



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** THE MARGARET P. EMERY ELM PARK SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R021

PRINCIPAL: GINA MORENO

EMAIL: [GMORENO@SCHOOLS.NYC.GOV](mailto:GMORENO@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
Gina Moreno	*Principal or Designee	
Jesse Miller	*UFT Chapter Leader or Designee	
Oriana Julian	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Allison Graham	Member/Teacher	
Theresa Morton	Member/Teacher	
Deanna Russo	Member/ Teacher	
Marco Cardona	Member/Parent	
Guadelope Ortiz	Member/	
Gloria Periera	Member/	
Clara Rivera	Member/	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

### **ANNUAL GOAL #1 AND ACTION PLAN**

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

#### **Annual Goal #1**

- By June 2013, 100% of all teachers will be using the Curriculum Mapper to revise curriculum, determine gaps and improve lesson planning resulting in an improvement in student performance.

#### **Comprehensive needs assessment**

- A better understanding of unpacking the common Core Standards as they are incorporated into the Curriculum unit maps resulting in an improvement of academic rigor as well as student performance.
- Development of the understanding of the curriculum as it scaffolds to all grades.
- Analyzing student work, student progress, next steps and reflections to improve the scaffolding of the curriculum.
- An improvement in the quality and selection of assessments.

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

- Schedule grade specific Inquiry Team meetings which consist of official teachers, cluster teachers, push in teachers as well as service providers to review student work and discuss strategies and differentiated activities to provide a curriculum that meets the demands of the common core standards.
- Schedule Curriculum Analysis Periods on all grades as well as across the grades including official teachers, cluster teachers, push in teachers as well as service providers to understand the scaffolding of the curriculum and plan more rigorous lessons.
- By identifying student deficiencies, teachers will trace back to the development of prerequisite skill to insure comprehensive curriculum.
- Develop a proactive awareness across all grades as to where in the curriculum we need to improve techniques in developing these prerequisite skills which will improve lesson planning and impact on student achievement.
- Teachers will discuss and design appropriate assessments to evaluate student performance.

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

- Parent workshops to provide information concerning the changes in the curriculum as we implement the common core standards
- Monthly family math and literacy classes to involve parents working with their children as we move through the curriculum.

#### **Budget and resources alignment**

- Indicate your school's Title I status: X 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      X   Title I               Title IIA               Title III               Grants               Other

If other is selected describe here:

### **Service and program coordination**

- Using Tax Levy and Title I monies. P.S. 21 is a school with an eight (8) period day. This provides all teachers with 9 common preps per week. During one common prep period, grade teachers review student work and discuss prerequisite skills in the curriculum that needed to be mastered prior to the lesson. During another common pre period, teachers from across the grades, K – 5, meet to address these prerequisite skills and investigate where (what prior grade) in the school curriculum there is a need to improve teaching strategies which will improve student performance.
- Tax Levy money provides an opportunity to purchase the Curriculum Mapper program. This tool allows all teachers in the school to review/analyze the curriculum, grades K-5. In addition, the program allows teachers to write daily lesson plans insuring alignment with the common core learning standards. This school wide data improves the understanding of curriculum design and the sharing of best practices to teachers across all grades.

## **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, there will be an increase of Parent Involvement opportunities in School activities

### **Comprehensive needs assessment**

- An increase number of parents attending school activities, parent workshops, PTA functions as recorded on class point sheets.
- An increase in the number of parents participating in Cook Shop activities as well as in Food Bank distributions.
- An increase in the number of parents involved in English as a Second Language classes which will have a positive effect on student performance.

### **Instructional strategies/activities**

- School Family Information Fair , August 29,2012
- Bi monthly parent workshops including Website training, computer technology, ARIS, Puberty, Communicating with your child, safety, etc.
- Monthly Family Math/ Literacy classes
- Points awarded on school wide point system
- Parent activities during Opening Day Ceremony
- Parent involved in Library and Art Room dedication and Block Party sponsored by Target and Heart of America
- Parent chaperones invited on class trips
- Parent invitations to monthly assemblies which include Leader of the Month, Birthdays, Best Writers and Best Artist
- Monthly Food Bank distribution of food and cooking lessons
- Parents as Partners, working with their children in a Celebration of the Arts using a Disney Musical grant and performing on Broadway.
- “My Favorite Man” and “My Favorite Lady” celebrations for students to share with their parents.

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

- Parent Sign In Sheets
- Monthly class point sheets
- PTA attendance sheets
- % of parents logged onto ARIS
- % of parents attending parent workshops
- % of parents coming to Library/Art Room Dedication
- % of parents using P.S. 21 lending library
- % of parents coming to the Food Pantry Sponsored by the Food Bank

- % of parents attending Food Bank cooking classes
- Parents involved in creating a more effective culture at home and in the community

**Budget and resources alignment**

- Indicate your school's Title I status: X 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      X   Title I               Title IIA      X   Title III          X   Grants               Other

If other is selected describe here:

**Service and program coordination**

- Tax Levy money allow P.S. 21 to purchase a phone messenger service to increase awareness of school activities on a daily basis.
- Tax Levy money provides P.S. 21 with a parent coordinator to plan and organize activities/workshops for all parents. Title I money is used to purchase supplies to support these activities/workshops.
- Tax Levy money provides P.S. 21 with a full time librarian that offers an opportunity to schedule periods for a lending library for parents, Book of the Month workshops as well as an opportunity to use computers and log into ARIS parent link.
- Title III money provides P.S. 21 the opportunity to offer English As A Second Language classes to its highly bilingual population.
- The Heart of America grant, sponsored by Target, provided P.S. 21 with a Library/ Art Room makeover which included eight (8) books for all parents to share with their children. The grant also linked P.S. 21 with the NY Food Bank which provides 22 lbs. of food per student each month for one (1) year. In addition, cooking and nutrition lessons for all parents will be sponsored by the Cook Shop program sponsored by the NY Food Bank.
- A Disney Musical Grant provides P.S. 21 with an opportunity for students to perform a Disney show in NYC on Broadway. Parenst are encouraged to join the excitement by designing props and costumes to enhance the performance.

### **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 entire P.S. 21 School Community will embrace the attributes of the Leader In Me Program which will improve character development and student performance.

#### **Comprehensive needs assessment**

- Members of the School Community taking initiative which will result in a more effective school environment.

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

- Schedule Staff and Parent workshops for the Leader In Me -7 Habits of Highly Effective People
- School Guidance counselor working with staff to develop their vision and assist with introducing the 7 Habits to the students.
- Developing a shift in our vocabulary and establishing an understanding of what it takes to be a good leader.
- Classes will develop a vision statement based on values and how to be proactive on achieving their goals.
- Members of our school community will embrace the 7 Habits of Highly Effective People
- Emphasis will be on having a vision and defining values which will improve the culture of the school
- Members of our school community will focus on individual strengths and personal effort making themselves more effective.
- Members of our school community will learn how to: take initiative, balance key priorities, improve interpersonal communication, leverage creative collaboration, and apply principles for achieving a balanced life.
- Members of our school community will become more proactive and take responsibility for daily actions.
- A decrease in behavioral issues in the school.
- An improvement in attendance and lateness to school.

