



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 4 MAURICE WOLLIN

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R004

PRINCIPAL: MARC A. HARRIS EMAIL: MHARRIS@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
Marc A. Harris	*Principal or Designee	
Christina Avila	*UFT Chapter Leader or Designee	
Melanie Barr	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required)</i>	
Alice Braunstein	Member/Teacher	
Suzanne DiMitre	Member/Assistant Principal	
Nicole Girellini	Member/Parent	
Susan Hunt	Member/Parent	
Debra Jennings	Member/Parent	
Lisa Kubinski	Member/Parent	
Danielle Lant	Member/Parent	
Diane Molloy	Member/Teacher	
Lori Negin	Member/Parent	
Lauren Previte	Member/Parent	
Kristen Ramirez	Member/Teacher	
Linda Sweeney	Member/Teacher	
Stacey Tobin	Member/Teacher	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2013, the Students With Disabilities (SWDs) will demonstrate progress towards achieving state standards in ELA as measured by

- A 5% increase in the number of SWDs in Grades 4 and 5 raising their score on the NYS ELA to the next level.
- An overall annual increase of 5% in TCRWP assessment scores for SWDs reading at levels 3 and 4 in grades K-5.

Comprehensive needs assessment

- Results from our 2010 and 2011 NYS Report Cards indicated that we did not meet AYP two years in a row.
- Review and comparison of Progress Reports from 2009-10 and 2010-11 with a focus on extra credit points earned for SWDs indicates decreased performance for Self Contained students in ELA and a small increase in points earned for SETSS students in ELA.
- State ELA results indicate a 4% point gap in performance at level 3 and 4 between SWDs and general education students among our current 4th and 5 grade students.
- TCRWP results indicate that 77% of general education students are reading at level 3 or 4 while 32.11% of SWDs are reading at level 3 or 4. This is a drop in the number of SWDs reading at level 3 or 4 from last year and an increase in the number of general education students reading at level 3 or 4.
- Report card grades for November 2012 indicate only 16% of our SWDs are performing on or above grade level in writing.

Instructional strategies/activities

- Ongoing through June 2013, classroom teachers will participate in curriculum mapping
 - Teachers will gradually revise maps to reflect the UDL framework in content, instruction, and tasks to better meet the needs of individual students.
 - The amount of non-fiction reading and writing instruction and tasks will be increased.
 - Development of higher order questioning on the part of teachers and students will be a focus for administrative observations.
 - Reading and writing units will be aligned in content to ensure that instruction in one subject supports instruction in the other.
 - Rubrics and assessments that support the CCLS will be developed.
 - Ongoing through June 2013, classroom teachers of grades 3-5 will further develop their expertise in Visualizing and Verbalizing, Reciprocal Teaching, Guided Reading and The Comprehension Toolkit through curriculum mapping, collegial discussion, interclass visits, administrative feedback, and coach support.
- Beginning September 2012 an uninterrupted 90 minute reading block will be implemented school-wide.
- In October 2012 teachers of grades 3-5 will be trained in the Lindamood-Bell Visualizing and Verbalizing program which is designed to increase reading comprehension. This program will become a daily part of the 90 minute reading block. Follow up workshops will be conducted throughout the year as needed.
- Beginning September 2012 Keep On Reading will be used as the intervention program for extended day students.
- Beginning October 2012 the Soar to Success and Leveled Literacy Intervention will be the programs available for, and used with, at-risk students.
- Beginning September 2012, teachers will meet in grade level teams to look at student work with a focus on the progress of SWDs and at-risk general education students with the goal of providing interventions that will support students in achieving grade level work and avoid the need for evaluation of general education students.
- Ongoing, in school professional development activities will center on CCLS with a focus on the instructional shifts.
- Beginning September 2011, teachers, coach and administration will participate in professional development workshops offered by our support network and the

the ASD Nest Program. These workshops include, but are not limited to:

- Grade Level workshops focusing on strategies for students with autism
- Upper/Lower elementary seminars for teachers of students with autism
- Content area workshops for teachers of students with autism
- Understanding academics for students with autism

Strategies to increase parental involvement

Beginning September 2012 and ongoing:

- Parent workshops will be offered to address topics such as the following: Reading comprehension vs. fluency; Supporting your child in writing; Meeting the demands of CCLS.
- Parent letters will be sent home and posted on our EChalk website to introduce new units of study in Reading and Writing. These letters will give an overview of the unit including standards being addressed, a list of skills being taught and suggestions for how to support learning at home.
- A literacy page will be established on our EChalk website. This page will provide information for parents in supporting their children toward achievement in the Common Core Standards.
- Task cards/check lists will accompany at home writing activities.
- School sponsored special events will be centered on literacy and math.
- Information to familiarize parents with CCLS will be sent home and posted on our EChalk website as appropriate items become available.

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 X 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).

TL ASD funds are used to pay teacher per session so the entire ASD Nest program staff can meet after school on a weekly basis for case conferencing, meetings with consultants and professional development. The ideas and techniques shared at these meetings directly impact instructional strategies.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2013, the Students With Disabilities (SWDs) will demonstrate progress towards achieving state standards in Mathematics as measured by

- A 5% increase in the number of SWDs in Grades 4 and 5 raising their score on the NYS Mathematics Test to the next level.
- A 5% increase in the number of SWDs in grades K-5 performing at level 3 or level 4 in math as demonstrated by report card grades.

Comprehensive needs assessment

- Results from our NYS Report Card indicate that we did not meet AYP for SWDs in math during the 2010-2011 school year.
- State Math results indicate a 26% point gap in performance at level 3 and 4 between SWDs and general education students among our current 4th and 5 grade students.
- Report card grades for November 2012 indicate that 24% of our SWDs are performing on or above grade level in math.

Instructional strategies/activities

- Ongoing through June 2013, classroom teachers will participate in curriculum mapping
 - Teachers will gradually revise maps to reflect the UDL framework in content, instruction, and tasks to better meet the needs of individual students.
 - Development of higher order questioning on the part of teachers and students will be a focus for administrative observations.
 - Rubrics and assessments that support the CCLS will be developed.
- Beginning September 2012 Math In Focus will become the school-wide math program.
 - All teachers received training in June 2012, will receive training in September 2012.
 - Grade representatives will receive training throughout the school year with our network math specialist and will turn-key their training to colleagues.
- Ongoing, teachers will continue to develop through their instruction the 8 Mathematical Practices as outlined by CCLS.
- Ongoing, teachers will continue to develop tasks using the DOK framework and Bloom's Taxonomy to ensure a high level of rigor.
- Ongoing, teachers will continue to will meet in grade level teams to look at student work with a focus on the progress of SWDs and at-risk students.
- Ongoing, in school professional development activities will center on CCLS with a focus on the instructional shifts.
- Beginning September 2012, teachers, coach and administration will participate in professional development workshops offered by our support network and the the ASD Nest Program. These workshops include, but are not limited to:
 - Grade Level workshops focusing on strategies for students with autism
 - Upper/Lower elementary seminars for teachers of students with autism
 - Content area workshops for teachers of students with autism
 - Understanding academics for students with autism

Strategies to increase parental involvement

Beginning September 2012 and ongoing:

- Parent workshops will be offered to address topics such as the following: Understanding Math In Focus; Meeting the demands of CCLS.
- Parent letters will be sent home to introduce new units of study in math. These letters will give an overview of the unit including standards being addressed, a list of skills being taught and suggestions for how to support learning at home.
- School sponsored special events will be centered on literacy and math
- Information to familiarize parents with CCLS will be sent home as appropriate items become available.
- A Math In Focus page will be established on our EChalk website. This page will provide information for parents in supporting their children toward achievement in the program and the Common Core Standards.

