



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE TOTTENVILLE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R001

PRINCIPAL: GRACE SILBERSTEIN

EMAIL: GSILBER@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

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
Grace Silberstein	*Principal or Designee	
Patti Vitucci	*UFT Chapter Leader or Designee	
Lorraine Daly	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
n/a	CBO Representative, if applicable	
Amanda Gerardi	Member/Teacher	
Marianne Shenton	Member/Teacher	
Lisa Zuffante	Member/Teacher	
Darlene Loren	Member/Parent	
Linette Walla	Member/Parent	
Danielle Kutner	Member/Parent	
Michelle Moyle	Member/Parent	

** 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.

Students in grades K-5 will write a non-fiction piece that includes an opinion with relevant support which will focus on the content areas of Science and Social Studies.

65% (331) of 518 students will complete a Common Core Learning Standards aligned task that meets standards by June 2013.

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.

After reviewing the CCLS in ELA for writing it was determined that much emphasis is placed on the reading and writing of non-fiction texts. Persuasive writing that includes opinion and text support is one of the standards that are a focus of the Common Core Learning Standards. It was determined by analyzing students' writing pieces that students needed to strengthen their persuasive writing techniques with an emphasis on using research to support their opinion.

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.

Activities:

1. Teachers will participate in ongoing professional development of the Common Core Learning Standards during their common planning periods with the support of the administration.
2. Teachers will utilize the professional development series by Tony Stead provided by the network to spearhead this goal. The workshop focused on writing and some of the strategies began to be implemented during the previous school year. Resources from that workshop have been purchased to further implement these units.
3. Pre-tasks and post-tasks along with rubrics have been created to evaluate the effectiveness of the units.
4. Teachers have collaborated to revise unit assessments to align to the CCLS. Item Analysis checklists have been created to align to the assessments in order to examine student data. Student work will be analyzed at grade level meetings to assess student progress.
5. I-PADS have been purchased for every teacher as well as 5 IPADS for each Kindergarten and First grade class to incorporate the use of technology in the units. These tools will assist students and staff to gather research to include in writing pieces.
6. All teachers will participate in the analysis of student work through regular team meetings and discuss student strengths and needs. Teachers will discuss best practices and keep an ongoing log of strategies that were successful in order to evaluate effectiveness.
7. Parents will continue to receive information regarding the CCLS through mini-workshops at PTA meetings as well as attend publishing parties and portfolio day to share student work. Parent workshops will be conducted to keep parents informed of the instructional shifts to support student learning. The Engage NY website has been shared with parents to increase awareness of what students are expected to be able to do.
8. The ELL teacher will be pushing in to classrooms to provide support to ELLS.
9. The use of the Linda-Mood Bell program will be utilized as in intervention tool to assist students with disabilities. The program will be used by Special Education teachers as well the RTI team to evaluate student progress.

10. Implementation will take place throughout the 2012-2013 school year.

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.

Parents will be invited to publishing parties and/or portfolio days to review this work.
Students will be invited to volunteer at PTA meetings to share their work and reflections.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- 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).
- Fair Student Funding (Tax Levy), NYSTL allocation for books, etc. and human resources will be used to implement this action plan.
- Professional instructional materials to support curriculum development during the regular school day purchased with OTPS funds.
- Full time ELL teacher will be utilized to support ELLS.
- SETSS and ICT teachers will support students with disabilities.
- RTI team will provide additional supports to students in Tier 2 and Tier 3.
- Network will provide support through professional development using allocation of PD hours.

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.

Improving teacher quality effectiveness through training on the common core standards for mathematics.

Teachers in grades K-2 (13) will become familiar with and implement the Math in Focus program that aligns to the CCLS in math.

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.

After reviewing the new scope and sequence for mathematics as well as the Citywide Instructional Expectations it was determined that changes needed to be made to the current math curriculum. In addition a review of the progress report indicated that although 87.8% of students were scoring a level 3 or 4 only 58% were making progress. This indicated a need to evaluate the current math program.