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

- P.S. 21 will provide bi monthly parent workshops to introduce the Leader In Me -7 Habits of Highly Effective People, reinforce the vocabulary, explain activities in student workbooks to share with the students.

**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**

- Tax Levy money provides P.S. 21 with a 3 day guidance counselor who embraces the Leader In Me -7 Habits of Highly Effective People
- Tax Levy money provides staff development on the Leader In Me -7 Habits of Highly Effective People program.
- Tax Levy and Title I monies allows P.S. 21 to purchase supplies needed to implement the program.
- Tax Levy money enables P.S. 21 to have a parent coordinator to introduce the Leader In Me -7 Habits of Highly Effective People program to parents
- Staten Island Foundation grant provided funding to supplement and initiate the Leader In Me -7 Habits of Highly Effective People program

### **ANNUAL GOAL #4 AND ACTION PLAN**

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

#### **Annual Goal #4**

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

#### **Comprehensive needs assessment**

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

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

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

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

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

#### **Budget and resources alignment**

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

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

\_\_\_\_\_ Tax 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).

### **ANNUAL GOAL #5 AND ACTION PLAN**

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

#### **Annual Goal #5**

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

#### **Comprehensive needs assessment**

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

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

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

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

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

#### **Budget and resources alignment**

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

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

\_\_\_\_\_ Tax 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).

**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	<ul style="list-style-type: none"> <li>• Samples of student work</li> <li>• Units tasks</li> <li>• Portfolios</li> <li>• Foundations</li> <li>• Storytown Intervention Kit</li> <li>• Good Habits Great Readers</li> <li>• The Sondag System – Learning to Read</li> <li>• Merrill reading Skill text Series</li> <li>• Boning Specific Skill Series</li> <li>• Explode the Code</li> <li>• Horizons Fast Track</li> <li>• Milliken Comprehension Connection</li> <li>• Steck-Vaughn Reading Comprehension Series</li> <li>• Instructional Fair Reading Comprehension</li> <li>• Voyager Passport</li> <li>• Focus on Fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group</li> <li>• One – to - One</li> </ul>	<ul style="list-style-type: none"> <li>• Before school</li> <li>• After School</li> <li>• During the day</li> </ul>

	<ul style="list-style-type: none"> <li>• Spotlight on Literary Elements</li> <li>• Literature Works</li> <li>• Quick Reads</li> <li>• <a href="http://www.sheppardsoftware.com">www.sheppardsoftware.com</a></li> <li>• <a href="http://www.eduation.com">www.eduation.com</a></li> </ul>		
Mathematics	<ul style="list-style-type: none"> <li>• HSP Math</li> <li>• Hardcourt Math</li> <li>• Math Steps</li> <li>• Everyday Math</li> <li>• Math Connects</li> <li>• Scott Foresman: Invitation to Mathematics</li> <li>• Megamath</li> <li>• <a href="http://www.ixl.com/math">www.ixl.com/math</a></li> <li>• <a href="http://www.mathplayground.com">www.mathplayground.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• Small Group</li> <li>• One – to - One</li> </ul>	<ul style="list-style-type: none"> <li>• Before school</li> <li>• After School</li> <li>• During the day</li> </ul>
Science	N/A		
Social Studies	N/A		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• 7 Habits of Highly Effective People</li> <li>• Leader In Me</li> </ul>	<ul style="list-style-type: none"> <li>• Small Group</li> <li>• One – to - One</li> </ul>	<ul style="list-style-type: none"> <li>• Before School</li> <li>• During the Day</li> </ul>

## **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.

- Review of resumes for possible candidates
- Teacher's Hiring Committee is in place to interview possible candidates
- Design a staff development plan
- Monitor teacher performance during several classroom formal and informal observations
- Schedule several classroom inter visitations
- Schedule school intra visitations
- Membership on Inquiry Team
- Membership on Curriculum Team
- Create incentives for teachers to participate in school wide actiites
- Encourage teachers to participate on School Leadership Team
- Encourage teachers to participate in district/community staff development workshops

# The Margaret P. Emery Elm Park School

*P.S. 21*

*168 Hooker Place*

*Staten Island, New York 10302*

*Miss Gina M. Moreno, Principal*

## School Parent Involvement Policy

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

- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
  - Providing Curriculum Conferences by grade
  - Providing family literacy days
  - Providing family math days
  - Providing a lending library to parents during first and last periods every Tuesday
  - Offering parent workshops on Book Of The Month
  - Offering parent workshops on retrieving data from the computer for Interim Assessments and State Tests
  - Offering parent workshops on ECLASS assessments, ARIS and Acuity
  - Distributing math unit assessment letters with notes to parents on child's progress
  - Distributing monthly progress reports for students to inform parents of their academic performance
- The school will provide opportunities for parents to get involved in their children's education by participating in school events and educational trips that support the curriculum such as:
  - Academic Fairs: Science Fairs, Social Studies Fairs, Author Studies, Math Games, etc.
  - Class assemblies: student of the month, holiday shows, etc.
  - Class Celebrations
  - Class Trips
  - Health Fair
  - Carnival

- May Fete
  - Class Animal Adoption Presentation
- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to all parents in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language the parent can understand:
- School Website which contains a parent Corner in several languages
  - All school notices are child's home language
  - Staff members are available to serve as translators in the office and during any parent teacher conferences
  - An after school class for non English speaking parents is available to parents to learn to speak English and to understand school policies, procedures and homework hotline.

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

### General Expectations

The Margaret P. Emery Elm Park School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 1118 – Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111 – State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in language parents understand.
- The school will involve all parents in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities , including ensuring –

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in Section 1118-Parent Involvement of the ESEA.

#### ADOPTION

This School Parental Involvement Policy and the School- Parent Compact has been developed jointly with, and agrees on with parents of children participating in Title I, Part A programs, as evidenced by Gina Moreno.

This policy was adopted by the Margaret P. Emery Elm Park School on October 9, 2012 and will be in effect for the period of one (1) year. The school will distribute this policy to all parents on or before October 12, 2012.

\_\_\_\_\_  
(Signature of Principal)

\_\_\_\_\_  
(Date)

# The Margaret P. Emery Elm Park School

*P.S. 21  
168 Hooker Place  
Staten Island, New York 10302*

*Miss Gina M. Moreno, Principal*

## School - Parent Compact

The Margaret P. Emery Elm Park School and the parents of the students, participating in activities, services, and programs funded by Title I, Part A of the Elementary Education Act (ESEA) (participating children), agree that this Compact outlines how 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.