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).

TL ASD funds are used to pay teacher per session so the entire ASD Nest program staff can meet after school on a weekly basis for case conferencing, meetings with consultants and professional development. The ideas and techniques shared at these meetings directly impact instructional strategies.

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 the school will fully implement the three tier RTI Model. We will have a 10% decrease in referrals to the PPT as evidence.

Comprehensive needs assessment

- Based on data provided by the Pupil Personnel Team, the number of referrals made to the school assessment team rose for three consecutive years from 118 in 2008-09 to 121 in 2009-10 and 127 in 2010-11. Referrals in 2011 – 2012 dropped to 64. We are striving to increase our gain.
- Of the 366 referrals made to the PPT from September 2008 – June 2011, 25% resulted in referrals to the SAT. Of the 64 referrals made to the PPT in 2011 – 2012, 37.5% resulted in referrals to the SAT.

Instructional strategies/activities

Beginning September 2012 and ongoing,

- All teachers will have in place Tier 1 supports as indicated by school checklist. The checklist will be distributed in September.
- The process for referral to the PPT will be revised requiring teachers to document interventions that were tried and their level of success, prior to referring a child to the PPT.
- The RTI team will meet weekly to review student progress and interventions.
- Tier 2 academic interventions will be established for students not responding to Tier 1 interventions.
- Tier 3 academic interventions will be established for students not responding to Tier 2 interventions.
- Literature to support understanding of the model will be made available to all staff members.
- Staff members will attend RTI workshops as offered by our support network and the ASD Nest program. These workshops will be turn keyed to remaining staff members.

Strategies to increase parental involvement

Beginning September 2012 and ongoing:

- Parent workshops will be offered to familiarize parents with RTI.
- Literature and links to RTI websites aimed at parents will be sent home as they become available.
- Parents of students participating in Tier 2 and Tier 3 intervention programs will receive progress report and program 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 X 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).

TL ASD funds are used to pay teacher per session so the entire ASD Nest program staff can meet after school on a weekly basis for case conferencing, meetings with consultants and professional development. The ideas and techniques shared at these meetings directly impact instructional strategies.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2013 overall student attendance will be maintained at 95.2% or further increase, as measured by the school Progress Report.

Comprehensive needs assessment

- Analysis of the school Progress Reports indicates an increase in overall attendance from 93.8% in 2010-11 to 95.1% in 2011-2012. In previous years our attendance was in decline. We are striving to increase our gain.

Instructional strategies/activities

- Ongoing, students with perfect attendance for a given month will have their pictures taken and displayed in the school lobby.
- Ongoing:
 - The PTA will offer monthly incentives for the class(es) with the best attendance. These incentives will include treats, books, pencils, etc.
 - A school attendance mascot will be passed around among classes with the best attendance each month.
 - The PTA will continue to hold a monthly raffle at the general PTA meeting. Students will earn a raffle ticket for each week of perfect attendance they have allowing them to earn 4-5 tickets per raffle. Prizes will be family oriented such as movie tickets and restaurant gift cards.
 - The monthly PTA newsletter will include a column focusing on attendance. It will include school statistics, incentives, progress, etc.
- Beginning September 2012 students with perfect attendance will be recognized at the monthly grade assembly.
- Ongoing the school will track students with chronic absences. Ongoing communication with parents will be maintained for these students and their progress will be noted and recognized.

Strategies to increase parental involvement

- Ongoing, the PTA will continue to hold a monthly raffle at the general PTA meeting. Attendance at PTA meeting will be required to win. The PTA will recognize attendance achievements and provide support and information for parents to help improve attendance for their children.
- The PTA page of EChalk will include a section focusing on attendance. It will include school statistics, incentives, progress, etc.
- The school will maintain ongoing communication with parents of students who have chronic absences.

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 X 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).
- The Network Student Services Director will be involved for help in planning professional development for staff and for recommendations of additional resources to be contacted for assistance. The District attendance teachers will be used to assist in cases of extended or excessive absences. After PD, lessons will be incorporated into lessons at each grade related to the importance of excellent attendance.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Leveled Literacy Intervention	Small Group	During the school day
	Soar to Success Reading	Small Group	During the school day
	Orton Gillingham	Small Group	During extended day
	Visualizing and Verbalizing	Small Group	During extended day
Mathematics		Small Group	During the school day
		Small Group	During extended day
Science	Multiple modality materials	Small group and one-to-one	During the school day
Social Studies	Leveled texts, digital resources	Small group and individual	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk counseling	Small group and individual	During the school day
	Slp speech	Small group and individual	During extended day
	Health –related services	Small group and individual	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.

- Currently, all teachers are highly qualified.
- For future hiring, job fairs will be attended and HR partners will be contacted to ensure hiring of highly qualified teachers.
- Ongoing professional development opportunities will be provided to all staff during the school year. These PD's will be differentiated to provide for the specific needs of staff and students. The PD's may include but not be limited to CCLS, RTI, UDL, and ASD Nest techniques and strategies.

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

P.S. 4R, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2012-2013.

School Responsibilities

P.S. 4R will:

1. Utilize the research based programs, Orton-Gillingham and Visualizing and Verbalizing along with a balanced literacy curriculum and Math In Focus as a base line for high quality curriculum. P. S. 4R will integrate this with classroom technology, hands-on Science program, standard based Social Studies, Physical Education, and the arts to ensure a well-rounded, flowing learning environment.
2. Schedule PTC twice during each school year in November and March. Additional ongoing conferences are held as the request of parent and/or teacher.
3. Provide parents with the following reports on child's progress:
 - Report cards distributed in November and March with final report cards sent home on the last day of school.
 - Progress Reports will be sent home in October, January, and May to increase parental involvement and academic communication.
 - Curriculum conferences with classroom teachers in early fall.
 - Formal notification regarding possible holdover in January.
 - Acuity data available to parents as each is provided with a user password.
 - ELA, State Math, Social Studies & Science scores distributed upon receipt by school.
 - Parent/Teacher requested meetings.
 - Parent/teacher reports made by phone, e-mail, notes and scheduled appointments.
4. As delineated above, parents have access to staff during PTC both formally and informally throughout the school year.
5. Provide parents opportunities to observe and participate in their child's classroom during Open School Week, traditionally held in the early Fall of each year.
 - Encourage parents to participate in Publishing Celebrations, Science Fair, class trips, read to the class as a guest reader, assist in classroom projects.
6. Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.
7. Involve parents in the joint development of any school-wide program plan (for SWP schools), in an organized, ongoing and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a home language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in a least math, language arts.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in Section 200.56 of the title I.

Parent/Guardian Responsibilities

We as parents will support our children’s learning in the following ways:

- supporting my child’s learning by making education a priority in our home by:
 - making sure my child is on time and prepared every day for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- volunteering in my child’s classroom;
- participating, as appropriate, in decisions relating to my children’s education;
- participating in school activities on a regular basis;
- Promoting positive use of my child’s extracurricular time.
- staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Leadership Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school’s discipline policy;
- Express high expectation and offer praise and encouragement for achievement.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do homework every day and ask for help when we need to.
- Read at least 30 minutes every day outside of school time.
- Give to our parents or the adult who is responsible for our welfare all notices and information received from my school every day.