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.
1. Teachers of grades K-2 will be provided with ongoing professional development throughout the school year through the network CEI-PEA in conjunction with the Math in Focus staff developers.
 2. The math specialist for the network will provide in class support throughout the year as well as provide professional development in the school.
 3. Professional instructional materials will be provided to support the implementation of the program.
 4. Teachers will work with the Assistant Principal to checklists to monitor student progress and evaluate the effectiveness of the program.
 5. Teachers will collaborate during grade level meetings as well as after school to develop reteach assessments to monitor students who do not show mastery of the required content.
 6. Additional opportunities to earn per session for curriculum planning and task design will be provided.
 7. Student work will be analyzed using a protocol to determine student growth.
 8. Checklists will be collected and analyzed to determine student strengths and needs. Trends will be noted and professional development will be aligned to meet the needs of teachers and students.
 9. Sample tasks from the program that exhibit the qualities of meeting Common Core Standards will serve as exemplars.
 10. Implementation is ongoing for the 2012-2013 school year.

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.

Parent workshops will be provided through PTA meetings to discuss the program as well offer strategies to support learning at home.

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- 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).
- Allocations from Fair Student Funding will support the coordination of this goal.
- Professional materials to support the program will be used through NYSTL funding as well as OTPS.
- Per Diem/per session funds to support curriculum development, professional development and the creation of assessments and tasks aligned to CCLS

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.

All teachers of grades 3-5 will revise Everyday Math Curriculum using guidance from the DOE scope and sequence to reorganize math content to teach fewer topics and allow time to focus on the major work of the grade.

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.

The citywide instructional expectations for 2012-2013 indicate the need to reorganize math content to teach fewer topics and allow for more time to focus on the major work of the grade. The progress report indicated that 58% of students made progress in mathematics. The New York State Math test will align to the CCLS this school year. In order to prepare students there is a need to revise the current program using the scope and sequence guide to align our instruction.

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.
1. Teachers began to review and analyze the scope and sequence in September on the first professional development day.
 2. Teachers will work collaboratively in grade level teams to align the units in Everyday Math to the DOE guide during common prep periods as well as during extra professional development periods monthly. The Math in Focus program that is being implemented in grades K-2 will be used as a resource to assist in providing extra lesson support as well as for assessment planning.
 3. Teachers will align selected standards as indicated by the CCLS alignment guides to the Everyday Math program.
 4. Teachers will revise assessments based upon the CCLS.
 5. Teachers will create checklists to monitor class progress.
 6. The administration will support teachers in aligning the curriculum during common preps as well as provide opportunities for per session to create checklists, curriculum maps, and assessments.
 7. The network support team will provide support via the math specialist.
 8. The Core implementation team will support staff by providing ongoing collaboration with grade level teams.
 9. Implementation will be ongoing throughout the 2012-2013 school year.

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.

- CCLS standards in Math will be made available on the school website so that parents are aware of the goals for each grade.
- Engage NY website will be shared with parents to use as a resource to see sample state tests.

Budget and resources alignment

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

If other is selected describe here:

Service and program coordination

- 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).
- Allocations from Fair Student Funding will support the coordination of this goal.
- Professional materials to support the program will be used through NYSTL funding as well as OTPS.
- Per Diem/per session funds to support curriculum development, professional development and the creation of assessments and tasks aligned to CCLS



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	Linda Mood Bell Foundations After school test prep Acuity Instructional Resources Raz Kids Test Ready online program	Small group Small group/one-to-one Small group/large group Small group Small group Small group/one-to-one	During the day During the day After school During the day During the day During the day
Mathematics	After school test prep Acuity Instructional Resources Test Ready online program	Small group/large group Small group Small group/one-to-one	After school During the day During the day
Science	Test prep books used for at-risk students Trade books at varying reading levels	Small group	During the day
Social Studies	Additional trade books were purchased at varying reading levels to address student needs.	Small group	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance counselor, school psychologist, social worker	Small group and individual	During the day

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.

