



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PUBLIC SCHOOL 3 THE MARGARET GIOIOSA SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R003

PRINCIPAL: JUDITH WILSON **EMAIL:** JWILSON7@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIACLAUDIO

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, i.e., 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
Judith Wilson	*Principal or Designee	
Rosanne Aliberti	*UFT Chapter Leader or Designee	
Diane Norato	*PA/PTA President or Designated Co-President	
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	
Harry Rainbow	Member/Chair/UFT	
Nadine Drickel	Member/UFT	
Lisa DeAngelis	Member/UFT	
Marie D'Acunto	Member/PTA	
Rikki Grasso	Member/Secretary/PTA	
Stacey Goldstein	Member/PTA	
Susan Buscuti	Member/PTA	
Rosanna Marino	Member/PTA	

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2013, there will be an increase in the measurable quality of student writing and Lexile Levels, as evidence by student growth of 3% on standardized ELA test scores

Comprehensive needs assessment

- After a careful analysis of standardized testing data, our Data Inquiry Team identified a trend of stagnant test scores among the population of the students at PS3 over the past 4 school years. While these scores remain high, they fail to evidence student movement.

Instructional strategies/activities

- Student sub-groups will be identified by the periodic assessment of Lexile Levels using the computer-based assessment EdPerformance; standards-based tracking sheets will be used to identify strengths and weaknesses across each Common-Core aligned writing unit; baselines assessment in each writing unit will be used to fine-tune instruction for the upcoming writing unit; summative and final performance tasks will be used to evidence the effectiveness of this strategy, solidifying the importance of student data driving instruction in “real-time”.
- Beginning in September 2012, teachers will meet during their weekly common preparation period and on the Wednesday fifty-minute professional development period to craft the unit of study(ies) aligned with the ELA Common Core Learning Standards, developing the staircase of text complexity to increase lexile levels and incorporating DOK framework to ensure rigor . Ongoing professional Development will be provided to support the teachers in the roll out of the Common Core Learning Standards from network achievement coach.
- Data Inquiry Team will meet weekly in round-table discussions where teachers are provided with the opportunity to present student work and strategies used in class to remediate weaknesses from baselines to final performance task. The Data Inquiry Team will offer feedback on how to improve best instructional practices.
- Our school-wide reading incentive program, Reading Is Out Of This World, developed by our instructional team, will also be used to boost Lexile Levels and help use read our 2012-2013 School Objective that “students and teachers will read more, write more, and do more math problems than any other New York City School.
- These programs and initiatives will roll-out throughout the 2012-2013 academic year.

Strategies to increase parental involvement

- Parent workshops are offered monthly and updates are provided during monthly PTA meetings. Our school website provides links to information regarding the changing CCLS learning standards, curriculum alignments and distribution of school wide information.

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 Please address Students in Temporary Housing and any behavior programs you may have in this area

- Pre-Kindergarten- through Grade 5, including programs for Students with Disabilities and English Language Learners Partnerships with eChalk, School Messenger, and Dropbox

Fair Student Funding was used to implement this action plan to target students from September 2011- June 2012 as indicated below:

- Professional Instructional materials to support curriculum development for enrichment program during the instructional day and extended day
- Consumable instructional materials for use during the instructional day and extended day
- Subscriptions and memberships for School Messenger, eChalk, and Dropbox
- Per diem substitutes for grade-wide meetings, Instructional Team meetings and professional development
- Teacher per session (up to 3 days per month) for afterschool programs and differentiated professional development
- Supervisor per session (up to 3 days per month)

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2013, we will develop and implement a variety of extended-day and after-school programs and activities, to enrich and remediate the instruction done during the normal school day.

Comprehensive needs assessment

- All NYC principals are required set goals around citywide instructional expectations and teacher effectiveness, academic results, OR the school's learning environment. Based on data and performance on the Learning Environment Surveys for the past two years, the area of communication has weak results.
- After meeting our 2011-2012 annual goal of increasing our score to 80% of parents agree/strongly agree that their child's school offers a wide enough variety of courses and activities to keep their child interested at school

Instructional strategies/activities

- Extended Day program provides remediating in both ELA and Math in a small group setting. Groups are derived from baselines assessment, performance task, and EdPerformance data to create cooperative groups to maximize instructional effectiveness
- Our school-wide reading incentive program, Reading Is Out Of This World, developed by our instructional team, will also be used to boost Lexile Levels and help use read our 2012-2013 School Objective that "students and teachers will read more, write more, and do more math problems than any other New York City School.
- RTI program provides small-group targeted instruction, incorporating UDL strategies as a means of ensuring student success which convenes during the school day in either a push in or pull out setting
- After School Center provides enrichment in a variety of activities such computer-based math games to enrich math instruction, etc.
- Saturday Test Prep Academy offers students an intensive program to fine-tune their test taking strategy and skills and develop test sophistication
- These programs and initiatives will roll-out throughout the 2012-2013 academic year.

