL teacher is able to model specific strategies for working with the ELLS so the classroom teacher can incorporate them during other times. Where possible there are co-planning periods for the teachers to meet in order to maximize English language acquisition for the ELLs. Students that scored at the beginner and intermediate level on the LAB-R are receiving 360 minutes per week and our advanced students are receiving 180 minutes. The program models are heterogeneous. At Learners and Leaders, we have one self contained ESL class in the first grade. This class is taught by one of our certified in ESL providers.
2. Learners and Leaders has four fully licensed ESL providers who collaborate to meet the mandated number of minutes through push-in, co teaching, Drama and Art. During our push-in and co-teaching we work on language through reading and writing. The Drama teacher addresses the ESL standards by involving the students in small skits and reenacting characters in literature and theatre that relate to themes in the Social Studies Scope and Sequence. Drama focuses on engaging students through a variety of collaborative activities to create and respond to literature connected to the Social Studies Scope and Sequence. She presents text both orally and in written form.
3. Our ESL providers Margie, Melissa, and Maggi push-in to service our ELL students during various content areas. In addition to pushing-in, Maggi and Margie provide and Drama and Art to our students that incorporate the Social Studies Units for each grade. All providers use multiple strategies including visual support and total physical response (TPR). At Learners and Leaders, we have one self-contained ESL class in first grade. This class is taught by one of our certified in ESL providers, Katie. Katie provides instruction in all content areas, incorporating ESL methodologies and pedagogy throughout the day. To best serve this large group of ELLs, Melissa provides additional push-in support one period daily, during the writers' workshop.
4. At Learners and Leaders, all Spanish-speaking students receive the Spanish Lab-R at the time of registration from a liscensed ESL teacher who is fluent in Spanish. In regards to our Special Education protocol, all of our ELLs that are being evaluated for support services (i.e.- speech, OT, counseling, etc.), are assessed both in their home language and in English.
- 5) a) N/A
 - b) Given that our school is an early childhood school, the vast majority of our ELL population has been in US schools for less than three years. Given their lack of exposure to English, we provide them with extra visual support, opportunities to build academic vocabulary, and exposure to cultural stories, song and traditions. We aim to provide these supports throughout all content areas.
 - c) As of October 2011, we have seventeen students who have been receiving ESL services for more than three years. Of these seventeen students, eight have IEPs. Given the results of the 2011 NYSESLAT and other assessment, these students are receving focused instruction on their particular areas of need, reading and writing.
 - d) N/A
- 6) Teachers at Learners and Leaders use a variety of methods to support ELL-SWD through the content areas. To support literacy, we have implemented the use of Imagine Learning, a computer-based program that builds gateway literacy skills through a variety of modalities. To support writing development and Social Studies content, teachers are using Picturing America. Picturing America is a teaching tool that exposes our students to American History and traditions through art. Finally, our comprehensive implementation of

A. Programming and Scheduling Information

Thinking Maps supports our ELL-SWD by providing a consistent representation of thinking through all contents, including literacy, physical education, etc.

7) In an effort to provide our ELL-SWD with language support in different content areas, our school provides students with Drama and Art classes taught by ESL-licensed teachers. In Drama and Art, our students are able to use the dramatic and visual arts to explore social studies themes and at the same time build their English-language 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				
Social Studies:				
Math:				
Science:				

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

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

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

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

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.