- Administrative staff regularly reviews resumes of substitute teachers that are possible highly qualified candidates for teaching positions.
- The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and new teachers

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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
2012-13**

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 Debra Maldonado/Nancy Ramos	District 31	Borough Staten Island	School Number 001
School Name The Tottenville School			

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

Principal Grace Silberstein	Assistant Principal Nicole Sini
Coach	Coach type here
ESL Teacher Amanda Gerardi	Guidance Counselor Tamara Valles
Teacher/Subject Area Patti Vittucci/SETTSS	Parent type here
Teacher/Subject Area	Parent Coordinator Cathy Garbie
Related Service Provider Judy Brooks	Other type here
Network Leader Nancy Ramos	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	1	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	544	Total Number of ELLs	23	ELLs as share of total student population (%)	4.23%
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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 first come to the school they are greeted by the secretary, she then calls the ESL teacher to meet with new parents and informally interview them. Parents are given the HLIS to be filled out. During this time the ESL teacher determines whether or not a student will be tested based on the HLIS and the interview with the parent. If the parent is in need of an interpreter, we set up an appointment to have a formal interview and explain the process which will take place. If a student is eligible for testing an entitlement letter is sent home to the parent letting them know that their child according to the LAB-r will now be receiving services. If the child is not eligible a non-entitlement letter will be sent home letting the parents know that according to the LAB-r their child will not be receiving services. If the HLIS indicates that the home language is Spanish and the child is given the Lab-r the child will also be administered the Spanish LAB. A translator is hired to administer the exam to the students.

The first week of school the ESL teacher looks at the NYSESLAT scores from the spring before. According to the scores the ESL teacher sends home letters to the parents informing them that their child will either be continuing with services or not due to the NYSESLAT (continued entitlement letter or non-entitlement/transition letter). In the spring the ESL teacher runs the ATS reportRLAT, to determine which students are eligible for NYSESLAT testing. During the testing period a checklist is used to ensure that all eligible students are given all four parts of the test.

2. Within the first ten days of school we have a parent orientation meeting and invite all parents whom have students that are eligible for services. Having already interviewed with the parents we are aware of anyone in need of an interpreter, if there is a need we hire one for the meeting. During the meeting we introduce the ESL teacher and the parent coordinator; we want parents to feel comfortable about coming to us if they have any concerns or questions in the future. We also play the orientation video in as many languages as needed. During the video we allow parents (while they are waiting) to ask any questions. When everyone has viewed the video we then go over the parent survey and program selection forms. Parents are informed that the choice is up to them. Our school as of now only have ESL; if they want another program we will do our best to find them a school that can accommodate them. We also inform them know that we keep these forms on file and if at any time there are 15 students in two consecutive grades requesting the same program we will inform them and a program may be started. Our parent orientation is an ongoing process. When a new student enters the school the parent fills out a HLIS and an interview is conducted. If the child is entitled, the ESL teacher will test them and set up a parent orientation. If at any time during the school year an opportunity to open a TBE/DL class arises the parents will notified via phone and/or a letter home to inform them.

3. All parents receive an entitlement letter either in English or their native language the same week in which we assess the students. The parent survey and the program selection forms are filled out at the end of the orientation meeting. If a parent is not able to attend we set up a one on one meeting to explain the process and the three programs available. If the parents work during the day and they can not come to school we have a phone meeting and send the forms home to be filled at. We also have a follow up phone meeting to make sure they understand the forms and to ensure that the forms are returned. As per CR part 154 if we can not get a form returned for the student and we have outreached to the parents every way possible the default for the student is TBE.

4. We use the parent survey and the program selection forms to decide which program the child will be placed in. Our school only offers ESL and our parents usually choose this as their first choice. We do however make them aware that in the future if the opportunity presents itself for us to open either a bilingual or dual language program they will be notified. The LAP is a living document. It is shared with all staff during staff meetings. All staff articulate what is on the LAP and are held accountable for the ELL's in our building.