Strategies to increase parental involvement

- Parent workshops are offered monthly and updates are provided during monthly PTA meetings. Our school website provides links to information regarding the changing CCLS learning standards, curriculum alignments and distribution of school wide information including but not limited to student program opportunities.

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 Please address Students in Temporary Housing and any behavior programs you may have in this area

- Pre-Kindergarten- through Grade 5, including programs for Students with Disabilities and English Language Learners Partnerships with eChalk, School Messenger, and Dropbox

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- Teacher per session (up to 3 days per month) for afterschool programs and differentiated professional development
- Supervisor per session (up to 3 days per month)

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2013, there will be an increase in the measurable quality of student math performance, as evidenced by student growth of 3% on standardized math test scores

Comprehensive needs assessment

- After a careful analysis of standardized testing data, our Data Inquiry Team identified a trend of stagnant test scores among the population of the students at PS3 over the past 4 school years. While these scores remain high, they fail to evidence student movement.

Instructional strategies/activities

- Student sub-groups will be identified by the periodic assessment of math skills using the computer-based assessment EdPerformance; standards-based tracking sheets will be used to identify strengths and weaknesses across each Common-Core aligned math unit; baselines assessment in each math unit will be used to fine-tune instruction for the upcoming writing unit; final performance tasks will be used to evidence the effectiveness of this strategy, solidifying the importance of student data driving instruction in "real-time".
- Beginning in September 2012, teachers will meet during their weekly common preparation period and on the Wednesday fifty-minute professional development period to craft the unit of study(ies) aligned with the Math Common Core Learning Standards and DOK to ensure rigor. Ongoing professional Development will be provided to support the teachers in the roll out of the Common Core Learning Standards from network achievement coach.
- Data Inquiry Team will meet weekly in round-table discussions where teachers are provided with the opportunity to present student work and strategies used in class to remediate weaknesses from baselines to final performance task. The Data Inquiry Team will offer feedback on how to improve best instructional practices.
- Administration, Network Achievement Coach and Teachers are the Key personnel in implementing this goal
- These programs and initiatives will roll-out throughout the 2012-2013 academic year.

Strategies to increase parental involvement

- Parent workshops are offered monthly and updates are provided during monthly PTA meetings. Our school website provides links to information regarding the changing CCLS learning standards, curriculum alignments and distribution of school wide information.

Budget and resources alignment

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

 X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination Please address Students in Temporary Housing and any behavior programs you may have in this area

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- Supervisor per session (up to 3 days per month)

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	Interactive writing Math Manipulatives Ward Reading Program Computer-based phonics	Pull out in small group Push in one-to-one within the whole class	During the school day
Mathematics	Interactive writing Math Manipulatives Ward Reading Program Computer-based phonics	Pull out in small group Push in one-to-one within the whole class	During the school day
Science	Interactive writing Math Manipulatives Ward Reading Program Computer-based phonics	Pull out in small group Push in one-to-one within the whole class	During the school day
Social Studies	Interactive writing Math Manipulatives Ward Reading Program Computer-based phonics	Pull out in small group Push in one-to-one within the whole class	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Interactive writing Math Manipulatives Ward Reading Program Computer-based phonics	Pull out in small group Push in one-to-one within the whole class	During the school 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.

- The leadership that teachers provide in our school is critical to the success of our school. Therefore, it is imperative that our school is staffed with highly qualified effective teachers. During the course of the school year we closely monitor potential staff vacancies via retirements, leaves and/or transfers to give us an appropriate amount of time to recruit the most highly qualified effective teachers. We recruit highly qualified effective teachers through the NYC DOE open market, NYC DOE New Teacher Finder and a working relationship the graduate programs of our local colleges and universities. As candidates are recommended to us we verify their eligibility pertaining to both their local license and the New York State BEDS Survey. If the candidate meets both of these requirements we schedule them for an interview with our administrative team, which includes the Principal, three Assistant Principals, two Lead teachers and a subject area specialist. If the candidate demonstrates to our team that they are highly qualified through the interview phase we then ask them to model a differentiated lesson aligned with the CCLS in their respective subject. At the conclusion of the model lesson the administration will then make a final determination if the candidate is a highly qualified effective teacher who can be integrated into our school community.
- To support new teachers we match them with mentors.
- Teachers receive on-going support through grade-level planning times with their colleagues and inquiry team structure.