Name	Signature	Date
School – Print Name		
Parent(s) – Print Name		

Student (if applicable)- Print Name		
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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 Nancy Ramos/William Colavito	District 31	Borough Staten Island	School Number 004
School Name Maurice Wollin			

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

Principal Marc Harris	Assistant Principal Suzanne DiMitre
Coach Melissa Grandner D'Angelo	Coach only 1 coach on staff
ESL Teacher Mariel Covino	Guidance Counselor Cindy Valle
Teacher/Subject Area Kathy Oehm, Kindergarten	Parent
Teacher/Subject Area Katie Alcantara, Second Grade	Parent Coordinator currently seeking new hire
Related Service Provider Ruby Freeman	Other Lori Sotnick, Asst. Principal
Network Leader	Other Diane Milgrom, ESL Teacher

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	2	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	793	Total Number of ELLs	27	ELLs as share of total student population (%)	3.40%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. At registration, parents are administered the HLIS in the parent's language of choice. An ESL teacher is present to explain the HLIS to the parent. The ESL teacher conducts an informal oral interview with the parent and child in English to identify those students who may be eligible for LAB R testing. Staff who are fluent in the family's native language are also present to conduct an informal oral interview with the child in the native language. If necessary, the school will utilize the DOE Over-the-Phone Interpretation services to facilitate this process. The parent then completes the HLIS form. Through this process, the ESL teacher is able to identify those children who are eligible for LAB R testing. Next, an ESL teacher individually administers the LAB R to students who are eligible for LAB R testing within the first ten days of enrollment. Students who are Spanish dominant and do not score proficient on the LAB R are then administered the Spanish LAB within the first ten days of enrollment. In the event that the ESL teacher is unavailable to conduct the initial screening, administer the HLIS, and/or administer the LAB R and/or Spanish LAB, a trained pedagogue such as Ruby Freeman may complete the ELL identification process described above within the first ten days of enrollment.

For any child newly enrolled at PS 4, the original HLIS is included in the child's cumulative record folder, and a copy is kept on file in the Main Office. If a student is identified as an ELL based upon his or her LAB R score, a copy of the HLIS is also kept on file in the ESL Compliance Binder in the ESL Room. The ESL Teachers also ensure that the original HLIS of all transfer students is sent to PS 4 from the child's previous school and that it is placed in each child's cumulative record folder at PS 4.

On the first day of the school year each September, the ESL teachers obtain the NYSESLAT Scores and Modality Breakdown Report (RNMR) from ATS to evaluate the progress of ELLs that had taken the NYSESLAT in May of the previous school year. Overall NYSESLAT proficiency results are examined and a modality analysis is conducted in order to identify the language areas in need of improvement. Based on this information, ELLs are grouped by proficiency and begin receiving Pull Out services.

2. On the day that it has been determined that the child is an English Language Learner based on the score the child received on the LAB R, the parent receives the Entitlement Letter (Appendix C), Parent Brochure, and the Parent Survey and Program Selection Form (Appendix D) in the language that the parent indicated in Part 3 Parent Information section of the HLIS. The Entitlement Letter includes the date, time and place for the Parent Orientation for Newly Enrolled ELLs. All information shared (oral and written) is made available in the parents' languages of choice, either with the assistance of staff members fluent in the parents' native languages or through the use of the DOE Over-the-Phone Interpretation service.

The ESL teachers, Parent Coordinator, and staff fluent in the parents' native languages conduct the Parent Orientation. Parents view the New York City Department of Education Orientation Video for Parents of Newly Enrolled English Language Learners in their language of choice. Further questions and concerns are addressed by the ESL teachers, Parent Coordinator, and staff fluent in the native languages of the parents to ensure that all parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL). If necessary, the school will utilize the DOE Over-the-Phone Interpretation services to facilitate this process.

Parents are encouraged to indicate their first, second and third programs or choice, even if the program is not currently offered at PS 4. At the current time, the families of fewer than 15 ELL students across two contiguous grades who speak the same home language have requested TBE or DL as their first choice on the Parent Survey and Program Selection Form. It is explained to the parents that once sufficient numbers are reached a TBE and/or DL class will be opened. Alternatively, the parents are provided a transfer option if their first program of choice is not currently offered at PS 4, with the understanding that the parents would be notified if a TBE and/or DL class were to open based upon sufficient requests and that the family would also be provided the option to transfer their child back to PS 4 and into the TBE or DL class should the parents wish to do so. Parents may decline the transfer option and keep their child in PS 4 with the understanding that the child will be placed in ESL services, as opposed to TBE or DL, until such time that sufficient numbers are reached and a TBE or DL class is opened. The parents then complete the Parent Survey and Program Selection Form in the language of their choice and submit it to the ESL teachers.

Once a parent completes the Parent Survey and Program Selection Form, the original is filed in the child's cumulative record folder and a copy is kept on file in the ESL Compliance Binder in the ESL Room. The ESL Teachers also ensure that the original Appendix D of all transfer students is sent to PS 4 from the child's previous school and that it is placed in each child's cumulative record folder at PS 4.

The ESL Teachers utilize Appendix K in order to maintain a record of each parent's first, second, and third program of choice, as indicated on the completed and signed Parent Survey and Program Selection Form, as well as the ELPC function in ATS to maintain a record of each parent's first program choice. Once the families of 15 ELL students across two contiguous grades who speak the same home language have requested TBE or DL as their first choice on the Parent Survey and Program Selection Form, a TBE or DL class will be opened. Beginning in the Fall of 2011, data collected from the Parent Survey and Program Selection Form is entered on the ELPC function on ATS.

3. The ESL teacher prepares and distributes the Entitlement Letters and Parent Survey and Program Selection Forms in each parent's language of choice as indicated on the Parent Information section of the HLIS on the day that it is determined that the child is an ELL based upon his or her score on the LAB R. It is indicated on the Program Selection side of Appendix D that the form is to be returned to the ESL teacher on the day of the scheduled Parent Orientation. If a parent does not attend the Parent Orientation, the ESL Teacher or a staff member who is fluent in the parent's native language contacts the parent by phone in order to schedule a make-up session. If necessary, the school will utilize the DOE Over-the-Phone Interpretation service to facilitate this process. Since PS 4 does not have sufficient numbers of students to sustain a Transitional Bilingual Education program, students whose parents do not return the form are placed in our Freestanding English as a Second Language program until a make-up session can be scheduled and the parent can make an informed decision about program choice. Again, all oral and written information at the make-up session will be made available in the parent's language of choice as indicated on the Parent Information section of the HLIS. Staff fluent in the parent's native language will assist in interpretation or the DOE's Over-the-Phone Interpretation service will be utilized if necessary.

4. Once an ELL has been identified, the parent attends the Parent Orientation and is informed of the three program choices available in their native language if requested. When a parent selects ESL, the child is serviced through a combination of Push In and Pull Out ESL services.