5. Our parent's choose the ESL program, many of our students have siblings and/or family members whom have had ESL in our school and they like this program. Also in speaking with the parents I have wound that many of them feel their children speak their native language at home and their focus at school should be English. We currently have 9 new ELL's this year. Out of the 12 parents, 9 chose ESL as their first choice on the parent selection form. Two of them chose dual language and one chose transitional bilingual education.

6. Yes, we watch and keep track the parent program choices for future program offerings. The ESL teacher has a copy of the forms and reviews them at the beginning of the year to see if other programs can be started.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	7
SIFE		ELLs receiving service 4-6 years	3	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
Dual Language										0
ESL	20		4	3		3				23
Total	20	0	4	3	0	3	0	0	0	23

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	4	1	3	3									15
Chinese														0
Russian	2			1										3
Bengali														0
Urdu														0
Arabic	1	1				1								3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian	1													1
Other					1									1
TOTAL	8	5	1	4	4	1	0	23						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. a. What are the organized models? We have a pull out program for all ELL students with a part time push-in for our beginner kindergarten and a push-in for first and fourth grade. The groups are taken for 50 minute blocks. Our kindergarten push-in group is made up of 2 students the pull out kindergarten has 8 students. Our first grade push in has 4 ELL students and 4 former ELL's. Second grade, third grade and fifth grade are being seen as a pull out. Fourth grade will be a push in. When possible in the future more ELL's will be grouped in classes together to allow for the push-in model. We are doing research and also trying more push-in classes this year. We will have more collaborative team teaching in the future.

b. What are the program models? The students are grouped together by grade or two consecutive grades. Students work in groups that are homogeneous and heterogenous depending on the activity. We use ongoing assessments to help us regroup students to enhance their instructional outcomes.

2. Students are given mandated time according to the CR Part 154. To ensure this we have a full time ESL teacher.

3. The content areas of science and social studies are delivered by cluster teachers that have received professional development in ESL. Visual aids and materials in native languages are made available whenever possible. Cluster teachers have use of laptops and smartboards. The ESL teacher receives curriculum guides and maps for content areas. The ESL teacher also supports the content areas by using language and instruction specific to science and social studies. The use of non-fiction books in the ESL room also lends itself to content area instruction.

A. Programming and Scheduling Information

4. We know that ELLs are appropriately evaluated in the native language because we use DOE certified translators to evaluate all children that have been referred and need to be evaluated in either their native language or bi-lingually.
5. a. SIFE-We currently do not have any SIFE children and have not in the past. However, if a child is admitted to the school and is SIFE we will place this students, if possible, in a classroom that has another child whom speaks the same language. We will also place this students with an ESL group that will allow them to use the English they have but will also increase their proficiency. Classrooms are also equipped with technology programs that incorporate real photographs and language building tools to assist the student. Small group instruction will used in the classroom as well as the ESL room.
- b. Plan for newcomers- Our testing grade students are given the opportunity to take after school programs in ELA and math. We also have leveled reading programs that are used in all classrooms; these programs do have a Spanish component for those students that are native Spanish speaking. We have many software programs that are used in the classroom and can be used at home. Newcomers, when possible are placed in classes with students who speak the same native language.
- c. Plan for ELL's receiving service 4 to 6 years- As stated in our extension of services, our ELL's require additional help in writing and reading in small group instruction. Our ESL teacher has met with classroom teachers to collaborate goals for these students. We use individualized data to create assessments and practice exams for these students. We also provide after school test prep programs. In the ESL class students also use NYSESLAT prep materials.
- d. We currently do not have any students that have completed 6 years of service.
6. We use different programs to target specific needs of our ELL-SWD's. "Visualizing and Verbalizing" and "Talkies" are two programs that the ESL teacher and some classroom teachers use to develop language comprehension. The students learn how to connect to and interpret meaning for both oral and written language. These programs enhance the ability to recall facts, understand main idea, infer, conclude, predict and evaluate. We have also given all classrooms IPADs that have apps that accommodate different levels of ELL's. Classroom teachers are using a new program for vocabulary called Elements if Reading which will build the academic vocabulary of our ELL's. Teachers are also using Readers Theatre which allows for small group work where the ELL's can practice speaking and reading in English.
7. The needs are met within the least restrictive environment through the use of ICT classes and/or SETTSS programs. These programs allow the maximum amount of time in the general education setting. Students receive standard level instruction, as well as remedial and ESL instruction in small groups throughout the day.