### Part I – REQUIRED SCHOOL - PARENT COMPACT PROVISIONS

#### School Responsibilities

The Margaret P. Emery Elm Park School will:

- continue our instructional strategies including the 129-minute literacy block, daily journal writing and balanced literacy program;
- continue to use the workshop model during our daily instruction;
- continue the 86-minute math block using the curriculum from Everyday Math; using HSP Math as a supplement
- a social studies cluster teacher will provide more in depth instruction in Social Studies;
- a science cluster teacher will provide more in depth instruction in Science;
- a library cluster teacher will provide opportunities for student to research topics as well borrow books for independent reading.
- our arts program will provide enrichment classes such as visual and performing arts for all students
- our sports program includes basketball and soccer clinics which include tournaments with neighboring schools. In addition we have a cheerleading squad to perform at all games.
- a guidance counselor will provide Character Counts lessons as well as respect for all lessons to insure the respect of all cultures, racial and ethnic differences;
- continued provision of intense Academic Intervention Services to all students who are not meeting state standards;
- continue the six dimensions of reading strategies;
- employ four (3)ELL teachers to provide mandated services to an increasing ESL

- population;
- provide professional development for all staff;
- continue to provide opportunities for teacher planning e.g., common preps, grade meetings, etc.;
- provide intensive professional development will be provided in ESL and the new ELL standards;
- review ECLAS, and standardized tests scores to identify at-risk students.  
Items skills analysis will provide teachers with information for individualized instruction.
- provide teachers with a Class Assessment Book which will organize data to direct instruction, individualize materials and present at parent conferences;
- provided a parent handbook, in child's home language to inform parents of school policies and procedures;
- provide a School Website in all home languages that details school mission statement, bell schedule, policies and procedures, teacher emails, calendars, educational websites, guidance websites, school events, library books (school & public), school memos, nightly homework assignments, ACUITY log in, ARIS login, lunch menus, supply lists, Leadership Team Minutes, Health Issues - Immunization requirements, Head Lice, Bed Bugs, PTA meetings, etc.
- send individual monthly progress reports to parents which will include helpful suggestions to assist student learning;
- provide parent with an opportunity three times per school year to review student progress towards goals established throughout the year
- hold Curriculum Conferences in September to inform parents of the goals for all students in the grade;
- Open School Week provides all parents to visit their child's classroom and observe teaching strategies, implementation of curriculum and child's academic and social behavior;
- provide parent workshops, including topics such as data analysis which will provide an increase in parent awareness of child's academic needs;
- provide students with an after school opportunity to enrich literacy and math as well as homework help
- provide opportunities for parents to come into the classrooms and work with their child to become aware of curriculum and core standards
- provide parents with an opportunity to come and celebrate student achievements such as Student of the Month, Perfect Attendance, Birthday Celebrations, Character Counts, good Writers, Visual and Performing Arts performances
- our school library is also opened two periods a week as a lending library
- for parents to become involved with reading to their child. Bilingual books sets are available for parents to borrow and use at home.
- provide parent workshops on parenting skills, understanding educational accountability, technology, safety and health related issues
- our school message board outside informs parents of all upcoming events at the school.
- schedule appointments for parent teacher conferences, upon request, to discuss student achievement;
- Official Parent Teacher Conferences: Teachers will discuss student's performance on interim assessments such as ECLAS and standardized test scores as well as class work, homework, behavior etc. The New York Public Library and Health Plus will be available to offer assistance to parents.
- schedule monthly Intervention and PPT meetings to discuss individual student behavior

- and achievement. Parents will be contacted to address their child's needs;
- provide three report cards in child's home language;
- encourage parents to participate on class trips and special classroom activities. The class parent is responsible to contact parent volunteers for these activities;
- our parent coordinator will communicate with parents on school issues and to bring the parent concerns to the administration.
- incentive program – Saving the Animals Fair - points are earned by all classes for academic achievement as well as student responsibilities, parent involvement. In addition classes will develop classroom presentations about the animals they have adopted to present to the entire school and parents.
- translate all critical school documents and provide interpretation during meetings and events as needed;
- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes 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;
- at 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;
- provide to parents an individual student report about the performance of their child on the State assessment in least English Language Arts and Mathematics;
- provide each parent timely notice when their child has 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 Final Regulation (67 Fed. 71710, December 2,2002)
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School -Parent Compact
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No child Left Behind Act.
- hold a monthly meeting to inform parents of the school 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

monthly PTA meetings, 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 all parents to this meeting.

## **Parent Responsibilities**

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

- support my child's learning by making education a priority by:
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age
- making sure my child's is on time and prepared everyday for school;
- monitoring attendance;
- talking with my child about his/her school activities everyday;
- 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 in the School Leadership Team;
- promoting positive use of my child's extracurricular time;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or school district either received by my child or by mail and responding, as appropriate;
- 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 expectations 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:

- come to school ready to do our best and be the best;
- come to school with the necessary tools of learning- pens, pencils, books etc.;
- listen and follow directions;
- participate in class discussions and activities;
- be honest and respect the rights of others;
- follow the school's/class rules of conduct;
- follow the school's dress code;

- ask for help when we don't understand;
- do our homework every day and ask for help when we need to;
- study for test and assignments;
- read at least 30 minutes every day outside school time;
- read at home with our parents;
- get adequate rest every night;
- use the library to get information and to find books that we enjoy reading;
- give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.

<b>Signatures</b>
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<b>School Staff</b>	<b>Print Name</b>	<b>Signature</b>	<b>Date</b>
<b>Miss Moreno</b>			
<b>Mr. Miller</b>			
<b>Mrs. Russo</b>			
<b>Miss Graham</b>			
<b>Miss Morton</b>			
<b>Parent(s)</b>			
<b>Mr. Acosta</b>			
<b>Mrs. Rivera</b>			
<b>Mrs. Peralata</b>			
<b>Mrs. Tsamos</b>			
<b>Ms. Gordan</b>			
<b>Student (if applicable)</b>			

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

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Debra Maldonado/ Nancy Ramos</b>	District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>021</b>
School Name <b>Margaret P. Emery</b>			

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

Principal <b>Gina Moreno</b>	Assistant Principal <b>N/A</b>
Coach <b>Phyllis Eugenio</b>	Coach
ESL Teacher <b>Karla Espinoza</b>	Guidance Counselor <b>Erika O'Grady</b>
Teacher/Subject Area <b>Elsie Sanchez Howell/ESL</b>	Parent <b>Taralyn Tsamos</b>
Teacher/Subject Area <b>Susan Canovas/ S.S.</b>	Parent Coordinator <b>Jennifer Manik</b>
Related Service Provider <b>Lisa Runnels/ SETTS</b>	Other <b>Allison Graham/Grade 2 Teacher</b>
Network Leader <b>Nancy Ramos</b>	Other

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>3</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school		Total Number of ELLs	<b>95</b>	ELLs as share of total student population (%)	<b>%</b>
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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. 

The LAP is periodically revised as the school year progresses and the population of our school continuously changes. It is shared with all staff members so that they are all aware of its contents, as well as to promote the sense that every member of the P.S. 21 community is a vital part of serving and educating our ESL students.