As stated above, parents are encouraged to indicate their first, second and third programs or choice, even if the program is not currently offered at PS 4. At the current time, the families of fewer than 15 ELL students across two contiguous grades who speak the same home language have requested TBE or DL as their first choice on the Parent Survey and Program Selection Form. Once sufficient numbers are attained a TBE and/or DL class will be opened. Parents who indicate that TBE or DL are their first program choice are provided a transfer option if their first program of choice is not currently offered at PS 4, with the understanding that the parents would be notified if a TBE and/or DL class were to open based upon sufficient requests and that the family would also be provided the option to transfer their child back to PS 4 and into the TBE or DL class should the parents wish to do so. Parents may decline the transfer option and keep their child in PS 4 with the understanding that the child will be placed in ESL services, as opposed to TBE or DL, until such time that sufficient numbers are reached and a TBE or DL class is opened.

5. During the 2009 - 2010 and 2010-2011 school years, the trend in program choice that parents requested was ESL. In the 2011-2012 school year, the trend continued, with 6 families selecting ESL as their primary program choice. One family selected TBE as their first program choice. To date, all parents who have selected TBE or DL as their first program choice have declined the transfer option

offered by the school and have instead decided to keep their child enrolled at PS 4, with the understanding that the child will be placed in the ESL program until such time that sufficient numbers are attained in order to implement a TBE and/or DL program.

Parent Program Selection Choices, 2009-2012

	ESL	TBE	DL
2009-2010	5	0	2
2010-2011	7	0	0
2011-2012	6	1	0

6. The only program model offered at this point in time is ESL, which is aligned with the overwhelming majority of our parent requests. However, The ESL Teachers continue to utilize Appendix K in order to maintain a record of each parent's first, second, and third program of choice, as indicated on the completed and signed Parent Survey and Program Selection Form, as well as the ELPC function in ATS to maintain a record of each parent's first program choice. Once the families of 15 ELL students across two contiguous grades who speak the same home language have requested TBE or DL as their first choice on the Parent Survey and Program Selection Form, a TBE or DL class will be opened. Additionally, to build alignment between parent choice and program offerings, administration may budget for a TBE and/or DL class in the future and encourage teachers to obtain bilingual extensions.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
--	--

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	1	1	1	1	1	1	0	0	0	0	0	0	0	6
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	25	0	5	2	0	2	0	0	0	27
Total	25	0	5	2	0	2	0	0	0	27

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 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
	Spanish	1	3	1	3	0	0	0	0	0	0	0	0	0
Chinese	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Russian	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	1	2	1	0	1	1	0	0	0	0	0	0	0	6
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	2	1	1	0	0	0	0	0	0	0	0	0	0	4
Other	1	0	1	1	2	0	0	0	0	0	0	0	0	5
TOTAL	5	7	5	4	5	1	0	27						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1. Our ELLs are serviced through a combination of Pull Out and Push In services. Please see Appendix 2: Program Delivery for English Language Learners (ELLs) for sample student schedules.
 - a. Our ELL students are serviced through a combination of Pull Out and Push In services in order to ensure that students receive the full amount of their NYS CR Part 154 mandated number of units of service of support as determined by individual proficiency level according to the 2011 NYSESLAT. The ESL Teachers collaborates with the classroom teachers in order to plan and implement instruction during scheduled Push In periods. For Pull Out services, students are grouped heterogeneously within a three grade span. Each group receives one period of Pull Out each day.

In order to move our current ELLs into a Push In model for the 2011-2012 school year, administration structured this year's class lists so that all of the ELLs on a grade will be placed in the same classroom, to the fullest extent possible. In this way, the ESL teachers may service the majority of students through a Push In model.

- b. Students of mixed proficiency levels are serviced by grade for Push In ESL. Students are grouped heterogeneously within a three grade span for Pull Out services.

A. Programming and Scheduling Information

2. Students are grouped heterogeneously across a three grade span for one period of Pull Out ESL each day. The remaining minutes of service per week are met through Push In services, in order to ensure that students receive the full amount of their NYS CR part 154 mandated number of units of service of support.

a. Explicit ESL instructional minutes are delivered through a combination of Push In and Pull Out services to ensure that the specific mandate for each student is met. All ELA work done at PS 4 is presented in the workshop model using a comprehensive literacy approach for instruction. This will comprise the explicit ELA instruction for ELLs. Materials in the students' native languages such as books, bilingual dictionaries and glossaries are utilized in the ESL classroom to provide mandated native language support.

3. The ESL teachers are state certified in ESL instruction. In addition, they are licensed in Early Childhood and Elementary Education by New York State. For the 2011-2012 school year, PS 4's ESL program continues to utilize Avenues, a research-based, comprehensive ESL curriculum by Hampton Brown that is aligned to current grade level New York State learning standards and bridges language, literacy, and content in order to better support academic progress. The current ESL instructional program incorporates the use of sheltered instruction and scaffolding in the content areas, differentiation strategies, TPR, hands-on activities, manipulatives, pictures, music and movement, frequent access to online educational websites and interactive language learning software on the Smart Table and desktop computers, and employs a broad range of ESL and literacy strategies to support the ELL students. Additionally, in an effort to raise performance levels in reading across all grades, PS 4 has purchased an extensive, leveled ESL library from Rigby: On Our Way to English. The collection includes texts for Guided Reading, periodic assessments, and teacher guides. The Rigby resources complement Avenues, the ESL curriculum that is currently in place.

Classroom teachers collaborate with the ESL teachers to ensure that content presented in the English language is differentiated and made comprehensible to ELLs through scaffolding, appropriate application of ESL language learning methods, and research-based ESL strategies, such as those described above. The ESL program includes a Push In component that has been implemented to ensure that students receive the necessary support during content area instruction. Additionally, the ESL Teachers collaborate with the AIS teachers and related service providers who service ELLs to ensure that appropriate strategies, methods, and approaches are utilized in the ESL program.

4. Students who are Spanish dominant and do not score proficient on the LAB R are administered the Spanish LAB. At the present time, PS 4 does not have sufficient numbers in order to sustain a TBE or DL class. However, in the event that the school should open a TBE or DL program, native language assessments such as EL SOL, ELE Spanish Reading Test, or Chinese Reading Test or other research-based, formal assessments in the language of instruction in the TBE or DL program other than English will be utilized to appropriately evaluate students in their native language(s).

5. Instruction is scaffolded and differentiated based on the individual child's English language proficiency in each of the four modalities, as well as what is developmentally appropriate for the child's age and grade level. The coach, AIS teachers, and related service providers offer assistance in differentiating instruction to meet the needs of a multi-age class with mixed-proficiency levels and diverse needs to ensure that appropriate, research-based strategies, methods, and approaches are integrated into the ESL program.

a. We are currently not servicing any SIFE students. In the event that we need to service to a SIFE student, the student will be assessed and provided with the required ESL instruction in addition to any other intervention services found necessary. Additional services may include one on one tutoring through the Reading Volunteer Program, Academic Intervention Services, participation in the Leveled Literacy program, inclusion in the Extended Day program, parent support workshops or other available support services. Additionally, the ESL Teachers, classroom teachers, coach, AIS teachers, and/or related service providers would collaborate to develop a differentiated instructional plan to ensure that the academic and language learning needs, as well as any additional special needs, of all SIFE students are addressed.

b. Newcomers receive targeted, differentiated instruction in the four modalities through Push In and Pull Out services, as well as benefit from collaboration among the ESL Teachers, classroom teachers, coach, AIS teachers, and related service providers to ensure that the academic, linguistic, and other special needs are addressed. Newcomers who are in the testing grades receive additional academic and linguistic support through participation intervention services available at the school such as the Extended Day program, Leveled Literacy