across the program models. Please note that native language support is never zero.			
Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. Our targeted intervention programs for ELLs includes a school-wide implementation of Thinking Maps. Thinking maps provide ELLs with visual supports for their thought processes. We are implementing them throughout the school to provide consistency for our ELLs and students with special needs. In addition, we have recently purchased the literacy intervention program, Imagine Learning. This program provides personalized literacy intervention for students.
9. Students who recently reached proficiency on the NYSELAT will receive transitional support by being placed in classrooms with mandated ELLs which allows for the children to receive support when needed from our Push-In ESL Program. ESL teachers scaffold and continue to use ESL methodologies with all children in the classroom. All students including ELLs are eligible to attend the YMCA afterschool program which offers additional guidance to complete homework and build language.
10. Having been successful with a small target group last year, Thinking Maps will now be used on all classes. Furthermore, we have started a new partnership with the New Victory Theatre, to provide our students with further cultrual exposures. Finally, our second grade class will be receiving weekly swimming instruction.
11. In an effort to provide additional Science support to our entire school population, our Dance cluster position has been replaced by a Science cluster position. Our first and third grades will continue to receive dance instruction through our partnership with the New York City Ballet.
12. Every program in our school is open to all children including our ELLs and Special Education students. We have the YMCA afterschool program and an afterschool NYSELAT Test Prep. We also have family activities on the weekend that invite all of our students with their extended family and siblings to engage in art or take trips to cultural landmarks, museums, and attractions in New York City.
13. The instructional materials that are used to support ELLs include Everyday Math Differentiation Handbook, Houghton-Mifflin Social Studies Program for Grade K-2 (which include lessons designed specifically for ELLs), and FOSS Science for Grades K-3. These are in addition to the many teacher-created tools, which include of many visual and language supports. We also have SmartBoards and Elmos available to all teachers to create interactive lessons that contain media such as graphics, video, and sound clips. Every classroom is equipped with computers for all students to utilize throughout the school day.
For native language support, our FOSS Science program has materials available in Spanish for both instruction and assessment. Our Science cluster is a fluent Spanish speaker.
14. Native language support is provided through our newly purchased program Imagine Learning. In this program, teachers have the option of allowing students to hear instructions in both English and their native language. This program is used in our freestanding ESL program, including our push in and self contained classes. Our school does not have dual-language nor a transitional bilingual program. Many of the teachers, paraprofessionals and support staff in Learners and Leaders speak Spanish, which is the main home language of our student population.
15. As an early childhood school community with grade kindergarten to grade three all staff and resources are aligned with ELLs ages and grade levels. As a staff we strive to make sure every student, including our ELLs, have the resources they need to progress academically, socially and emotionally.
16. N/A
17. None

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. Professional Development at Learners and Leaders is an ongoing part of our goal to grow as professionals and ensure we learn how to meet the needs of all students. The ELL providers have participated in many professional developments this school year including Thinking Maps, Teachers' College, and common core standard professional developments. All information learned at any professional development is turn-keyed between all of the ELL providers and the classroom teachers. All content-areas are supported by our involvement in the Thinking Maps program. Thinking Maps are being used in every content area to support comprehension and processing. For literacy, we are partnering with Teachers' College Reading and Writing project. All staff including teachers of non-ELLs will be receiving training from the Teachers' College ESL specialist and Giuvela our Network specialist. For Math, our network specialist Liz Fischer will be working with our classroom teachers to create open-ended tasks to build math language. Please see the attached calendar for the specific dates of these workshops.

2. Our school arranges a visit to PS 81, the school that the majority of our students will attend for fourth grade.

3. At Learners and Leaders we offer continued ELL training for all faculty members during our monthly planning periods and faculty conferences. We also offer support during professional development days where we turn key new strategies learned during ELL professional workshops.

This year all teachers, including non- ELL teachers at Learners and Leaders will receive the 7.5 hours of ELL training from two sources. Giuvela our ESL Network Specialist and our ESL Specialist from Teachers College will be providing professional development throughout the year. Each day they are scheduled to work with us, every teacher will receive 2 periods of training, which is 1 hour and 40 minutes of training. We have the following dates scheduled:

Giuvela- ESL Network Specialist 11/3/2011...more dates to be scheduled

Teachers College ESL Specialist 12/19/2011, 1/10/2012, 4/24/2012, 6/4/2012...with one more day to be scheduled.

We currently have 5 dates set up totaling over 8 hours of professional development to be offered for all staff including non-ELL teachers.