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

It is advisable to add your Parent letter written on school letter head to the end of this generic document

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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 604	District 31	Borough Staten Island	School Number 003
School Name THE MARGARET GIOIOSA SCHOOL			

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

Principal JUDITH WILSON	Assistant Principal LORRIE BROWN/DANIELLE PAPA
Coach N/A	Coach N/A
ESL Teacher LUZ GONZALEZ	Guidance Counselor PAM ROSENFELD
Teacher/Subject Area BONNIE VICINO	Parent LYNETTE GIAMMARINO
Teacher/Subject Area JEN INSALACO	Parent Coordinator LINDA MARONE
Related Service Provider ROB GERSHON	Other CYNTHIA TAIBI
Network Leader RICHARD GALLO	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	1	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	976	Total Number of ELLs	016	ELLs as share of total student population (%)	1.64%
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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. All families are welcomed in the main office at the counter by the school secretary and/or parent coordinator. Upon registration for a new student, a complete packet is presented and explained. The ESL teacher explains and discusses the HLIS with the family. The ESL teacher then conducts an interview with the parent and child to determine the child's home language and the appropriate Home Language Identification Survey is given to the parent for completion. If a parent indicates translation services are needed or it is apparent that English is not understood, a pedagogue who speaks the family's language is asked to assist with the interview process and with completing the HLIS. PS 3 has Russian, Spanish and Italian speaking pedagogues available for translation assistance. If a parent speaks a language other than the language of the translation teachers in the school, an outside translator is used for assistance with interview and the completion of HLIS. As soon as the parent completes the form, the ESL teacher identifies the students who are eligible for LAB-R testing. This test determines English proficiency level. The LAB-R is administered within the first ten days of the student's school registration. If the child scores below proficiency on the LAB-R, he or she becomes eligible for state-mandated ESL services. Students who score below proficiency and are Spanish-speaking students are also administered the Spanish LAB-R. The LAB-R and the Spanish LAB are administered to eligible students within the first 10 days of their enrollment. Students identified as ELLs, they are administered the New York State English as a Second Language Test in the spring. The ESL teacher also uses the REMS report on ATS to determine NYSESLAT eligibility. In the spring, the ESL teacher, the IEP teacher and the SETSS teacher administer all four components (listening, speaking, reading and writing) of the NYSESLAT to all eligible ELLs. Students who score below proficiency continue receiving ESL services. Students who score at or above proficiency on the NYSESLAT are considered former ELLs.

2. After the administration of the LAB-R, within ten days of registration to the school, students who fall below the cut score, are entitled to ESL services. Parents are notified in writing in their native language, when available with an entitlement of services letter and are invited to attend one of the parent orientation meeting. Translation services are arranged by the ESL teacher, with assistance from the parent coordinator. During the orientation, hosted by the ESL teacher and parent coordinator, parents view the EPIC video which describes, in their native language when available, the three program choices. Discussion is held to address concerns and questions. The parent completes the parent survey and program selection forms with assistance if necessary. If the desired program is not available the principal is made aware. It is also noted that when we get an enrollment of 15 or more pupils with limited English proficiency in the same grade, all of whom have the same native language, which is other than English, we shall notify the parents that we will provide such pupils with Bilingual Education programs, such as TBE or Dual Language. It has not been typical that a parent selects a program not available at the school. Our Freestanding ESL Program is the parental choice at our school. Orientation meetings will be held throughout the school year to accommodate the parents of ELLs who arrive later in the school year.

3. The school ensures that after the administration of the LAB-R entitlement letters are distributed and a parent orientation is scheduled. The ESL teacher schedules the parent orientations and ensures that there is translation assistance available for the meetings. The ESL teacher sends the entitlement letters home with the students and follows up with a phone call to the parents. The ESL teacher verifies receipt of the letters and clarifies any questions parents may have. During this phone call, the importance of attending one of the parent orientation meetings is also discussed. The ESL teacher photocopies all letters sent home, one for the ESL file, one for the ESL teacher's records and the ESL teacher also utilizes A checklist to ensure that all required letters and forms are distributed to the parents

of all our ELLs. The Parent Survey and Program Selection Forms (in native language when necessary) are also sent home and a phone call is made to explain that these forms are to be filled out and returned to the ESL teacher at the Parent Orientation Meetings. If there are any questions or assistance is needed, parents receive assistance with forms and surveys at the meeting. The Program Selection Forms and Parents Surveys are collected at the meeting and are then kept in the ESL Binder which the ESL teacher maintains. If a parent cannot attend any one of the meetings then a phone call is made to orientate the parent about the selection of the different programs available to ELLs and to assist the parent with any questions and/or concerns. In addition, the parent is also notified that a program must be selected and that the forms must be returned to the ESL teacher, assistance is offered via telephone, if needed, in completing the Parent Survey and Program Selection Form. If the forms are not returned, the ESL teacher follows up with a second notice and a phone call. She proceeds until all forms are returned for the file.