A. Programming and Scheduling Information

program, AIS and Reading Volunteer program. Newcomers in testing grades will also receive the testing accommodations mandated for ELLs by New York State, which will also be extended to former ELLs for up to two years after scoring proficient on the NYSESLAT. Parent meetings of current and former ELLs in the testing grades will also be conducted in the parents' languages of choice to ensure that parents are aware of the testing requirements and to address their questions and concerns. Since NCLB now requires ELA testing for ELLs after one year, ELLs in this subgroup will receive additional services based upon his or her academic and linguistic needs, such as one on one tutoring through the Reading Volunteer Program, participation in an AIS program, participation in related service(s), inclusion in the Extended Day program, participation in the Leveled Literacy program, parent support workshops or other available support services.

c. Examination of students' results in the four modalities as assessed by the NYSESLAT indicates that the area of least proficiency for ELLs receiving 4-6 years of service is in reading and writing. Targeted instruction in these areas will be delivered to these students. The ESL teachers and classroom teachers work in collaboration with the coach, AIS teachers and related service providers to improve ELL progress in reading and writing by developing individual goals for each of these students based on analysis of performance on the NYSESLAT and classroom performance. Both the ESL teachers and classroom teachers provide differentiated instruction designed to enable each student to achieve individual goals related to academics, language, and other special needs. Additional services are provided based on an individual-needs basis, including AIS and participation in the Extended Day program.

d. We are currently not servicing any Long Term ELL students. In the event that we need to service a LTE student, the student will be provided with the required amount of ESL instructional minutes based upon proficiency level as determined by the LAB R or NYSESLAT in addition to any other intervention services found necessary. Services may include one on one tutoring through the Reading Volunteer Program, Academic Intervention Services, inclusion in the Extended Day program, parent support workshops or other available support services. Additionally, the ESL teacher, classroom teachers, coach, related service provider(s) and AIS teachers would collaborate to ensure that the academic and language learning needs, as well as other special needs, of all LTE students are addressed.

6. ELLs who have been identified as having special needs have been placed in accordance with his/her IEP, which indicates specific ESL instruction in addition to any special education services needed. ESL instruction is differentiated in order to meet the special needs of individual students, increase academic achievement, and support language acquisition. Paraprofessionals assigned to Special Education ELLs may accompany their students during pull out ESL services. Additionally, the ESL teachers, classroom teachers, paraprofessionals, coach, related service providers, and AIS teachers collaborate to ensure that the academic and language learning needs of all ELL-SWD students are addressed, as well as other special needs. Additional services to which ELL-SWDs are entitled include one on one tutoring through the Reading Volunteer Program, participation in the AIS program, inclusion in the Leveled Literacy program, participation in related service(s), inclusion in the Extended Day program, parent support workshops and/or other available support services.

Special Education teachers implement the same literacy and content curricula as their General Education counterparts. Daily academic content area instruction in the classroom is differentiated according to ability and incorporates the use of research-based academic and language learning strategies that have been found to be successful with ELLs with special needs, as well as scaffolding techniques, manipulatives, visuals, realia, hands-on activities, TPR, and music and movement to facilitate the acquisition of language and content area knowledge. The ESL Teachers and classroom teachers of ELL-SWDs collaborate to ensure that research-based ESL language learning strategies are integrated into each lesson to support student achievement of both academic and linguistic goals.

7. PS 4 uses curricular, instructional, and scheduling flexibility to meet the diverse academic and linguistic needs of ELL-SWDs within the least restrictive environment. All ELL-SWDs are placed in the least restrictive environment according to the requirements indicated on the most current IEP of each child. The ELL-SWDs whose IEPs require a paraprofessional are assigned a paraprofessional in the classroom. Additionally, paraprofessionals may accompany the ELL-SWDs to whom they are assigned to Pull-Out ESL services. All Special Education teachers implement the same literacy and content curricula as their General Education counterparts. The ESL Teachers, Special Education teachers, paraprofessionals, AIS teachers, related service provider(s) and coach collaborate to ensure that all ELL-SWDs are able to achieve curricular goals through support provided through scaffolded instruction that incorporates ESL teaching methods, differentiated learning strategies and other research-based instructional practices that have been proven to be successful in making content comprehensible and further supporting English language acquisition for ELL-SWDs. Scheduling flexibility in the ESL program allows for the ESL Teachers to provide Push In services during content area studies as well as literacy instruction.

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
0	0		0	0
0	0		0	0
0	0		0	0
0	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
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.

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. PS 4 offers a range of intervention services in ELA and math. Classroom teachers may recommend ELLs in need of academic support for the Extended Day program, Academic Intervention Services, Leveled Literacy program, and/or the Reading Volunteer program. All of these services are open to ELLs and offered in English. Additionally, all students at PS 4 have Renzulli Learning accounts, an English-language interactive software differentiated based upon individual student interest and ability level. Parent support workshops are also offered periodically, at which interpretation and translation services are available to ensure that parents receive all oral and written information in their language of choice. All ELLs in need of intervention may participate in any or all of these available services. Newcomers, SIFE students, LTEs, and ELLs with special needs will be recommended based upon individual needs.

9. PS 4 provides continuing transitional support for up to two years after an ELL reaches proficiency on the NYSESLAT. In accordance with the NYSED requirement, former ELL students are entitled to the mandated two year extension of testing accommodations. Teachers of ELLs who have reached proficiency on the NYSESLAT continue to employ research-based ESL strategies in the classroom. Additionally, the ESL Teachers periodically meet with the former ELLs and teachers of former ELLs to informally monitor progress, assess needs, and offer academic and linguistic support if necessary. PS 4 will not receive Title III funds this year, based upon the total number of ELLs enrolled last year. However, in the event that the school is granted Title III funds in the future, former ELLs will be invited to participate in all Title III programs offered.

10. In an effort to raise performance levels in the area of reading, PS 4 has purchased an extensive, leveled ESL library from Rigby: On Our Way to English. The collection includes texts for Guided Reading, periodic assessments, and teacher guides. The research-based Rigby resources complement Avenues, the ESL curriculum that is currently in place. This school year, PS 4 has also purchased a Smart Table for the ESL classroom. The ESL classroom also has two desktop computers and access to laptop computers. PS 4 intends to increase the use of technology in its ESL program through the use of interactive software designed to improve the language and literacy skills of ELLs. One such software program is Kidspiration, a research-based, interactive program which builds and strengthens word recognition, vocabulary, comprehension and written expression through the use of graphic organizers and other visual learning techniques. These additions to the ESL program will benefit our ELLs across all subgroups.

11. PS 4 continues to provide the same programs and services for ELLs that have been in place from previous years. However, PS 4 will not receive Title III funds this year, based upon the total number of ELLs enrolled last year, and will therefore not implement a Title III program during the 2011-2012 school year.

12. All ELLs and former ELLs may participate in all before- and after-school programs and supplemental services, including Extended Day, Reading Volunteer Program, Leveled Literacy and AIS programs. All school bulletins, notices and permission forms, including those that pertain to school programs, are distributed in English as well as the native languages of our ELL families, which ensures that equal access to all school programs is afforded to our ELLs and that their full participation in such school programs is encouraged and supported by all school staff.