1. English Language Learners in our school are identified upon registration. English Language Learners at P.S. 21 and parents/guardians are greeted by a licensed ESL teacher for an informal oral interview in English and their native language followed by completing the required Home Language Survey. Parents are accommodated with language support during the intake process. They are interviewed in their native language and are guided through the completion of the required HLS. Parents who struggle reading their native language are supported by step by step oral reading of the questions on HLS. A licensed pedagogue records their responses on the HLS.

According to the Home Language Identification Survey (HLIS) form, if the child speaks a language other than English at home and primarily communicates, understands, reads, and writes in their native language, the parent is notified and the child is administered the LAB-R. The Lab-R is administered by an ESL licensed teacher. The Lab-R indicates if they're entitled to ESL services. If so, the Spanish Lab-R is administered by a licensed Spanish speaking ESL teacher. This test allows the ESL teacher to determine their native language proficiency. Once the LAB-R assesses the child as qualified for ESL services, the parents are then invited to a Parent orientation. They are provided with information in their home language about different programs offered to English Language Learners -( Transitional Bilingual Education, Dual Language and Freestanding ESL.) We clarify and encourage all questions and concerns about their choices. At that time, they can make an informed decision about which program is best for their child. This information is provided in video and in written material form. After addressing all parent concerns and questions, the parents fill out a Parent selection form selecting the program of their choice. These documents are reviewed by the team to evaluate the parent selection of services and place the child in a supportive program. Parents are informed that they are entitled to place their child in a Bilingual class with students that have the same native language and grade level if there are sufficient numbers of entitled students requesting this program in our school. The parents are also informed that if there are not sufficient numbers of students to form a TBE or DL program in our school, they can be assisted in locating a school which provides their choice program. If parents choose not to transfer their child, the student will remain in our school and be placed in the ESL program. At this time, P.S. 21 has provided ESL services to all mandated ELL students as requested by parents/guardians and in compliance with ESL mandates and regulations. The students and their parents are acclimated to both the building and school routines by the Parent Coordinator. P.S. 21 follows CR-Part 154 and honors the parent's selection after this Parent Orientation and consultation with educators in the parent's native language. The evaluation of the HLIS, the administration of the LAB-R, and the Parent Orientation are all completed within the required ten day period of the child first coming to school at P.S. 21.

1c. The following reports are used to determine NYSESLAT eligibility: RLER, RLAT, RNMR. Students are tested by grade and strand. The Speaking is administered individually. The Listening, Reading, and Writing component is administered in small groups by grade and modality. Students that have IEP's are accommodated according to their individual testing modifications. All testing strands are administered in separate locations. We ensure that there are no interruptions by eliminating our bell system, no announcements, a

testing sign on the door, and rerouting traffic patterns in the hallways.

2. After discussing the three program options, ESL teachers review parent selection forms and evaluate the selections. If a parent chose TBE or DL, our school will notify them in writing if there are sufficient numbers to form a TBE or DL program. Licensed pedagogues will follow-up by calling and communicating in their native language of the new options available to their child.

3. ELL parents are invited to an orientation meeting at the beginning of each school year to meet the teachers and to learn about the variety of programs available for English Language Learners – Transitional Bilingual Education, Dual Language and Freestanding ESL. In addition to viewing a video, parent conferences with teachers in their native language are scheduled for parents to understand the programs. Parents will make an informed decision for the placement of their child. Parents will complete the Parent Survey and Program Selection forms at that time. Parents are informed of their child's entitlement through the distribution of entitlement letters. These letters are sent home immediately to the families through the classroom teacher. Licensed pedagogues conduct follow-ups such as phone calls, additional letters notifying them of alternate dates to ensure that parent surveys and program selection forms are completed.

4. Parent orientation meeting invitations are sent to all new admits throughout the school year. These invitations are sent in both English and the family native language. In the event that a parent does not attend the original orientation meeting, attempts will be made by phone to reschedule the meeting. These attempts are documented. Also, P.S. 21 is a small community school with no bus transportation; therefore all parents/guardians come to the building daily for arrival and dismissal of all students. This provides us with a wonderful opportunity to seek a parent/guardian to reschedule a meeting. P.S. 21 knows that the default program for children requiring ELL services is Transitional Bilingual Education, this is why every effort is made in order to inform the parents of their options, before their child is placed in this program without their consent. At this time, P.S. 21 has a Parent Selection form on file for all ELL students. All of the Parent Selection forms, along with the Home Language Surveys, are organized by grade and are on file in the main office in the children's cumulative folders, in binders in the principal's office, and also in the ESL office. This is so that if a question ever arises about a child's Home Language, or a parent's program selection, the appropriate documentation is readily available. Continued entitlement letters for students who did not test out of the NYSESLAT are distributed to the classroom teacher. A record of continued entitlement letters are maintained in a compliance binder located in the ESL office

5. After reviewing the parent selection forms in the past few years we've noticed that the parents have requested ESL as their first choice. None of our parents have selected TBE or DL programs as their first choice for the past few years at this time. In addition to our Parent Coordinator, two of our licensed ESL teachers speak Spanish, which is the predominate native language spoken by the families attending P.S. 21. They are in constant communication with parents via phone conversations or daily conferences at arrival and dismissal times.

6. After reviewing the Parent Surveys and Program Selection forms over the past few years, all parents have selected a Freestanding ESL program for their children. Students are placed immediately on the day of enrollment in the appropriate class. Parents may not opt out of ESL instruction. The ESL Freestanding ESL program is aligned with all parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

Transitional bilingual education program

Yes

No

If yes, indicate language(s):

Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	95	Newcomers (ELLs receiving service 0-3 years)	50	Special Education	21
SIFE	0	ELLs receiving service 4-6 years	44	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	50	0	7	44	0	14	1	0	0		95
<b>Total</b>	<b>50</b>	<b>0</b>	<b>7</b>	<b>44</b>	<b>0</b>	<b>14</b>	<b>1</b>	<b>0</b>	<b>0</b>		<b>95</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

**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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_ Asian: \_\_\_\_ Hispanic/Latino: \_\_\_\_  
 Native American: \_\_\_\_ White (Non-Hispanic/Latino): \_\_\_\_ Other: \_\_\_\_

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	22	15	10	22	16	6								91
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1												1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		1	1										3
<b>TOTAL</b>	<b>23</b>	<b>16</b>	<b>11</b>	<b>23</b>	<b>16</b>	<b>6</b>	<b>0</b>	<b>95</b>						

## 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?

## A. Programming and Scheduling Information

1a- ESL Push –In Services are provided by an ESL certified teacher who provides instruction in English using ESL methodologies and scaffolding techniques. The amount of time is determined by the New York State English as a Second Language Achievement Test. Students are heterogeneously grouped by grade level with mixed proficiency levels within each group.