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

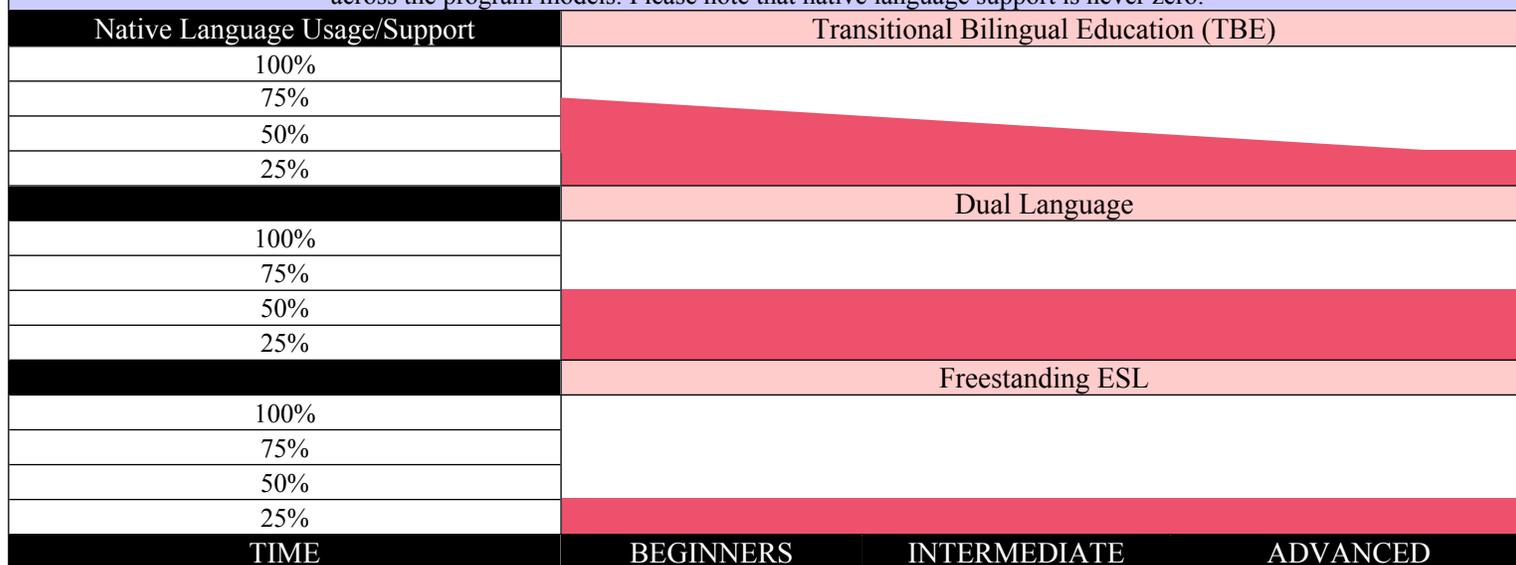
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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. •Ell's in testing grades are part of our targeted group for the inquiry team

•They receive individualized acuity assessments and practice exams. Assessments and exams are created based on the academic levels of each student.

•They receive informal observations by inquiry team members. The observations allow for inquiry team members to observe the students within the classroom and give teachers feedback on individual students.