13. For the 2011-2012 school year, PS 4's ESL program continues to utilize Avenues, a research-based, comprehensive ESL curriculum by Hampton Brown that is aligned to current grade level New York State learning standards and bridges language, literacy, and content in order to better support academic progress. The current ESL instructional program incorporates the use of sheltered instruction and scaffolding in the content areas, differentiation strategies, TPR, hands-on activities, manipulatives, pictures, music and movement, frequent access to online educational websites and interactive language learning software, and employs a broad range of ESL and literacy strategies to support the ELL students.

In an effort to raise performance levels in reading across all grades, PS 4 has purchased an extensive, leveled ESL library from Rigby: On Our Way to English. The collection includes texts for Guided Reading, periodic assessments, and teacher guides. The Rigby resources complement Avenues, the ESL curriculum that is currently in place.

PS 4 has purchased a Smart Table for the ESL classroom, in addition to two desktop computers. PS 4 intends to increase the use of technology in its ESL program through the use of interactive software designed to improve the language and literacy skills of ELLs. One such software program is Kidspiration, a research-based, interactive program which builds and strengthens word recognition, vocabulary, comprehension and written expression through the use of graphic organizers and other visual learning techniques.

The addition of the leveled library and Smart Table, combined with the use of the instructional materials already in place from previous years, will benefit our ELLs across all subgroups, as the materials provide for scaffolded and differentiated instruction to meet the needs of all learners.

In addition to bilingual books, dictionaries and content area glossaries, ELL support in the native languages is provided through the use of other materials such as Lakeshore Photo Card Libraries with captions in English and 14 other languages and access to a wide range of online resources in the native languages of our students. Such online resources include Tumblebook Online Read Aloud Books in Spanish (<http://www.tumblebooks.com>), International Children's Digital Library with texts available in 50 languages (<http://en.childrenslibrary.org/index.shtml>), and world language dictionary websites such as WordReference.com (<http://www.wordreference.com>) and Merriam Webster Online (<http://www.merriam-webster.com>).

14. Materials in the students' native languages such as bilingual books, dictionaries, content area glossaries, and Lakeshore Photo Card Libraries with captions in English and 14 other languages are utilized in the ESL classroom. Students also have access to a variety of online resources in the native languages of our students. Such online resources include Tumblebook Online Read Aloud Books in Spanish (<http://www.tumblebooks.com>), International Children's Digital Library with texts available in 50 languages (<http://en.childrenslibrary.org/index.shtml>), and world language dictionary websites such as WordReference.com (<http://www.wordreference.com>) and Merriam Webster Online (<http://www.merriam-webster.com>). These resources are integrated into the ESL program in order to provide the 25% of mandated Native Language support.

15. Yes. Teachers who provide academic intervention services to ELLs consult the ESL teacher to ensure that all services and resources are appropriate for each student's individual age, grade levels, and language learning needs. When appropriate, instruction is differentiated and resources are modified to meet the needs of the learners.

16. In the event that the school is aware of an incoming ELL student prior to the beginning of the school year, opportunities such as parent workshops, school tour, program review, and access to supplemental materials appropriate for the child are made available. Oral and written information will be available in the parent's native language as well as English.

17. Electives are not offered, as PS 4 is an elementary school.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

1 - 5: N/A - PS 4 does not offer a DL program.

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. PS 4 provides Professional Development and support for all school staff. The ESL teachers will each develop personal professional development plans for the 2011-2012 school year which will be supported by the administration. In addition, professional development for all personnel working with ELLs will take place during available time throughout the year including designated professional development days, monthly faculty and grade conferences, preparation periods, and after school workshops. Additionally, staff members may participate in professional development sessions presented by organizations such as NYS TESOL, NYSABE, or the Manhattan-Staten Island BETAC.

Below is a tentative calendar of in-house Professional Development scheduled for the 2011-2012 school year. PD workshops will be developed and implemented by the ESL teachers. Classroom teachers, cluster teachers, related service providers, AIS teachers, coach, paraprofessionals, administrators, secretaries, and parent coordinator will be encouraged to attend.

November - December: Incorporating ESL strategies into Instruction in the Classroom

March - April: Strategies for preparing ELLs for upcoming state exams including NYS ELA, NYS Math, and NYSESLAT (Parents of ELLs will also be encouraged to attend this session)

June: Strategies for assisting ELLs in maintaining progress throughout the summer break (Parents of ELLs will also be encouraged to attend this session)

2. Staff members such as 5th grade classroom teachers and others who work with 5th grade ELL students may participate in professional development sessions held either at school or presented by organizations such as NYS TESOL, NYSABE or the Manhattan-Staten Island BETAC that focus on assisting ELLs as they transition from elementary school to middle school. Arrangements may be made to have PS 4 staff, including the ESL Teachers, accompany the Grade 5 ELLs, former ELLs, and their parents on a visit to the middle school to which the students will transition the following year, during which time the students and parents would take a tour of the building and meet the staff, including the middle school ESL Teacher.

3. As per Jose P., all staff will receive at minimum 7.5 hours of ELL training (10 hours for Special Education teachers that work with ELLs) through participation in Professional Development sessions with issues related to ELLs, either in-house or provided by organizations such as NYS TESOL, NYSABE or the Manhattan-Staten Island BETAC.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Currently, PS 4 is actively seeking a new Parent Coordinator, as our previous Parent Coordinator accepted a position as a Special Education teacher in September 2011. The ESL Teachers will work closely with the new Parent Coordinator to reach out to our ELL families and encourage parental involvement. Once hired, PS 4's new Parent Coordinator will distribute all school bulletins, notices, and permission forms in both English and the native languages of our families. Staff fluent in the native languages of our families are available to interpret when necessary. These measures ensure that the parents of ELLs will be kept abreast of all activities in which parental involvement is encouraged. Such activities include, but are not limited to, the following: attendance at parent-teacher conferences, participation in the PTA, class parent roles and responsibilities, and attendance at monthly school assemblies and other in-house activities.

Common translated signs that have been downloaded from the DOE's Translation Resources website are displayed prominently in the Main Office.

The ESL teachers maintain a binder of all DOE -produced ELL Parent Information surveys, informational documents, and notifications relevant to the ELL identification and placement process in the available translated versions. If the translation of other critical, school-issued surveys, informational documents and notifications cannot be completed in-house by a school staff member or parent volunteer, services offered by the DOE Translation and Interpretation Unit are utilized. The ESL teachers are responsible for completing and submitting Translation Request Forms to the DOE Translation and Interpretation Unit. The ESL teachers aim to submit the Translation Request Forms and the file(s) to be translated to translations@schools.nyc.gov as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

When necessary, the school obtains translation services in additional languages via external, DOE-contracted vendors. Again, the ESL teachers aim to submit requests as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

In the event that a staff member is not available to interpret for a parent, the school utilizes the DOE Over-the-Phone Interpretation Services available through the Translation and Interpretation Unit at 718.752.7373 ext. 4. If necessary, the school will apply its translation/interpretation funding allocations in order to contract LIS to cover interpretation needs.

In the event that interpretation services are required for on-site central events in which the parents of ELLs are participating, the ESL teacher will be responsible for completing and submitting Interpretation Request Forms to the DOE Translation and Interpretation Unit to translations@schools.nyc.gov.

1. Parents of ELLs are invited to participate in the PTA , Parent-Teacher conferences, and Parent Coordinator workshops. During the 2011-2012 school year, the ESL teachers and Parent Coordinator will also conduct workshops for parents of newly enrolled ELLs. Additionally, workshops on topics such as the NYSESLAT and strategies for supporting the academic success of the ELL child at home may be presented.