4. Once students are identified as English Language Learners, through the HLIS and LAB-R results, parents decide the appropriate program choice for their child. The parents are well informed of the instructional programs and the details of each program at the parent orientation meeting. The video is shown in their native language if available and the instructional programs are also explained with the assistance of translators. Once the parents have selected the program for their child, a placement letter is sent home with the student and copies are made for the ESL file. Our parents' choice is Freestanding ESL and this is the current program at our school. Parents who choose another option are offered the option to attend a local school which offers their preference. However, we realize if 15 or more families opt for a choice our school does not currently offer, a preferred program must be considered to address the needs of our students and parents will be notified. Translation services are made available to communicate with parents, if our school staff cannot meet the families' needs.

5. Our trend in program choices that parents have requested has always been Freestanding ESL. We have been able to fully meet the needs and requests of our families. After reviewing past and current Program Selection Forms and Parent Surveys the results have showed the trend at our school is that 100% of our ELL families choose Freestanding ESL as their program of choice.

6. Our program model of freestanding ESL has fully met the needs of our parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	5	1	2	3	2	3	0	0	0	0	0	0	0	16
Total	5	1	2	3	2	3	0	16						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	1

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

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

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 L	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	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): 0

Number of third language speakers: 0

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	2		1		1									4
Chinese	1		1	1										3
Russian	2			1	1	1								5
Bengali														0
Urdu														0
Arabic				1										1
Haitian														0
French														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
Korean		1				1								2
Punjabi														0
Polish														0
Albanian														0
Other						1								1
TOTAL	5	1	2	3	2	3	0	16						

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. PS 3 provides English language learners with English as a Second Language Program in grades K through 5. A fully certified ESL teacher provides the instruction. The teacher provides the instruction three days a week. The program is a “push in/pull-out” model of ESL instruction. In order to meet the mandates, the ESL teacher will combine grades within groups. Students scoring at a beginner level and an intermediate level will receive the mandated 360 minutes in 2 hour blocks (3 times a week) of ESL instruction. Students scoring at the advanced level will receive the New York State Mandated ESL instructional time for 180 minutes per week, one hour daily (three times a week). The language of instruction is English. The students come from different linguistic and cultural background and speak the following languages at home: Russian, Macedonian, Spanish, Chinese, Arabic, and Korean. Since students mandated needs are a challenge to program with the services of a part time ESL teacher, student often meets in mixed grade groups. Homogeneous or mixed-grade groups are mostly pull-out in order to be least intrusive in the classroom and accommodate the needs of ELLs. In cases of beginner ELLs, who require more minutes of ESL, a push-in model supports the learners in the classroom while avoiding missing class work. In extended day, heterogeneous groups are served by grade level.

2. The ESL teacher’s schedule is able to accommodate the minimum mandate of our ELLs during the regular school day. Students who are at beginner and intermediate levels are provided with 2 hours of mandated ESL instruction three days a week. Students who are

A. Programming and Scheduling Information

advanced level are provided with 180 mandated minutes per week in one hour blocks three times a week. The ESL teacher will combine grades in order to meet the mandated minutes for our students. Attendance is tracked for our students in special education who are also ELLs. ELLs have also been invited to participate in our extended day program which provides additional instruction, beyond the mandate. The ESL teacher ensures the mandates are met and reports to the assistance principal during monthly ESL meetings.

3. The ESL teacher at PS3 ensures that the ESL curriculum reinforces the general curriculum of each particular grade level. The ESL teacher also provides ESL challenging instruction including content based instruction. The ESL standards promotes ESL instruction that is closely aligned with the standards based ELA instruction, this is done in both push-in and pull out models. Content area instruction is delivered by the classroom teacher as well as the ESL teacher. Content area instruction is delivered by using cooperative learning, partner work, differentiation and modeling. We use balanced literacy and the workshop model is utilized for instruction in all content area instruction. In ELA instruction, PS 3 uses the workshop model for reading and writing. Reading and Writing units are used for teachers to apply in the classroom. Literacy units are taught using a variety of leveled children's books. Guided reading groups, strategy lesson groups, differentiated group instruction, and partnerships are used throughout content area instruction. ESL teacher supports classroom teachers in all the content areas targeting the speaking, listening, reading and writing components of a lesson. When the ESL is pushing in or pulling out, she supports instruction through vocabulary development and multi-sensory differentiation and content area instruction by the ESL teacher is mainly done through scaffolding. The classroom teachers as well as the ESL teacher utilize photo libraries, turn and talk, partnerships, word study, and multi media arts to enhance the lessons for English language learners. Guided reading groups, strategy lesson groups, differentiated group instruction, and partnerships are used throughout all the content areas. ESL teachers support classroom teachers in all the content areas targeting the speaking, listening, reading and writing components of a lesson. ESL teacher focuses on small group instruction and emphasizes the vocabulary of the content being taught, she also uses scaffolding strategies. The ESL teacher also utilizes modified language structures and visual aids in content area instruction.