•They are given small group instruction for guided reading, writing and math. Teachers are using Benchmark big books as well as small books to conduct small group guided reading. We are also using Readers Theatre to provide additional speaking and reading opportunities in small groups. Lindamood Bell is used in ESL as well as some classrooms. The students learn how to connect to and interpret meaning for both oral and written language. These programs enhance the ability to recall facts, understand main idea, infer, conclude, predict and evaluate.

•After school programs for literacy and math are offered to all students in testing grades.

•Foundations program for grades K and 1 are used for whole group and small group instruction.

•Raz-kids computer program allows students to work in English and/or Spanish with a leveled library based on their academic abilities.

•Words their Way for ELL's is used during ESL class for instruction in phonics and phonemic awareness.

•NYSESLAT prep materials are used to prepare the students before the NYSESLAT in the spring.

•School Enrichment Model program for grades 3-5. The program allows students to study one topic in depth for 10 weeks. There are 2 sessions, 1 in the fall and 1 in the spring.

9. Students receive AIS for literacy and math and are also encouraged to attend after school literacy and math test prep programs. All former ELL's receive 2 years of testing accommodations which include separate location and time and a half. If the child is literate in their home language they are also able to use a bilingual dictionary and glossary. During push in periods Former ELL's are taken in small group when additional instruction is needed.

10. Classrooms have been set up with smart boards where children can go online and have more access to visual aids. Many materials are also available in their native language. We now have a push-in program for kindergarten part time, first grade and fourth grade. As stated above we have added Elements of Reading which is a vocabulary program to all grades K-5. We have also added Tony Stead's strategies to all of our literacy units.

11. N/A

12. All students are given the opportunity to attend after school programs. A letter is sent home to notify parents of the after school programs, what they include and the dates in which they will be given. The after school programs include UAU, test prep and band. If a parent is unable to pay for a program the school will work with the family to give the student the opportunity to attend. During the school day fourth and fifth grade students attend a 10 week ballroom dancing program which is funded by the PTA, all students in these grades participate. Grades 3-5 have an SEM program once a week for the entire school year. Students are given the opportunity to choose which group they would like to be in, the groups spend 10 weeks researching a topic and presenting it to their peers and families.

13. Smart boards, laptops and desktops are in most classrooms to increase the use of visual aids and language support. We have added IPAD's to the classrooms and the ESL room. The classes are setup with programs and apps that allow all of the ELL subgroups to improve language skills. One of the programs we use is called Raz Kids. The students are given usernames and passwords that allow the program to individualize activities, assessments and readings for each student. This program also has a Spanish component. The content areas are also taught using hands-on activities in addition to a variety of visuals. The differentiated instruction allows for an enhanced academic experience for all students.

14. The ESL classroom has a Spanish section in the classroom library and students are encouraged to take books home. Buddies are used to support beginning English students in the classroom and throughout the day. Computer programs in classrooms and in technology are used to support native language
15. Students are given support by grade, age and English ability. The groups of the students change during the year according to the needs of the students. The ESL teacher is given the curriculum map and guides for all grades and receives resources for all grades.
16. Newly enrolled students are identified at sign in. Parents are invited to workshops with an interpreter. Students are identified for assessment and enrolled in the above programs as soon as possible. We have a kindergarten orientation for parents to welcome them to the school and all grades have a meeting at the beginning of the year to go over the curriculum. We also have a school website where parents can see upcoming activities, the curriculum for the year by grade and all school notices. The parent coordinator is always available for parents whom may have questions or concerns about the upcoming year.
17. N/A

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. The ELL teacher as well as the classroom teachers are given training in ELL strategies by a turnkey process. Each year the ELL teacher attends 3-5 trainings regarding new and upcoming strategies to aid all staff in the academic enhancement of ELL's. On the first two days of the school year there is professional development on how to collaborate with parents of ELL's and instructional strategies. In June, on Brooklyn/Queens day another professional development will take place to go over additional strategies for ELL's and discuss ways in which we are working with our ELL's to meet CCLS.