E. Parental Involvement

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

1. To foster parental involvement in our school we have an open door policy for all parents. All parents are welcomed and encouraged to participate and be familiar with all content instruction and add to their child's learning goals by offering at home and in school support. Specifically, we offer parent workshops in literacy to help our parents build their literacy skills at home. Parents are strongly encouraged to attend field trips. We provide family weekend outings organized by our ESL teachers, to help our families explore and learn about areas outside our community. We hold Art and Crafts Saturdays at our school where families can come to our school and participate in an arts activity. Translation is always provided in all of our parent involved activities, either through fluent speakers of Spanish on our staff or through the use of the Department of Education Translation phoneline.

2. We also partner with Community Based Organizations to support our ELL families. We currently partner with Citizens for a Better Ridgewood and the YMCA. The YMCA program provides a free after-school program to all students who register. The members of the Citizens for a Better Ridgewood and the YMCA staff are available for all parents, including ELLs, to offer information and support to gain access to our Ridgewood community and their support programs. This year our school proudly offers to all members of our community an adult ESL program. This program is offered through the NYCDOE Office of Adult Education.

3. We evaluate the needs of our parents by keeping open communication through individual meetings, letters home and parent meeting with parents of ELLs. The classroom teachers also communicate with both the parents and the ELL providers regarding any questions or concerns. During parent-teacher conferences the classroom teacher will refer the ELL parents to the ELL providers for additional information about their child's ESL progress. School administration and the staff use the data provided by the NYC DOE Parent Survey to determine the effectiveness of our current parent programs and communications. In addition to the normally scheduled parent-teacher conference, we provide two additional evenings for parents to visit our classrooms and learn about our programs. One evening is specifically for the classroom teachers, in which parents are informed about their child's upcoming school year and given an opportunity to ask questions. The other evening is for our out of classroom teachers to discuss the school's programs and supports outside the classroom. The parent coordinator Michelle has the parent room open daily for all parents and will call an ELL provider when an ELL parent has a specific language concern. The parent room provides internet access to all parents for their individual needs including researching ELL information from the DOE website. For all parent events, we have fluent Spanish speakers available for translation assistance in addition to the NYC DOE translation phoneline.

4. We evaluate the needs of our parents by keeping open communication and encouraging individual meetings between parents and teachers of ELLs. The classroom teacher also communicates with both the parents and the ELL providers regarding any questions or concerns. During parent-teacher conferences the classroom teacher will refer the ELL parents to the ELL providers for additional information about their child's ESL progress. School administration and the staff use the data provided by the NYC DOE Parent Survey to determine the effectiveness of our current parent programs and communications. In addition to the normally scheduled parent-teacher conference, we provide two additional evenings for parents to visit our classrooms and learn about our programs. One evening is specifically for the classroom teachers, in which parents are informed about their child's upcoming school year and given an opportunity to ask questions. The other evening is for our out of classroom teachers to discuss the school's programs and supports outside the classroom. The parent coordinator Michelle has the parent room open daily for all parents and will call an ELL provider when an ELL parent has a specific language concern. The parent room provides internet access to all parents for their individual needs including researching ELL information from the DOE website. For all parent events, we have fluent Spanish speakers available for translation assistance in addition to the NYC DOE translation phoneline.

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	15	7	1										30
Intermediate(I)	8	15	5	9										37
Advanced (A)	3	4	4	7										18
Total	18	34	16	17	0	0	0	0	0	0	0	0	0	85

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0										
	I	7	2	0										
	A	12	11	4										
	P	15	3	13										
READING/ WRITING	B	15	7	0										
	I	14	5	9										
	A	4	2	7										
	P	1	2	1										

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	5	0	0	6
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		2		0		6
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 (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. Learners and Leaders uses ECLAS-2, Fountas and Pinnell, and Foundations to assess the early literacy skills of our ELL population. ECLAS-2 provides a clear individual profile of each of our student's phonetic awareness. The data shows a need for additional support with both rhyme recognition and rhyme generation. It also highlights the need for additional support with letter and sound recognition and initial and final consonant sounds. Using this data we will service our ELL students with an extra session of Foundations in a small group setting. The Fountas and Pinell Reading Running Records will be used to form guided reading groups and small group strategy lessons. This information has informed our school of the continued need for support with phonetic awareness to help students become lifelong readers and writers.