Mathematics instruction is delivered using a the workshop model. Modeling, guided practice and independent practice. The ESL teacher uses manipulatives and focuses on Math terminology and vocabulary to enhance the math instruction for ELLs. The curriculum used for math instruction is Everyday Math and it includes games, hands on activities, the use of manipulative materials and assessment portfolios which all aide in supporting ELL instruction. Everyday Math is a workshop model that includes instructional strategies that aide in differentiated instruction. This math program is designed to assist the classroom teacher and the ESL teacher in meeting the challenges of a multilingual classroom. ELL support is embedded in each lesson and ELLs are provided with a brief lesson summary, vocabulary list, and an example or illustration. This support will further enhance the understanding and learning of our ELL students. In addition, in order for teachers to further support language development for English language learners, Everyday Math lessons have ELL language support embedded into every lesson. The classroom teacher and the ESL teacher also enhance their math lessons by using drawing, writing, talking, and instructional technology to further support ELLs. English language learners benefit from the effective use of a variety of methods and approaches.

Our Science & Social Studies curriculum are aligned with NYS Social Studies and Science standards. In order to effectively address the needs of our ELL students, the classroom and ESL teacher uses scaffolding techniques to assist ELLs with Science and Social Studies instruction. The teachers demonstrate activities and strategies through teacher "think alouds" and modeling, they provide the students with clear language, content, and learning strategy objectives, they tap into prior knowledge and build background, they use visuals and manipulatives, teachers also explicitly teach key vocabulary. In addition they adjust speech as necessary, they use cooperative learning methods which further promotes language development through peer interaction. ESL teacher provides differentiated instruction in small group setting.

4. To ensure that ELLs are appropriately evaluated in their native language our ESL teacher ensures that the following assessments are administered in their native language if necessary: LAB-R in Spanish, NYS Math test for grades 3-5 and NYS Social Studies and Science test for grade 4.

5. A. We have no SIFE students, however if we were to receive SIFE students we would address the needs of SIFE students by providing them with additional instruction during the extended day program. They would also be provided with AIS, differentiated instruction and plentiful opportunities for extra support to help them meet their goals.

B. Newcomers are immersed in content and literacy experiences within their balanced literacy instruction in the classroom and additionally supported through ESL. In their first year, ELLs in testing grades do not take the state ELA exam, but are required to take the content area exams. Within the first year, newcomers in testing grades are exposed to the content and structure of the state exams to help them adjust to the demands of the state testing program. Within regular classroom instruction, students are supported as readers and writers daily.

C. For ELLs who have been receiving services for four to six years, students are identified for AIS services available within the school day as well as during extended day. ELA skills are targeted using item skill analysis and classroom teacher data.

A. Programming and Scheduling Information

D. For ELLs who have received services for more than six years, often the Pupil Progress Team is involved in examining the individual needs and schedules more intensive and regular services. Parents are an intricate part of the process which can at times lead to at risk special education services.

6. Small group targeted instruction which responds to various data collected for ELL-SWDS. English Language Learners with special needs are supported through a variety of differentiated instruction lessons. Students are assessed regularly and placed into partnerships, strategy groups, and small instructional groups based on their IEP mandates, language needs, and academic performance. A variety of manipulatives, visual/audio materials, and hands-on support is provided to the students. SETSS teachers also support ELL students by using small group instruction, the Wilson Program, and other phonemic awareness programs. ESL teacher uses a variety of scaffolding strategies such as graphic organizers, bilingual dictionaries, flash cards and photographs. Technology is also used to support our ELL-SWDS, Technological support includes but is not limited to the use of MAC computers, laptops and web-based programs (such as Starfall) to help support ESL students with special needs. ELL-SWDS also receive extra support in our extended day program.

7. Our ELL-SWDS are provided instruction in the least restrictive environment. We offer diverse programming including self-contained classrooms as well as co-teaching classrooms.

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	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0

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
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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. At PS 3, we provide intervention for ELLs in ELA, Math and other content areas during the regular school day, in our Extended Day Program and in our AIS periods. Classroom, SETTS and ESL teachers work with students in small differentiated groups to provide intervention services and support. Teacher partnerships are formed to address the individual needs of targeted students. Both academic and language needs are addressed and supported through a variety of lessons and activities. ESL and SETTS teachers provide intervention services for students who need additional support in ELA, Mathematics, and in all the content areas. Some of the strategies students work on are decoding, comprehension, critical thinking and expressive language. They also work on vocabulary in the content areas (Science and Social Studies). The intervention provided helps students in language acquisition and language development. To provide math intervention services the ESL, SETTs and classroom teachers reinforce basic concepts to teach a combination of skills. Smaller groups allow teachers to explicitly and consistently use hands-on, demonstrations, language support and logs so that students get a better understanding of the concepts needed to perform each task.