2. We give the students a description of school choices and the programs they provide, the handbook is also available in Spanish. Our neighboring school I.S. 34 has a workshop for our teachers to help them guide the students. Our guidance counselor is always available to see students who have any fears or concerns about the transition. The guidance counselor encourages students (and parents) to visit a new school ahead of time to learn the location of his/her new classroom, lunchroom, bathroom etc to give him/her confidence and alleviate some anxiety. Some schools may have transition programs which pair new students with current students through a variety of interactive activities. When a child transitions to a new grade or classroom, teachers should be sure to go over responsibilities/class rules/needed supplies early on so a child knows what is expected and can be properly prepared. Parents can also be encouraged to volunteer in new schools/classrooms. Also teachers and staff should try to keep it positive before/during times of transition through encouragement and reassurance. Talk about what things the new school/grade has to offer. If a child expresses fears, acknowledge these feelings and make sure he/she has someone to talk to.

3. All of our senior staff members have had 7.5 hours of ELL training. Teachers new to the school this year have been asked if they have received training in the past. For those teachers that did not meet the requirement the ELL teacher will provide staff development appropriate to their grade and students needs. The coach has the information on file.

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. Parents are invited to many academic and social activities that take place at our school

- *Publishing parties: Teachers invite the parents to visit the classroom to read their child's published writing piece at the end of a unit.
- *Portfolio day: Parents come in at the end of the year to look at student work from the entire school year.
- *SEM (School Enrichment Model) fair: Parents are invited to come to the Fall and Spring SEM fair to view their child's work.
- *Holiday fair
- *Special assemblies
- *Award ceremonies
- *PTA meetings
- *Open School week
- *Curriculum conferences: Parents are invited at the beginning of the year to speak to the classroom teachers to go over the curriculum and what will be expected of their child during each unit.
- *Community Service squad parent volunteers: The Community Service Squad works within the school and in the community. Parents are asked to help with different events and functions.

2. Americhoice comes to the school and speaks to parents about getting health insurance for themselves and their children.

3. Parents are asked to attend orientation meetings and classroom curriculum conferences at the beginning of the school year where a translator is available to discuss their specific needs and concerns. HLIS are looked at whenever a child is admitted to school, if another language is indicated the school contacts the parent to see if any translation, written or oral, is needed. The parent coordinator is aware of all translation needs in the school and provides translation for PTC, school meetings and notices that are sent home.

4. We try to give parents many opportunities to be involved in their child's academic life. We provide translators when needed, send home notices in native languages when requested and encourage parents to contribute to our school in any way possible. Our goal is to build a school community and extend that to the Tottenville community through the help of our parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	5	3		9
4		1			1
5		2			2
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	1		5		2		1		9
4			1						1
5			1		1				2
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					1				1
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. For all grades we use DRA and the data is entered into a program called the DRA Online Management System. We are able to assess students for reading levels, phonemic awareness, reading readiness skills and language skills. We use this data to make up guided reading, guided writing and strategy groups. The data is a tool to analyze the student's strengths and weaknesses so teachers can group and plan accordingly.
2. Our ELL students have shown increases of NYSESLAT grades consistently throughout previous years. The majority of ELL students also receive passing grades on state exams. On average our ELL students receive a score of a high 2 or 3 on math and the ELA. In content areas such as science our ELL's receive 3's on the state assessment. The LAB-r this year indicates that our students are all on an advanced level.
3. According to the NYSESLAT data our students struggle most with writing. We have set up time for the ELL teacher and classroom teachers to meet and discuss specific strategies that will enhance the students writing skills. We also encourage our ELL students to participate in our after school programs. This year teachers are using a new program called Strategies for Writing. The ESL teacher looks over the NYSESLAT data at the beginning of each year and gives the classroom teachers the NYSESLAT data for their students. The inquiry team as well as the coach is also made aware of the areas in need.
4.
 - a. Our students score 3's and high 2's on all state assessments. Our students take all assessments in English, they are not proficient readers or writers in their native language and taking an assessment in their native language would hinder their understanding and success. We have a student whose native language is Arabic. The state exams however, do not come in his native language. For ELL students who receive a 1 or 2 on states exams an action plan for instruction is made for each individual student. If one of the grade 3-5 ELLs receives a 1 or 2 on a state exam they are placed in our target population and AIS is given to the student.
 - b. Our students do not take the ELL periodic assessment.
 - c. Our students do not take the ELL periodic assessment nor do they take exams in their native language. Our ELL population is not able to write or read in their native language/
5. For dual language programs, answer the following:
N/A
6. We have ongoing assessments to monitor the success of our students. We also have individualized acuity exams to ensure growth in trouble areas. Classroom teachers as well as the ESL teacher use this data along with the data from the predictives and the DRA to differentiate classroom instruction.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>PS 001</u>		School DBN: <u>31R001</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Grace Silberstein	Principal		1/18/13
Nicole Sini	Assistant Principal		1/18/13