1b- In order to provide our upper grade students with transitional support for middle school, our 4<sup>th</sup> & 5<sup>th</sup> grade students travel together as a group to each class. An ESL teacher travels with them and provides services in the content areas.

2- In order to maximize English acquisition for ELL's, the ESL Push-In teacher and classroom teacher devote time to planning for instruction together. All ELL students receive a minimum of 9 periods per week (42 1/2 mins per/period) of instructionally mandated minutes by an Licensed ESL teacher. This ensures that all students not only meet but some exceed their mandated minutes. The classroom environment is print rich and reflects evidence of a rigorous instruction in Literacy and Math in English. Students receive all instruction in English using ESL methodologies. The ESL teacher provides high quality instruction in English utilizing scaffolding strategies in the delivery of the lessons. Every lesson incorporates language goals embedded in the plan and a concentrated focus is placed on developing vocabulary. In addition students have access to bilingual books in the classroom as well as the school library. Students can also broaden their native language skills using electronic listening devices, such as the Leap Pad.

After assessing incoming students with LAB-R, we find that, generally, our students have good listening and speaking skills, but difficulty making gains in proficiency in areas of reading, comprehension, writing, sentence structure and punctuation. After establishing proficiency levels, students are then partnered with native speaking peers whose skills are stronger in any given strand.

2a- Due to our large ELL population, we have focused our efforts on developing literacy within a structured ESL program. Teachers are encouraged to use ESL teaching strategies in all content areas. The Balanced Literacy Program will serve as their primary source of literacy instruction as it incorporates ESL methodologies and strategies whenever appropriate. The Balanced Literacy Program will develop strong literacy skills in both languages through the exposure of authentic literature in read-alouds, shared readings and accountable talk. Thus all students will develop listening, speaking, reading and writing skills in English.

### School – Wide Instructional Component

#### 3. Balanced Literacy Program

Our literacy curriculum adheres to the Balanced Literacy Program. In particular the reading and writing curriculum follows the Teachers College workshop model. This model addresses the needs of our ELL population by providing them with on-going opportunities to read, write and speak in order to help them gain fluency. Students participate in the following learning experiences:

- Read Aloud and Accountable Talk provides a structure for meaningful conversation and authentic discussions related to text. The read aloud fosters oral language development, and enhances listening and speaking in the second language.
- Reader's/Writer's Workshop – At the beginning of each lesson the teacher clearly defines the teaching point. The ESL teacher observes for deficiencies and provides a focus lesson. Then, they provide scaffolding support during active engagement. Both the ESL and the Classroom teachers confer individually with students and conduct small group (6 – 8 students) strategy lessons to meet the needs of the ELL students.
- o Shared Reading: teacher scaffolds comprehension through repetition, visuals, accountable talk and focus on oral language development.
- o Interactive Writing: teacher shares the task of composing written messages with children focusing on the writing process

#### Mathematics Workshop Model

The balanced Mathematics Program is implemented utilizing Everyday Mathematics Program in all grades. This program is taught in English. A Math Block is implemented daily school wide in all classes. Manipulatives develop math concepts and are incorporated throughout all grades with an emphasis on problem solving.

Everyday Math Program is a researched based program created by the University of Chicago School Math Program. It is a curriculum which emphasizes conceptual understanding, while developing basic math skills. The program helps the students learn concepts and skills through repeated exposure and distributed practice. Furthermore, concepts and skills are not taught in isolation but rather built and integrated within problem contexts.

One of the benefits of the Everyday Math Program, is that it helps ELL's acquire English proficiency. Mathematical language is developed through the use of manipulatives, demonstrations and modeling. Students are formally introduced to relevant vocabulary within each lesson. Their vocabulary development is supported through the use of diagrams and concrete examples to help students recall and retain

## A. Programming and Scheduling Information

meaning.

The ELL student is supported in their native language with the use of technology such as the LEAP FROG PADS. ELL students have access to bilingual books focusing on content areas. The ESL teacher provides content area support by using graphic organizers, diagram, introducing vocabulary, using manipulatives, modeling and demonstrations. The ESL teacher uses many of these scaffolding techniques to ensure comprehensible input of the content area.

4- Students are involved in daily group work. Working in linguistically mixed groups allows students the opportunities for create language and cultural development. Small groups allow for a lower affective filter which provides a low risk environment in which children feel more comfortable expressing their ideas and asking questions. Everyday Math Lessons support students acquiring proficiency in English because the program incorporates many proven strategies that help linguistically diverse students. The hands on program develops concepts and skills through the use of concrete materials, laces a great emphasis on habits of communication and provides ample and varied opportunities for students to demonstrate their mathematical thinking and work. This balanced program has the necessary process to make math content more accessible to all our students.

5a- When a child is registered and identified as a Student with Interrupted Formal Education (SIFE) an informal interview is arranged with the licensed ESL teacher, parent coordinator and the guidance counselor to determine the level of English proficiency with the family members. Student placement will include participation in our extended day session and all after school programs. Official teachers will be notified as to provide classroom instruction that will include supplemental instruction on basic skills while maintaining exposure to grade level curriculum. The Parent Coordinator will meet with the parents to reinforce school policies and procedures to help with the transition to American school culture. She will also be a “buddy” to the student, greeting him/her daily, offering the student breakfast, checking student school supplies, monitoring attendance to insure a positive school experience. In addition, the students have access to the HSP math program. This program provides alternate mathematical strategies as well as provides interactive online tools and games that can be utilized on the Smartboard.

5b- If a child is a newcomer to America, every effort is made to ensure that the student and his/her family are welcomed into P.S. 21's family. Information is provided to the student and family in their native language. Literature is provided in the native language and when possible the student is partnered with other students that share a common language. This serves to lower the affective filter thereby allowing the child time to acclimate to his/her new surroundings. The ESL teacher provides a nurturing environment in which the child can build trust and acquire the basic vocabulary to communicate needs. Since NCLB now requires ELA testing for ELL's after one year, P.S. 21 provides intensive test preparatory opportunities, such as participation in mandatory extended day sessions and after school programs. These programs focus on skills needed to achieve success on the state exams.

5c-Since many of our students have been receiving ESL services between 4 and 6 years, the ESL teachers identify the area of deficiency (listening , speaking, reading and writing) for these students. The ESL teachers then subdivide the students by areas of need to focus on these skills. Our ESL instruction is provided in English with ESL strategic instruction incorporated in all lessons. In the ESL class, teachers utilize sheltered English in order to develop academic vocabulary necessary for a solid foundation in which to scaffold further instruction. The classroom and cluster teachers are also made aware of these students and their performance on the NYSESLAT, so that these teachers can also focus their efforts on helping the children achieve the English language proficiency necessary to test out of ESL.

5d-In an effort to address the needs of long term ELL's, names of students are recommended to the school PPT and school instructional team whereby language dominance is determined. Ongoing conferences with parents /guardians are conducted in order to ascertain family expectations as well as, familial understanding of the needs of the child and the services available which we can provide. After collaborating with the ESL teacher, the official teacher and cluster teachers' students are considered for additional support such as AIS or SETTS services. Once again, the official and cluster teachers are also made aware of these students and their performance on the NYSESLAT, so that these teachers may also focus their efforts on helping these children achieve the English language proficiency necessary to pass the NYSESLAT.