9. Many of our ELLs are reaching proficiency as measured by the NYSESLAT exam. The ESL teacher assures the students are adequately prepared for the NYSESLAT through test preparation and language acquisition and development. For students who are reaching proficiency on the NYSESLAT, ESL teacher continues to provide the mandated 360 minutes for Beginner and Intermediate students and 180 minutes for Advanced until the ELL has achieved proficiency on the NYSESLAT. The ESL teacher prepares students for the NYSESLAT using sample tests, teacher generated examples, and incorporating NYSESLAT specific strategies within each lesson. Students are supported throughout the day with a variety of activities and lessons enhancing the use of written and oral language. Students receive opportunities to work with other English proficient students and are exposed to a vocabulary rich content. Once students reach proficiency on NYSESLAT, students receive support for the New York State English Language Arts, and other standardized tests during the Extended Day Program. They also receive support from SETTS teacher and during AIS periods. Former ELLs are encouraged to participate in all the academic intervention programs provided by the school. In addition, the following testing accommodations are available for ELLs and for former ELLs for up to two school years immediately after they have achieved proficiency on the NYSESLAT: Time Extension (All Exams), Separate Location (All Exams), Bilingual Glossaries (All Exams except Foreign Language), Simultaneous Use of English and Alternative Language Editions (Not Allowed for English Language Arts & Foreign Language Examinations) - For State examinations for which the Department provides written translations, Oral Translation for Lower Incidence Languages (Not allowed for English Language Arts & Foreign Language Examinations) and Writing Responses in the Native Language (Not allowed for English Language Arts Examinations).

10. NA

11. NA

12. a. All students share the same opportunities here. All English Language Learners are offered equal access to all school programs by invitation, recommendations, and purposeful request. By looking at the number of ELLs that participate in our school curricular and extracurricular programs, it is evident that ELLs are welcomed, encouraged and involved in all school programs. ELLs participate in book clubs and literacy circles. ELLs are also involved in many of our arts. They receive music enrichment classes and participate in musical theater and performances several times a year. ELLs also participate in chorus, dance and drama. ELLs participate in ballroom dancing and are a part of our dance troupe. They're also involved in our sports programs such as swimming and track.

b. When students are unable to spare the expense of the self sustaining after school, the PTA has reserve funds to assist so all students can participate.

13. a. The ESL teacher utilizes a variety of instructional materials to address the various needs of our ELL population. Materials include

Words Their Way, Foundations, Writing Fundamentals, My Sidewalks (Intensive Reading Intervention Program), Vocabulary Workshop, Everyday Mathematics. Native language materials used are picture dictionaries, bilingual dictionaries, internet, picture clues and native language literature. Instructional technology materials include educational websites such as Starfall, Apple computers and laptops, Smart Boards, and Senteos in their classrooms.

Content area materials include but are not limited to a leveled library, non fiction and fiction books. Author Studies, Poetry, Folktales, Fables and Fairytales, biographies, autobiographies, Time for kids and Science Weekly. Also, Native language literature.

14. At PS 3, in our Freestanding ESL model the ESL teacher provides native language support to all ELLs by using support materials such as the internet, picture clues and bilingual dictionaries. In addition, a student's native language is embraced and nurtured through ongoing classroom activities, providing classrooms with student native language literature, and celebrating schoolwide diversity.

15. N/A

16. Unfortunately, there is no program in place to assist newly enrolled ELL students before the beginning of the 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)?

NOT APPLICABLE

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. In order to enhance our staff's instructional practices regarding the ELL students, professional development workshops will be held on professional development days to ensure that ELL strategies are shared with all teachers who work with ELLs. Related services providers, assistant principals and paraprofessionals participate in professional development that is relevant to ELLs. All our teacher will receive 7.5 hours of ELL training through our staff development which will be held throughout the school year during designated professional development activities. Our PD sessions include aligning Common Core Standards to the ESL curriculum, focusing on ESL methodologies and best practices. The topics chosen for PD will help classroom teachers address the needs of ELL students in their classrooms. In addition, teachers are invited to request attendance at professional development sessions (for ELLS) they find on the network website and or on Protraxx.

2. ELLs will experience a departmentalization in the fifth grade which will assist with the transition into middle school. The students will move from between classes to different teachers.

3. PS 3 has a professional development binder which tracks all in-house and outside professional development. We are developing a tracking system to monitor the number of hours of ESL training teachers have accrued to date. Teachers are to submit evidence of Professional Development in ESL to the payroll secretary for personnel files. The ESL teacher and assistant principal arranges for ESL training for teachers in need of ESL hours each school year.