2. According to the LAB-R data for 2011-2012 there are seven students who tested as beginners, eight students who are intermediate, and four students who are advanced. Our NYSESLAT data across first through third grade shows a consistent pattern of students testing as Proficient and Advanced in the speaking and listening modalities. However, they tested at much lower levels in Reading and Writing.

Our first grader NYSESLAT scores for listening and speaking show that seven students are intermediate, twelve students are advanced and fifteen are proficient. In reading and writing our first graders are struggling. We have fifteen students who are beginners, fourteen who are intermediate four who are advanced and one who is proficient.

Our second grader NYSESLAT scores for listening and speaking show that there are no beginners, two intermediate, eleven advanced, and 3 proficient. In reading and writing we have seven students who are beginners, five intermediate students, two advanced students, and two proficient students.

Our third grade NYSESLAT scores for listening and speaking have no students who are beginners or intermediate, four advanced students and thirteen proficient students. In reading and writing we have no beginners, nine intermediate students, seven advanced students and one proficient student.

3. The patterns noted across the NYSESLAT modalities will be addressed in a number of ways. We have implemented the Teacher's College Reading and Writing program across the school in an effort to provide consistent and rigorous literacy instruction across the grades. In addition, Imagine Learning will provide our lower-level students support in reading comprehension. The ESL push-in providers are focusing their small-group instruction on reading and writing skills.

Due to the fact we have no beginners and only nine intermediate students in listening and speaking and we have twenty two beginners and nineteen intermediates in reading and writing. We will be focusing our ELL instructional support in reading and writing. In Kindergarten and first grade Melissa is providing push in support during the literacy block daily. In second grade Margie is providing push in support during literacy three times a week for two periods. For the third grade general education class Maggi provides two consecutive periods three times a week during readers' and writers' workshop. For our third grade ICT class Maggi provides three periods of support during writers' workshop and Melissa provides four periods of support during math focusing on comprehension of word problems and writing mathematical explanations.

4. a. The pattern across proficiencies and grades shows the greatest need is in reading and writing. Our ESL providers Melissa, Maggi, Margie and Katie look at the NYSESLAT Modality data. The data shows that we have zero students in grades 1-3 at the beginner level of listening and speaking, nine students at the intermediate level in listening and speaking, twenty seven at the advanced level, and 31 testing proficient. In contrast, we have twenty two students testing at the beginner level in reading and writing, twenty eight students at the intermediate level, thirteen at the advanced level and only four testing proficient. In addition to the modality data we looked at the RNMR and identified the three students who tested proficient in reading and writing and not proficient in the specific modality of listening. These

students will be provided with extra opportunity to listen to books on cd.

As a school who currently only offers ESL we do not have writing samples in their native language to compare to.

b. Much like our use of the NYSESLAT results, we are using the periodic assesment to determine how we should tailor our push-in instruction to meet the specific needs of our students.

c. N/A

5. N/A

6. Each year we look at the individual growth of each of our students and reflect on our programs and methods of instruction. As a new school, with three years of data we have seen some of our students test at proficient levels on the NYSESLAT. We will continue to track data to determine the success of our programs and make any changes we find necessary for the success of our ELL population. This year we have made programming changes for our ELL support as explained below.

As our school is growing we have decided to make a more focused effort to address our ELL students. We noticed in order to be in compliance, as well as concentrate our time and efforts with the ELL students and classroom teachers, it would be best to have two ELL classes per grade. This includes one general education class with ELL students and one ICT class with the ELL students with IEPS. We also have two self contained special education classrooms with ELL students. This change allows for consistent push in support with reading and writing workshop as well as reading and writing in the content areas. Our NYSESLAT data indicated a need for additional support specifically in reading and writing. Our support is now targeted to ensure that our students will show a greater increase in their NYSESLAT results and all classroom assessments, as well as standardized tests.