6- Students with special needs at P.S. 21 receive services in our Collaborative Team Teaching classes and/or SETSS. Therefore, they are mainstreamed with general education students and instruction is provided on grade level curriculum with modified instructional strategies. Small group instruction will provide us with an opportunity to differentiate the instruction based on student performance and proficiency levels. After reviewing all ELL IEP'S, students are placed in subgroups to accommodate their learning needs. For Example, an Ell student that needs questions read and reread and additional time are also provided with these accomodations during class instructions.

## A. Programming and Scheduling Information

7- In addition, if it is determined by P.S. 21's bilingual assessment team that a child requiring special education services would benefit from having a bilingual paraprofessional to support them in their native language, that staff member is provided to the child. We currently have three bilingual special education paraprofessionals that assist students at P.S. 21 in compliance with those students' IEPs.

### Courses Taught in Languages Other than English

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

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

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

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

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

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

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

### 8- Academic Intervention Services

Our guidance counselor provides service to our AIS population in the form of ERSS (Educational Related Support Services).

For students who have not met Standards or are at risk the following programs have been provided: (pending funds for appropriate allocations)

- Extended Day Session – a morning program which provides small group instruction based on performance levels and instructional goals of individual students.
- Academic Academies- Grades 3 - 5 – After school Program – utilizing a balanced literacy approach for reading. Teachers use flexible grouping to target specific skills. They utilize a variety of materials which include books and test preparation materials. The mathematical problem solving skills are emphasized in small group work.
- ELL After-School Program – Grades K-5 to strengthen Mathematics and English Literacy development using ESL approach integrating literacy and mathematics. The ELL After School Program uses “On Our Way To English” and Leap Frog which includes a Guided Reading Component in order to scaffold students' needs throughout small group instruction. Test preparation materials, such as Getting Ready for the NYSESLAT are incorporated into daily routines to assist students on assessments.

### Literacy & Math Support

- We will continue to use the Workshop Model incorporating language goals, scaffolding techniques and developing vocabulary.
- We will continue to schedule one Library period per class per week to develop Library skills as well as a child's special interests.
- We will continue to support school wide projects such as Book of the Month and Author Studies to develop students interest as well as to promote conversations throughout the school.
- We will continue to enforce our School Wide Writing Process in which all students create 7 writing samples. We will focus on, allowing students to create stories, creating web pages ,editing them and bringing their work to publication.
- Title I Math and Reading teachers will provide push-in services to students in regular classes. This provides us with the opportunity to reduce class size as well as to create additional guided reading and writing groups during the literacy block and guided math groups during the math block.
- On Our Way To English., Leap Frog, Story Town ,Voyager, Breakthrough to Literacy, Foundations , Early Emergent Reading Sets, Benchmark Early Explorers Books and Getting Ready for the NYSESLAT will be used to support and provide additional interventions.
- Computer Assisted programs such as Headsprout, River Deep and Acuity. Teachers at P.S. 21 are beginning to use SMART boards to enhance computer instruction.

All of the aforementioned programs are pieces that help to make the overall ESL curriculum at P.S. 21 scaffolded, grade level appropriate, and academically rigorous for all ELLs.

9- Students that have reached a level of English Proficient as indicated on the NYSESLAT will receive continued support as they transition from mandated ESL instruction. These students continue to participate in our extended day session and are monitored by the guidance counselor. Each month the progress of these students is evaluated at Pupil Personal Team Meetings. These students are also given the two-year testing accommodations as per allowance by NYS on the state exams. These students are also invited, where space allows, to participate in the Title III After School programs for additional support.

10- Presently, we are proud to offer an extensive ESL program including morning extended day sessions, small group instruction in the



7  
1:19 – 2:01

8	Reading		Math	Math	Math
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2:03 – 2:45

Student Proficiency Level : Intermediate      Grade Level: Third

- All instruction is done in English
- Schedule provides additional ESL support to mandates minutes

	Monday	Tuesday	Wednesday	Thursday	Friday
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1					
8:55 – 9:37					
2	Reading	Writing			Reading
9:39 – 10:21					
3					
10:23 – 11:05					
4				Math	
11:07 – 11:49					
5	Math		Math		
11:51 – 12:33					
6					
12:35 – 1:17					
7		Reading		Reading	Writing
1:19 – 2:01					
8			Reading		
2:03 – 2:45					

Student Proficiency Level : Advanced      Grade Level: Fifth

- All instruction is done in English
- Schedule provides additional ESL support to mandates minutes

	Monday	Tuesday	Wednesday	Thursday	Friday
--	--------	---------	-----------	----------	--------

1					
8:55 – 9:37					
2	Reading	Reading			
9:39 – 10:21					
3					
10:23 – 11:05					
4			Math	Reading	Reading
11:07 – 11:49					
5				Writing	Writing
11:51 – 12:33					
6					
12:35 – 1:17					
7					
1:19 – 2:01					
8	Math	Writing	Reading		
2:03 – 2:45					

16- As a child is registered at PS 21 as well as the end of each school year, each student receives a homework packet and a summer reading list. Students complete a reading response journal prior to returning to school. Also a Title III summer program is available for all ELL

students at a local school site. There is also a Kindergarten orientation the June before the students begin school, where the parents and students can come in to PS 21 to observe a current Kindergarten classroom, as well as meet the Kindergarten teachers and take a tour of the school. At this meeting , parents are also given helpful lists of topics that will be covered during the upcoming Kindergarten school year, as well as what their child would be expected to be able to know and do as he or she enters Kindergarten.

17- All instruction is delivered in English with clarification by our two Spanish-Speaking licenced ESL teachers.

### **C. Schools with Dual Language Programs**

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

## D. Professional Development and Support for School Staff

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

### 1- Professional Development and Support School Staff

Licensed ESL teacher will attend training provided by ODELL. In addition, they will turnkey necessary information to common branch teachers to improve ELL student performance in all areas. Licensed ESL teachers meet weekly with grade teachers to discuss specific students that are struggling in the classroom. Teachers will focus on ELL strategies in the mainstream classroom. These weekly meetings will help the classroom teachers to better accommodate ELLs in their classrooms and facilitate academic English language development. An emphasis will be on developing techniques and creating learning centers to promote self-confidence in the ELLs when reading, speaking and writing in English. All teachers will develop an understanding of the administration and components of the NYSESLAT. The weekly meetings with the ESL teachers provide opportunities for them to demonstrate strategies, explain methodologies to help classroom teachers with techniques, and develop RUBRICS to evaluate ELL student.