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. Parent Teacher Conferences is an event in our school where parental involvement and attendance is very high. Other parental involvement events in our school are Parent Orientations for newly arrived ELLs. We also have General Parent Orientation Meetings which are held at the beginning of the school year for all parents including parents of ELLs, during these meetings State standards, assessments, school expectations, general program requirements will be discussed. PS 3 also provides a classroom teacher orientation day as well as opportunities for our student parents to partake in classroom observations during a regular school day. In addition, parental activities include Family Literacy Night, Everyday Math Night, Multicultural Fair, Spring festival of The Arts, Bookfairs and other schoolwide events. The Parent Coordinator also holds on-going parent workshops, conducts parent surveys and is a liaison to community based organizations such as JCC, YMCA and NYC Public Library. The Parent coordinator also assists parents by providing information to resources that will help parents obtain services needed. Parents are also taught how to use ARIS Parent Link on an ongoing basis.

2. Our Parent Coordinator is a liaison between our parents and community based organizations such as JCC, YMCA, NY Public Library and she refers parents to these organizations for various services including ESL classes.

3. Surveys and Questionnaires are sent home to evaluate the needs of our parents. The Parent coordinator ensures that she is readily available to answer any questions or concerns that parents may have. In addition, the Parent Coordinator assists parents by providing parent workshops, conducting surveys and by serving as a liaison to community based organizations such as JCC, YMCA and NY Public Library. The Parent Coordinator also provides parents with information to resources that will help meet the needs of the parents. Furthermore, the Parent Coordinator also assists in providing translation and interpretation services needed by parents.

4. Parental involvement activities such as Parent Orientation Meetings address the question and concerns that parents have and provide vital information to parents. Parent Teacher Conferences also provide parents with important information and provide opportunities for parents to voice any concerns or question they may have. Interpreters and translation services at these events and other events and activities also helps meet the linguistic needs of the 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)	4	1	1	0	0	0	0	0	0	0	0	0	0	6
Intermediate(I)	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Advanced (A)	1	0	0	3	1	3	0	0	0	0	0	0	0	8
Total	5	1	2	3	2	3	0	0	0	0	0	0	0	16

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	0	0	0	0	0	0	0	0	0	0
	I	0	0	0	0	0	0	0	0	0	0	0	0	0
	A	0	1	1	0	1	1	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P	0	0	1	3	1	2	0	0	0	0	0	0	0
READING/ WRITING	B	0	1	1	0	0	0	0	0	0	0	0	0	0
	I	0	0	0	0	1	0	0	0	0	0	0	0	0
	A	0	0	1	3	1	3	0	0	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	2	0	0	0	2
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language

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.

PLEASE SEE BELOW UNDER ADDITONAL INFORMATION FOR ANSWERS TO THIS SECTION

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.

CONTINUED:

ANSWERS TO PART B QUESTIONS 1-5 OF PART V: ASSESSMENT ANALYSIS

1. The early literacy skills of our ELLs are benchmarked with the same assessments as our native English speakers. In Pre-k, our teachers use ESI-R which helps to identify children who might be at risk for a possible learning problem or delay. PS 3 utilizes TCRWP assessments. TCRWP Reading assessments help teachers identify which level of texts students can read independently, they provide an analysis of comprehension, miscues, and fluency. Reading assessments include concepts of print to assess each child's level of understanding, and sometimes misunderstandings of these conventions. In addition, these reading assessments include high frequency words and Letter/Sound identification. TCRWP also includes writing assessments which help our teachers in assessing student writing and developing teaching points. Data collected from TCRWP assessments are collected and entered into TCRWP Assessment Pro for analysis. The data helps identify at-risk students (including ELLs) and is used in planning and targeting students for small group instruction and/or intervention during AIS periods and/or extended day programs. The data collected also help us make informed decisions about differentiating instruction for our students, including our ELLs, accordingly.

2. Our data patterns reveal that ELLs make steady progress with our Freestanding ESL program. Many students who are initially identified through LAB-R screening as beginners move towards advanced ELLS each year. While few test proficient on the NYSESLAT they all

make significant progress, sometimes from beginner level straight to advance level. An analysis of the data patterns across proficiency levels on the LAB-R and the NYSESLAT shows that kindergarten has a greater concentration of beginner ELLs. Whereas grades one through five have lesser amounts in the beginner proficiency level. There's a lower number of advanced level students in the lower grades and a higher number of advanced level in the upper grades.