2. PS 4 continues to partner with Learning through An Expanded Arts (LEAP) program and the Center for Arts Education.

3. Parent needs are evaluated through utilizing the Learning Environment Surveys, which are offered in English as well as the home language, as well as Parent Coordinator surveys distributed in English and the home languages of our families.

4. Based on the needs of the parents as indicated in the Learning Environment Survey and surveys distributed by the Parent Coordinator, parental involvement activities are created to educate and encourage parents in supporting their child's education at home.

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)	7	0	1	1	0	0	0	0	0	0	0	0	0	9
Intermediate(I)	2	2	2	1	0	1	0	0	0	0	0	0	0	8
Advanced (A)	3	2	2	3	0	2	0	0	0	0	0	0	0	12
Total	12	4	5	5	0	3	0	0	0	0	0	0	0	29

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	1	0	0	0	0	0	0	0	0	0
	I	0	0	0	0	0	0	0	0	0	0	0	0	0
	A	2	1	1	0	0	0	0	0	0	0	0	0	0
	P	6	4	4	4	0	4	0	0	0	0	0	0	0
READING/ WRITING	B	2	0	0	1	0	0	0	0	0	0	0	0	0
	I	2	2	2	1	0	1	0	0	0	0	0	0	0
	A	3	1	2	3	0	2	0	0	0	0	0	0	0
	P	1	2	1	0	0	2	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	1	3	0	0	4
5	0	0	0	0	0
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	0	0	0	0	0	0	0
4	0	0	2	1	2	0	0	0	5

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	0	0	0	0	0	0	0	0
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	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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math 0	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other 0	0	0	0	0
Other 0	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

Paste response to questions 1-6 here

1. Classroom teachers utilize TCRWP, running records, conference notes and teacher observations to assess the early literacy skills of ELLs. The current reading level as indicated by TCRWP assessment for each ELL is as follows:

October 2011

Kindergarten: 5 students total

aa: 5 students

First Grade: 7 students total

A: 1 student*

B: 2 students*

C: 3 students*

D: 1 student

(* students reading below grade level)

Second Grade: 5 students total

A: 1 student*

D: 1 student*

F: 1 student*

G: 1 student*

I: 1 students

(* students reading below grade level)

Third Grade: 4 students total

K: 4 students*

(*students reading below grade level)

Fourth: 5 students total

C: 1 student*

K: 1 student*

M: 1 student*

N: 1 student*

O: 1 student*

Fifth: 1 student total

J: 1 student*

(*students reading below grade level)

As of October 2011, the TCRWP Reading Level data shows that the majority of our ELL students are below grade level. The implication for this year's LAP is to utilize data from the TCRWP assessments in order to focus instruction in the ESL program and in classrooms with ELLs towards raising performance levels in reading to grade level or above for all ELLs.

2. Part A. Assessment Analysis: Overall NYSESLAT Proficiency Results (*LAB R For New Admits) includes the overall 2011 NYSESLAT results and Fall 2011 LAB R results. Data patterns across proficiency levels on the LAB R and NYSESLAT and grades reveal that the majority of our ELLs across all grades scored either Advanced or Proficient in the Speaking/Listening portions. The data shows that the majority of our ELLs scored low on the Reading/Writing portions. A current ATS RNMR report containing Overall 2011 NYSESLAT results as well as a Modality Analysis for each of our ELLs indicates that Reading and Writing are the areas of least proficiency for our ELLs who were administered the 2011 NYSESLAT. Our incoming Kindergarten ELLs tested at the Beginner level on the Fall 2011 LAB R, as well as one Grade 2 newcomer. One Grade 5 newcomer tested at the Advanced level on the Fall 2011 LAB R.

3. Examination of the students' results in the four modalities as assessed by the 2011 NYSESLAT indicate that the greatest proficiencies lie in listening and speaking. Data from the 2011 NYSESLAT reveals that the areas of least proficiency for the majority of our current Grade 1-4 ELLs lie in reading and writing. The implications for this year's LAP is to focus instruction in the ESL program and in classrooms with ELLs towards attaining proficiency in all four modalities with the greatest emphasis on reading and writing for our Grade 1-4 ELLs, and improving and/or attaining proficiency in all four modalities for our newly enrolled ELLs in Kindergarten Grade 2 and Grade 5. A description of the ways in which instructional decisions have been affected in response to the patterns that have been revealed through this data analysis are as follows:

For the 2011-2012 school year, PS 4 has begun to transition into a Push In model of ESL. All Kindergarten ELLs are fully serviced 360 minutes per week through Push In ESL services. In Grades 1-5, ESL program scheduling now allows for the ESL teachers to push into the grade level classroom during literacy and/or content area studies in order to provide instruction and support for a portion of the mandated number of units of support for each ELL according to his or her proficiency level as required under NYS CR Part 154. The Push In model facilitates increased collaboration among the ESL and classroom teachers, which permits the teachers involved to develop differentiated instructional plans that integrate research-based ESL practices and strategies for each ELL in order to improve individual performance, particularly in the areas of reading and writing. In addition, through the Push In portion of the program, the ESL teachers are better able to plan instruction for Pull Out sessions that parallels the reading and writing instruction of the classroom teachers. Current instructional plans for Push In and Pull Out instruction in reading include, but are not limited to, the teaching of research-based reading strategies for comprehension, the use of visuals and realia to develop conceptual knowledge and build vocabulary necessary for understanding nonfiction texts, and explicitly teaching academic language and grammatical structures. Current individual instructional plans for Push In and Pull Out instruction in writing include, but are not limited to, the use of graphic organizers for developing and expanding upon ideas, the use of visuals and realia to develop conceptual knowledge and build vocabulary, and intensive, research-based instruction in grammatical concepts with which the student struggles most.

In an effort to raise performance levels in the area of reading, PS 4 has purchased an extensive, leveled ESL library from Rigby: On Our Way to English. The collection also includes texts for Guided Reading, periodic assessments, and teacher guides. The research-based Rigby resources complement Avenues, the ESL curriculum that is currently in place. Avenues, a research-based ESL curriculum by Hampton Brown with a focus on language, literacy and content, is aligned to current grade level New York State learning standards. Additionally, individual reading goals for these students have been set and will be continually revised by the ESL teachers as these students

progress in order to improve performance levels in reading.

Avenues also contains a comprehensive writing component which includes daily writing exercise as well as intensive, ongoing writing projects that can be differentiated according to individual student needs and abilities. In an effort to improve student performance levels in writing, individual writing goals are set based upon analysis of student writing, informal observations, and consultation with the classroom teacher. Progress is monitored through analysis of student writing and conferencing with both the student and classroom teacher. Goals are continually revised as each student achieves his or her individual goals in writing.

This school year, PS 4 has also purchased a Smart Table for the ESL classroom. The ESL classroom also has two desktop computers and access to laptop computers. PS 4 intends to increase the use of technology in its ESL program through the use of interactive software designed to improve the language and literacy skills of ELLs. One such software program is Kidspiration, a research-based, interactive program which builds and strengthens word recognition, vocabulary, comprehension and written expression through the use of graphic organizers and other visual learning techniques.