School Name: PS 001**School DBN: 31R001****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cathy Garbie	Parent Coordinator		9/12/12
Amanda Gerardi	ESL Teacher		9/12/12
Lorraine Daly	Parent		1/18/13
Kerry Capurso	Teacher/Subject Area		9/12/12
Patti Vitucci	Teacher/Subject Area		9/12/12
	Coach		
	Coach		1/1/01
Tamara Valles	Guidance Counselor		9/12/12
Nancy Ramos	Network Leader		9/12/2012
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R001 **School Name:** PS 001

Cluster: CFN 533 **Network:** CEI-PEA

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.

Our data is collected at the beginning of the school year and also during the year when we have new admits. When a child is admitted to the school the parents fill out a HLIS. If the home language is a language other than English a pedagogue meets with the parent to determine if written and/or oral translations are necessary throughout the school year. Within the first 10 days of an ESL child being admitted to the school we also have a meeting with the parents which also gives the ESL teacher an opportunity to speak to the parents and find out if translations are going to be needed written and/or orally. To assess the school's written translation we have most parent notices and letters translated through the Board of Education's over the phone translation @ translations@nycboe.net. To assist the non English speaking parents oral needs we bring in a translator through Legal Interpreting Services (LIS). A translator is hired for parent teacher conference, parent workshops and any one on one conferencing.

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

The major findings in our school is that the majority of our translations are needed in Spanish with a small need for Arabic and Russian. Our findings are reported to the community via the school website, letters home, Parent Teacher Association meetings and the School Leadership Team meetings. By speaking to the ESL teacher we learned that many of the ELL students parents do not understand, read or write English. A translated notice went home to all non English speaking parents, in their native language, advising them of the translation services we would offer.

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.

Written translation services will be provided by the Department of Education Translation and Interpretation unit translations@schools.nyc.gov. When ample notice is given documents will be translated online in the parents native language and distributed. This process can take about a week. If we do not have enough time we will call over the phone translations. As a last resort we will ask a staff member to please help if applicable.

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.

Most oral translations are provided by Legal Interpreting Services (LIS). We provide translators, in the native language needed, for PTA meetings, (when the parent notifies us that they will be in attendance), Parent Teacher Conferences, Parent Orientation meetings and any other meetings that the parent needs. In an emergency situation we will ask a staff member to help if applicable.

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>.

Regarding Section VII of Chancellor's Regulations A-663, there will be a meeting with the ELL parent to determine the primary language spoken in the home and if the parent needs translating assistance. Also, the meeting will determine what type of ELL services the parent would like the child to be enrolled in. The school will keep proper records on file of the child's home language. Depending on the parent needs the school will send notices in the home language. All school documents shall be translated in the home language if needed. Copies of all translated documents shall be kept on file.