3. According to the NYSESLAT modalities, reading and writing were the areas where our ELLs showed weakness. Their strength was in listening and speaking portion of the test. The patterns across the NYSESLAT modalities affect the instructional decisions in ESL instruction. The ESL teacher makes intruotional decisions for various groups at different levels. Using the NYSESLAT data, she is able to identify strenghts and weaknesses amd address them through differentiated instruction. Therefore, ESL instruction will focus on differentiation within the Reading and Writing workshop to meet the needs of the students. This will include shared and guided reading as well as shared and guided writing practices. Students that are on the beginner proficiency level will focus on building basic language in English through thematic units such school, family and foods across the content areas. Both beginner and intermediate students will build vocabulary and writing skills using "Words Their Way" and "Vocabulary Workshop" and will also build these skills through the use of authentic literature in all subject areas. . Students at the intermediate levels will also work in small groups and receive guided reading and writing instruction. Students on the advanced proficiency level in the NYSESLAT will work on further developing their reading and writing skills within the Reading and Writing Workshops and through differentiated instruction.

4. a. Our analysis of the NYSESLAT results for our ELLs reveals that proficiency levels from the lower grades vary from the upper grades. For example we notice that the majority of the students at beginner and intermediate are in the lower grades or are ELL-SWDs. Then as ELLs move up to the upper grades, the majority of our ELLs are at either proficient or advanced levels in all domains of the NYSESLAT except for writing. Although most of the upper grade ELLs are at the advanced level, the most difficult domain for most of our ELLs to reach proficiency is in the writing domain. When looking at the ELA State test results, ELLs also had the most difficulty with the writing section of the ELA. Most of our upper grade ELLs are at advanced proficiency on NYSESLAT and are administered the ELA and other State tests in English only.

4. b and c. The ELL Periodic Assessments are currently not being used in our school.

5. N/A

6. The success of our freestanding ESL program is measured by annual student performance on the NYSESLAT. ELLs are expected to demonstrate progress in indicators and move from beginners toward advanced ELLs with the end goal being to reach proficiency. We adjust instructional approaches and teaching resources according to the needs of the students.

Part VI: LAP Assurances

School Name: PS 003		School DBN: 03R003	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)

School Name:

PS 003

School DBN: 03R003

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/11
	Assistant Principal		11/1/11
	Parent Coordinator		11/1/11
	ESL Teacher		11/1/11
	Parent		11/1/11
	Teacher/Subject Area		11/1/11
	Teacher/Subject Area		11/1/11
	Coach		
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - a. The ELL contact person will distribute translated surveys to ALL parents with children in school. The surveys will inform the parents about the Chancellor's Regulations A-663.
 - b. Parents will have an opportunity to request written, as well as oral translation and interpretation services, for the entire school year.
 - c. The school ELL contact person, in collaboration with the school Parent Coordinator, will ensure that all parents are provided with appropriate and timely school correspondence in a language they request.

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.
 - Seventeen families in our school have requested that all school correspondence be translated to the following languages:
 - a. *Arabic 2 families*
 - b. *Italian 1 family*
 - c. *Chinese 1 family*
 - d. *Russian 12 families*
 - e. *Spanish 7 families*
 - f. *Korean 1 family*

 - Ten families have requested Spanish, Korean, Italian, Chinese and Russian speaking interpreters to be available for the Parent Teacher Conferences.

The ELL contact person notifies the school community about parents' interpretation needs through professional development sessions offered throughout the school year, as well as during School Leadership meetings.

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.
 - School written correspondence that comes from the Chancellor's Office will be automatically downloaded in different languages and distributed to parents.
 - The correspondence that comes from the school will be translated by fully licensed bilingual DOE teachers, administrators and paraprofessionals working in the school.
 - Samples of the school correspondence to be translated:
 - a. *Report Cards*
 - b. *School newsletter*
 - c. *Trip notices*
 - d. *Letters from teachers*
 - e. *PTA letters*
 - f. *School Notices*
 - For lower incident languages, the *DOE Translation and Interpretation Unit* will be contacted and translated correspondence will be sent electronically.
 - All school correspondence will be forwarded to the ELL contact person at least one week prior to distribution. This will ensure that all parents who request translations are provided with appropriate and timely information in a language they can understand.

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.
- The oral interpretation services will be provided for the following events:
 - a. *Parent Teacher Conferences*
 - b. *ELL Parent Orientation*
 - c. *Phone calls from teachers regarding students' academic progress*
 - d. *IEP conferences*
 - e. *PTA Meetings*
 - f. *Parent Workshops*
 - Oral interpretation services will be provided by fully licensed bilingual DOE teachers, administrators and paraprofessionals working in the school.
 - Funds allocated from the *Translation and Interpretation Budget* will be used for lower incident languages.
 - Fully licensed bilingual DOE staff from the other schools will be hired for lower incident languages.
 - The School will directly contact the *DOE Translation and Interpretation Unit* for over-the-phone translation services for IEP conferences.
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>.
- Signs in each of the covered languages will be posted near the primary entrance to school.
 - Signs will indicate the availability of interpretation services.
- Signs will notify parents that copies of translated versions of *The Bill of Parent Rights and Responsibilities* are available in the Main Office