Through the use of common preps our ESL staff collaborates with our classroom teachers to plan thematic unit lessons to support curriculum in the content areas. Classroom materials include pictures, puzzles, sequential games, On Our Way to English toolbox and Leap Frog. Learning centers have an emphasis on writing and speaking skills. These two specific areas target all levels of ELL's.

Common Branch Teachers & Cluster Teachers - Bimonthly Staff Development : October 17, 24; November 14, 28 ; December 12, 19 ; January 23, 30 ; February 13, 27 ; March 12, 26 ; April 23, 30 ; May 14, 21;

Common Branch Teachers &, Cluster Teachers - Weekly Inquiry Work:

Kindergarten- Thursdays- period- 7

Grade 1- Wednesdays- period- 7

Grade 2- Tuesdays- period- 1

Grade 3- Tuesdays- period- 7

Grade 4- Wednesdays- period-2

Grade 5- Thursdays- period-7

2- Licensed ESL teachers at P.S. 21 meet with Intermediate School ELL providers three times during the school year, Fall, Winter and Spring.

Guidance Counselor and Parent Coordinator Attend a meeting in January in each of our Intermediate schools to address ELL concerns. During these times, teachers discuss students transitioning into Intermediate School. Upon returning to P.S. 21, these teachers turn key the information to all 5th grade official teachers to insure a smooth transition for all ELL students. Portfolios are prepared during the school year which are submitted to the Intermediate school in Hune demonstrating student performance levels, needs and achievements. Each September, P.S. 21 ELL teachers communicate with the Intermediate School addressing areas of concern once the student begins Intermediate School.

3- Currently all staff members at P.S. 21 have met their minimum 7.5 hours of ELL training, as a result of an after school professional development program offered at P.S. 21. The payroll secretary keeps all documentation provided to her by the staff members as to how many ESL professional development hours they have received and where these hours were completed. Staff members are made aware that 7.5 hours is the minimum amount required, and that they may pursue additional hours through other programs, such as attending the workshops offered by the OELL. The ESL teachers at P.S. 21 also attend network meetings and staff developments to keep up to date on paperwork required for their field, as well as to keep up to date on the research of their constantly changing and developing specialty of education.

Including ELL K-12 Literacy Conference- Common Core Standards: November 8 ( with more dates to follow).

Common Core Learning Standards Mathematics: Developing Standards for Mathematical Practices for ELL'S November 1, 30; December 13; January 19; February 13; March 12.

## E. Parental Involvement

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

### 1- Parent Involvement

All communication with parents is in English as well as their native language. P.S. 21 provides a Parent Handbook as well as an official school website to inform parents of policies and procedures in the school. These are also available in the parent's native language.

2- Parent Workshops – to provide information and strategies to help parents support student achievement. These workshops will be conducted by principal, coaches, teachers, parent coordinators and community liaisons.

Date	Topic
Sept. 28	ARIS Workshop
Feb. 29	Puberty - Girls
March 28	Puberty -Boys

3-During School Leadership meetings the Learning Environment Survey and a school survey is reviewed to address parent concerns and interests. Also our Parent Coordinator listens and evaluates parents needs that we will address. Parent Coordinator has parents fill out a parent survey, the parent coordinator analyzes the feedback and organizes parent workshops to meet their need. Some examples are: Inviting IS principals to parent workshops or 5<sup>th</sup> Grade Committee Meeting to address the needs of the ELL parents. Workshop on 'Bullying"- powerpoint presentation is presented by an NYPD representative. Middle School Transition- representative from Sylvan Learning discusses transition to middle school. Dial-A-Teacher representatives address the needs of our ELL parents with homework help in their native language. Parent Coordinator also uses E-CHALK to communicate with parents and additional topics for workshops they would like addressed throughout the year. The Parent Coordinator uses English and Spanish to communicate with our parents.

4- PTA Meetings: September 13, October 11 , November 15, January 10 , February 14 , March 13 , April 17 , May 8, June 12

The following activities address the parents needs:

Presentations include Family Math and Literacy Nights – Information on Balanced Literacy and Everyday Mathematics programs is provided to parents. During the presentation, coaches provide opportunities for parents and students to share wonderful activities in reading, writing and mathematics as well as hints on household ways to practice skills.

Book of the Month Workshops - to provide parents with an opportunity to work with their child to focus on curriculum areas  
September 22, November 17, January 19, March 15, May 10

Science Fair – all students in Grade 3, 4, 5 participate in this annual activity. Students create scientific projects that are later displayed for all members of the school community – fellow students , parents, family and friends .

During School Workshops – an opportunity to provide the parents with the support needed to work with their child, focusing on the Math and Reading curriculum- strengthening the bond between the home and school.

Family Math Days - Parents are welcomed once a month into their child's classroom to participate in engaging mathematical activities. They can then practice these activities at home with their child.

After School Parent Workshops: October 4,11,18,25; November 1

Translation services are always available through our bilingual ESL teachers, Para's, and Parent Coordinator. All correspondence is provided in their Native language as well as English.

## 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)	8	10	4	3	0	1								26
Intermediate(I)	4	2	12	9	5	1								33
Advanced (A)	6	0	5	6	7	8								32
Total	18	12	21	18	12	10	0	0	0	0	0	0	0	91

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		0	1	0	0	0							
	I		5	0	1	1	0							
	A		9	6	12	10	1							
	P		2	4	9	5	5							
READING/ WRITING	B		6	3	2	1	0							
	I		4	5	18	2	1							
	A		5	3	2	12	5							
	P		1	0	0	1	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	0	0	0	3
4	0	14	1	0	15
5	1	5	0	0	6
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		1		0		0		3
4	4		11		1		0		16
5			5		1		0		6
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1- Included in the variety of tools used to assess early literacy skills of ELL students at P.S. 21 are WRAPS, ECLAS-2, Acuity assessments – ELA Interim Assessments, ELL Interim Assessments and also NYSESLAT. These assessments are used by teachers to drive instruction. The results from these assessments are used to develop lessons to target areas of need, as well as to develop individual goals for the students.

2- In reviewing the NYSESLAT Modality Chart we find the data of our student performance levels are higher in listening and speaking than in reading and writing.

3- The staff now meets weekly, according to grade level, in order to identify and discuss areas of need of the students based on the NYSESLAT modalities. The teachers then share techniques and strategies to help students achieve their skills. Teachers will develop lessons that will reinforce reading and writing across the content areas. In addition, staff members meet bimonthly in order to align and update the literacy and math curriculums to meet the Common Core Standards.

4a/c-Students results indicate that our ELL'S are showing progress, however continued intervention is needed to meet proficiency levels. All students have goals for reading, math, science, and social studies. One extended day session per week will focus on achieving these goals. In addition, students attend an after school program where the focus will be on reading and writing skills.

4b- School Leadership Teams use data from the ELL Periodic Assessments to homogeneously group Ell students by their ability levels. This analysis allows the teacher to focus on the strengths and weaknesses that need to be developed, challenged, and addressed.