Our NYSESLAT results for some students was extremely successful shown by 17 students testing at the proficient level out of 83 students tested, in addition to fourteen of our ELL students increasing atleast one level on the NYSESLAT. Our ELA Results in the third grade showed a need for additional supports, especially in the area of writing. We now have all three providers working with the third grade. Maggi and Melissa are providing push in support for reading, writing and/or math. In addition, Margie is using the visual arts to support the Social Studies curriculum, focusing on content vocabulary.

Katie, one of our ELL providers, now has a self contained first grade ELL class. She will be using ELL methodology daily along with having one period daily of additional ELL support from Melissa as a Push In.

We are anticipating great success in all ELL classrooms with our new programing decisions.

Here is our data to support our program changes:

School year 2010-2011

We had 4 Kindergarten classes, all containing ELL students with numbers ranging from 7-14 ELLs per class.

In first grade out of four first grade classes, three contained ELL students ranging from 6-8 ELLs per class.

In second grade three out of four classes contained ELL students with numbers ranging from 4-8 ELLs per class.

We only had one third grade with 7 ELLs.

School year 2011-2012

We have 4 K classes, with two classes containing ELLs. The general education class has 16 ELLs and the ICT has 2 ELLs.

We have 4 1st grade classes, one self contained ELL class containing 24 ELLs and an ICT class containing 9 ELLs.

We have 4 2nd grade classes. The general education class has 9 ELLs and the ICT class had 5 ELLs.

We have 3 third grade classes. The general education class has 11 ELLs and the ICT class has 4 ELLs.

Additional Information

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

Paste additional information here

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q** School Name: **Learners and Leaders P.S.305**

Cluster: **207** Network: **Children First Network**

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.

Learners and Leaders data analysis indicates that students come from diverse linguistic backgrounds. According to our most recent school demographics, our enrollment has increased to 392 students with a home language breakdown consisting of 48 % English, 45% Spanish, 2% Polish, 3% Arabic, and 2 % of our students having languages of Pilipino, Pashto, Malayalam, Urdu, Vietnamese, Punjabi, Hindi, and Italian.

In order to assess the needs for written translation and oral interpretation of our parents the school staff utilizes numerous sources which includes ATS, the Home language Survey, office staff registering students, teachers, Parent Coordinator and school nurse.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We found that 52% of the parents who do not speak English as their dominant home language, as identified by their Home Language Identification Survey, need translation and interpretation support to read or speak in English. The findings indicate that the school needs to translate all documents from English to Spanish, since we have 45% of our families who speak Spanish as their dominant home language. The teachers of students with a language other than Spanish and English have been made aware of the DOE translation and interpretation services and use this service when necessary. All teachers and parents have also been made aware that interpreters are always available for meetings and conferences.

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.

In order to meet the needs of our students and parents as identified in Part A, all school communications will be sent home in English and Spanish. Written translation is provided in-house by a school staff member or by the DOE Translation Unit. The school will provide timely translations and distribution of important communication in both Spanish and English. To ensure that materials are translated in a timely manner, in-house staff will translate all English materials to be sent home into Spanish. Both the English and Spanish document will be sent home at the same time with all students. A folder will be maintained of all translated materials and will be reviewed by the Principal to ensure that materials are distributed in a timely manner.

For our students and parents who speak/read a language other than English and Spanish we will offer translation services for all documents by attaching in their native language a document that states "To obtain a translation of this document in [language] please see a staff member."

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 in Spanish will be available at all PA meetings, Parent-Teacher Conferences, parent workshops, parent orientation meetings, parent phone calls, student performance and individual conferences with parent/teachers requested by either the parent or teacher to insure that parents receive and understand important information about their child's educational needs. This oral interpretation will be provided by in-house school staff. In the event that a staff member is not available, the DOE Translation Unit will be contacted on a timely basis to request their services.