4. a) A thorough examination of student results on the 2011 NYS exams has revealed certain patterns across proficiencies and grades. In summary, there seems to exist a correlation between English proficiency as indicated by the NYSESLAT and performance on NYS exams. A more detailed analysis follows:

Grade 4 NYS ELA:

During the 2010-2011 school year, there were five Grade 3 ELLs at PS 4. One of these Grade 3 ELLs was exempt from taking the 2011 NYS ELA, since she had been in the US for less than one year at the time that the exam was administered. The remaining Grade 3 ELLs were administered the 2011 NYS ELA exam. One student scored a Level 1 on the 2011 NYS ELA and at the Intermediate level on the 2011 NYSESLAT. Three students scored a Level 2 on the 2011 NYS ELA and at the Advanced level on the 2011 NYSESLAT. The data from the 2011 NYS ELA and 2011 NYSESLAT for these students indicates that all of our current Grade 4 ELLs are approaching the proficiency standard score for both the ELA exam and NYSESLAT.

The implication for this year's LAP is to utilize test data from the 2011 ELA and 2011 NYSESLAT in order to focus instruction in the ESL program and in classrooms with ELLs towards increasing performance in the reading and writing areas that pose the greatest challenges for these students. Additionally, in order to raise performance levels in these areas, all of these current Grade 4 ELLs are participating in one or more academic intervention services offered at PS 4, including Extended Day and SETTS.

Grade 4 NYS Math:

During the 2010-2011 school year, there were five Grade 3 ELLs at PS 4. Three of these students scored at Level 2 on the 2011 NYS Math, including one student who took the Chinese translated edition of the exam. This student, who had arrived in the US from China just two weeks prior to the administration of the NYS Math exam, scored at the Beginner level on the 2011 NYSESLAT. The other students who scored at Level 2 on the 2011 NYS Math scored at the Intermediate and Advanced levels on the NYSESLAT. An analysis of the 2011 NYS Math results, including the results of the exam taken in the native language, and 2011 NYSESLAT has revealed that all of our current Grade 4 ELLs are approaching the proficiency standard score for both the NYS Math exam and NYSESLAT.

The implication for this year's LAP is to utilize test data from the 2011 NYS Math such as item analysis reports in order to focus instruction in the ESL program and in classrooms with ELLs towards increasing performance in the areas of greatest difficulty as indicated by test data. For example, the ESL teachers and classroom teachers may employ ESL strategies in teaching challenging mathematical concepts and provide explicit mathematics vocabulary instruction. Additionally, in order to raise performance levels in math, all of these current Grade 4 ELLs are participating in one or more academic intervention services offered at PS 4, including Extended Day and SETTS.

Please note that there were no Grade 3 holdovers from the 2010-2011 school year, nor were there any Grade 4 ELLs enrolled at PS 4 during the 2010-2011 school year. Therefore, there is no data to report on these grades in the 2011-2012 LAP.

5. a -c. N/A: PS 4 does not offer a DL program.

b. PS 4 opted not to conduct the ELL Periodic Assessments during the 2010-2011 school year, since we only had nine ELLs total in Grades 3 - 5 combined. At the present time, PS 4 again has only nine ELLs in Grades 3 and 4 combined, so we have opted not to

administer the ELL Periodic Assessments. Currently, there are no Grade 5 ELLs enrolled. As ELL enrollment in the upper elementary grades increases at PS 4 in the future, the school will administer the ELL Periodic Assessments. However, until such a time, ELLs in the upper elementary grades will continue to be assessed utilizing the NYSESLAT and formal classroom assessments such as TCRWP.

Materials in the students' native languages such as books, bilingual dictionaries and glossaries are utilized in the ESL classroom to provide mandated native language support.

5. a -c. N/A: PS 4 does not offer a DL program.

6. The success of our ESL program is evaluated based on student performance on the NYSESLAT as well as progress documented through formal assessments such as TCRWP, conference notes, running records and informal observations by the ESL and classroom teachers.

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.

Part VI: LAP Assurances

School Name: Maurice Wollin

School DBN: 31R004

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		

School Name: Maurice Wollin

School DBN: 31R004

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R004 **School Name:** Maurice Wollin

Cluster: Nancy Ramos **Network:** CFN 533

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.

At registration, all parents are administered the Home Language Identification Survey. The parent may select to complete the form in either English or the native language. An ESL teacher and Parent Coordinator are present to explain purpose of the HLIS to the parent. If necessary, school staff fluent in the parent's native language are available to assist in interpretation, or the DOE Over-the-Phone Interpretation Service may be utilized.

In Section 3 of the HLIS, the parent indicates the language(s) that s/he would like to communicate both orally and in writing with school staff. The ESL teachers use data obtained from Section 3 of the HLIS in order to pre-assess which language(s) will be needed for the current school year. The ESL teachers then update the record of parent language preferences, which is maintained and continually updated by the ESL teachers throughout the school year. Primary language information is shared with the administration, Parent Coordinator, School Leadership Team, and Pupil Accounting secretary. Classroom teachers of students whose parents have selected to communicate in another language are notified. The ESL teachers are responsible for providing translated school notices and forms, as well as arranging for any interpretation services that may be required at face-to-face meetings such as Parent Teacher Conferences and IEP meetings.

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

We currently have 27 ELLs and need to provide translation and interpretation in Spanish, Russian, Polish, Chinese, and Arabic. The parents of our ELLs who speak Albanian, Greek, Italian, and Korean have indicated in Section 3 of the HLIS that they prefer to communicate in English with school staff. The ESL teacher maintains a record of which parents have selected to communicate in another language. This information is shared with the administration, Parent Coordinator, School Leadership Team, and Pupil Accounting secretary. Classroom teachers of students whose parents have selected to communicate in another language are notified.

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.

Common translated signs that have been downloaded from the DOE's Translation Resources website are displayed prominently in the Main Office.

The ESL teachers maintain a binder of all DOE -produced ELL Parent Information surveys, informational documents, and notifications relevant to the ELL identification and placement process in the available translated versions. If the translation of other critical, school-issued surveys, informational documents and notifications cannot be completed in-house by a school staff member or parent volunteer, services offered by the DOE Translation and Interpretation Unit are utilized. The ESL teachers are responsible for completing and submitting Translation Request Forms to the DOE Translation and Interpretation Unit. The ESL teachers aim to submit the Translation Request Forms and the file(s) to be translated to translations@schools.nyc.gov as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

When necessary, the school obtains translation services in additional languages via external, DOE-contracted vendors. Again, the ESL teachers aim to submit requests as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

School staff or parent volunteers who are fluent in the native languages of our families are often available to assist in oral interpretation. In the event that a staff member or parent volunteer is not available to translate, the school utilizes the DOE Over-the-Phone Interpretation Services available through the Translation and Interpretation Unit at 718.752.7373 ext. 4. If necessary, the school will apply its translation/interpretation funding allocations in order to contract LIS to cover interpretation needs.

In the event that interpretation services are required for on-site central events in which the parents of ELLs are participating, the ESL

teachers will be responsible for completing and submitting Interpretation Request Forms to the DOE Translation and Interpretation Unit to translations@schools.nyc.gov .

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>.

In order to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, each parent/guardian who is in need of language assistance will receive a copy of the DOE's Bill of Parent's Rights and Responsibilities in the primary language, including information regarding the parental right to translation and interpretation services. Signs indicating the availability of translation and interpretation services will be prominently displayed in the Main Office. In addition, the school's safety plan will include procedures for ensuring that parents will not be prevented from communicating with school staff solely due to a language barrier.