For students from homes where another language is spoken (other than English or Spanish), classroom teachers work with the parents to explain all important messages about upcoming events, curriculum, etc. Typically, classroom teachers use the DOE over-the-phone translation services or parent volunteers to assist in communicating these important messages.

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>.

Learners and Leaders will fulfill the Chancellor's regulations A-663 for translation and interpretation services by posting signs at the Main Entrance of the school in all languages provided by the DOE Translation and Interpretation Unit support materials. The posted signs will explain to the parents the availability of translation services that will be provided by the DOE.

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: 305	DBN: 24Q305
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: 89
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 3
of content area teachers: 3

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:

This year, Learners and Leaders will have a fifteen week after school program to prepare our students for the NYSESLAT and all of our students' literacy goals in reading, writing, listening and speaking. The program will begin in early December and will be completed in May prior to the NYSESLAT. For the first ten weeks of the program, we will be working in small groups using data from the school day and the previous years NYSESLAT test scores to guide our instructional goals. For the remaining five weeks of the program we will continue our small group work and begin test prep as well. Students will become familiar with the format of the test and the rubrics used to grade their work.

We have decided that Kindergarten students will receive instruction one day a week for 1.5 hours and Grades 1, 2 and 3 will receive instruction two days a week, each day for 1.5 hours totaling 3 hours. Students will be grouped based on their academic needs. This year is the first year we have included third grade in our Title III program. We have noticed that even with the test prep offered for the State Exams to all of our third grade students our ELLs still require additional supports. Since all of our ELL students are in the ESL Program, instruction will be given in English.

The program will consist of a thematic unit of study in a high interest topic (Oceans, Rainforest, Plants). We have decided to create these units of study to build background knowledge and schema while supporting nonfiction literacy. With the emphasis on non-fiction literature in the Common Core Standards we felt this important to incorporate into our Title III Program for ELLs. The materials we will be using are literature from leveled libraries, videos tied to our theme, poems and songs, Foundations, books on cd, NYSESLAT Test Prep workbooks and other resources and realia that support early literacy development. Our students will also use our new Imagine Learning program, which can be used in both English and the home language. This program will help track the students progress. There will be six teachers involved in this program and three are ELL licensed. The teachers who are not ELL certified will receive training and coteach with our three ELL certified teachers (Melissa Delmonte, Kathlyn Clark, and Margaret Padua).

Part C: Professional Development

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:

The three ELL- licensed providers (Melissa Delmonte, Kathlyn Clark, and Margaret Padua) will be training the other three Title III Program teachers prior to and during the fifteen week program. We will meet initially to review the goals of both the program and explain the NYSESLAT exam. Topics that will be covered are the components of the NYSESLAT test, rubrics used when grading them, skills to focus on based on their group's current data from both their classroom teacher and their previous years NYSESLAT scores. The ELL providers will also lead the planning of the unit of study. Melissa Delmonte will lead the training and planning for grades K and 1, Margaret Padua will lead the training and planning for grade 2 and Kathlyn Clark will lead the training and planning for grade 3.

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:

To invite the students to participate in the program the parents of ELLs will receive notification in English as well as translated in their native language. The three ELL providers will also work together to plan parent workshops to share with the parents the goals of the program. We will hold separate workshops for families of Kindergarten, Grade 1, Grade 2, and Grade 3. Workshops will be held prior to the program start date to answer any questions and share the topic of the thematic unit to be explored. Just like the professional development with the teachers, we will review with parents the goals for their children for reading, writing, listening and speaking. We will offer strategies for the parents to assist them when working on these goals at home. The parent workshops will have a translator and materials will be available in English and their native language.

We also have an Arts and Crafts Saturday program throughout the school year, where all students are invited to join us with a family member to complete craft activities. The activities are used to help build vocabulary and language. Teachers volunteer to come support the children and their families in completing the projects. We always have an amazing turn out. Pizza and refreshments are served for lunch after the craft activities are completed. The students and families enjoy engaging in conversation

Part D: Parental Engagement Activities

with the staff while completing a fun hands on project.

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		