5- N/A

6- Our NYSESLAT data indicates that a significant number of students are not progressing in proficiency from one year to the next. In addition, the data indicates that students that took advantage of the NYSESLAT prep after school program increased their performance by at least one level.

### 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

<b>School Name: <u>PS 21</u></b>		<b>School DBN:</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Gina Moreno	Principal		1/1/01
N/A	Assistant Principal		1/1/01
Jennifer Manik	Parent Coordinator		1/1/01
Karla Espinoza	ESL Teacher		1/1/01
Taralyn Tsamos	Parent		1/1/01
Elsie Sanchez Howell/ESL	Teacher/Subject Area		1/1/01
Lisa Runnels/SETTS	Teacher/Subject Area		1/1/01
Phyllis Eugenio	Coach		1/1/01
	Coach		1/1/01
Erika O'Grady	Guidance Counselor		1/1/01
Nancy Ramos	Network Leader		1/1/01
Allison Graham	Other <u>Grade 2 Teacher</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN: 31      School Name: The Margaret P. Emery Elm Park**

**Cluster: 5      Network: 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**

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

Currently P.S. 21 consists of a 20 % student population of ELL students, whose language is predominantly Spanish. In addition 43% of our parents speak languages other than English in the home.

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.

Upon registering a child at P.S. 21 the parent/guardian is greeted by the parent coordinator and an ESL teacher . At that time the Home Language survey is completed which determines the primary language spoken by the child and the parent. In addition, during the month of September the official teacher identifies whether the parent requires language assistance to communicate effectively with the school.

## Part B: Strategies and Activities

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

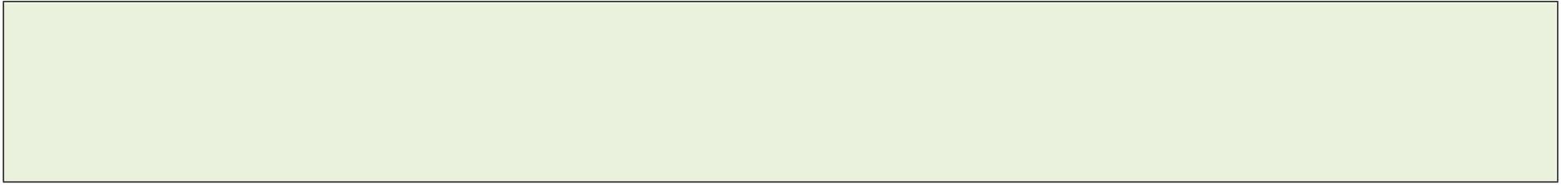
In the event that written communication is needed to address the needs of a parent, the staff at P.S. 21 consists of a bilingual parent coordinator, a bilingual school assessment team, a bilingual PTA executive board, three bilingual paras as well as six teachers that speak Spanish as a second language and a guidance counselor that speaks conversational Spanish. There is always someone available in house to translate a written document in a timely fashion. In addition, our school website has a translation component where we can submit a document and it can be translated immediately. Large documents such as our parent guide have been emailed to the translation division of the Department of Education. They have been translated and returned ready to print in a timely manner.

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

The staff at P.S. 21 consists of a bilingual parent coordinator, a bilingual School Base Support Team, six bilingual teachers, three bilingual paras, a guidance counselor that speaks conversational Spanish. In addition, we have a bilingual PTA executive board. There is always a in house staff member available to address the parent need. During fall and spring parent teacher conferences staff members are assigned to each grade to provide translation services.

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>.

1. The bilingual P.S. 21 parent coordinator is available to parents in school as well as on a cell phone.
2. Bilingual teachers, paras, School Base Support Team, guidance counselor are available to parents at all times.
3. Bilingual PTA executive board members are available to parents
4. All notices, memos, letters are translated in English and Spanish
5. School Website translation component provides all information in a variety of languages. Computers are available for parent use in our school library as well as the parent office. Parent workshops include using the website.
6. Parent ESL classes provided by school staff as well as outside agencies such as the Jewish Community Center.
7. Bilingual staff are assigned to assist during parent teacher conferences for interpretation services.



## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Margaret P. Emery Elm Park	DBN: 31R021
Cluster Leader: Debra Montalbano	Network Leader: Nancy Ramos
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 80 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

P.S. 21 will provide a Title III funded after school program for grades K-5 ELL students as they are preparing for the NYSESLAT exam to target areas of need. The students will meet for one-hour sessions from 3:15 to 4:15 PM .

Classes are scheduled as follows:

Kindergarten Students: January 8th – April 9th (Tuesdays only)

Students in Grades 1 & 2: January 7th – April 8th (Mondays)

Students in grade 3 - October 11th - December 20th (Thursdays only)

Students in grades 4 & 5 - October 9 - December 18th ( Tuesdays only)

Writers Workshop: November 2nd - January 18th ( Wednesdays only)

The Title III program will target beginner, intermediate and advanced ELL students across the elementary grades who are in need of academic English Language Development. Classes will be provided in English with ESL strategic instruction incorporated in all lessons. The program will address all four modalities of language development (listening, speaking, reading and writing), but will mainly focus on reading and writing. In looking at the NYSESLAT student performance data from 2011-2012, it shows that most ELL students at P.S. 21 across all grade bands are scoring Advanced or Proficient in the targeted areas of speaking and listening, but not achieving the same level on the reading and writing sections.

The teaching staff will only include certified ESL teachers.

The program that will be used to provided this supplementary instruction is the Getting Ready for the NYSESLAT books by Attanasio & Associates.

A supervisor will oversee instruction, scheduling, coordination of program activity and professional development. Principal will assume the responsibilities of the program supervisor.

Measureable outcome: 5% of all students tested will increase a level on the NYSESLAT.

In addition to preparing our ELL's for the NYSESLAT, P.S.21 will offer a Math Enrichment Program. This program will target our ELL's in grades K-2 who are facing tremendous challenges and struggling in the

### Part B: Direct Instruction Supplemental Program Information

area of mathematics. This will provide a strong foundation to support the students taking the Early Childhood Assessment in Mathematics (ECAM). Teachers will use supplementary math-based literature, Singapore Math activities, and HSP Math books designed for ELL students.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

#### Proposed Supplemental Professional Development Activity #1

Our ESL teachers will participate in several PD opportunities to support our ELL'S in their journey of learning. They will attend a workshops addressing unwrapping the Standards & Aligning Instruction for ELL's . ESL teachers will also attend monthly sessions on implementing the Singapore Math program which will focus on strategies to support ELL's in the mainsteam classroom aligning CCLS. ESL teachers will attend workshops on using the "Curriculum Mapper" to insure that daily leeson planning address the gaps in CCLS.

Measurable Outcome: ELL teachers will learn new strategies to enable English Language Learners to develop sufficient understanding of mathematical and literacy concepts in order for them to demonstrate progress and success.

#### Proposed Supplemental Professional Development Activity #2

Teachers will schedule training from ODELL.

Measurable Outcome: ELL teachers will learn additional strategies and methodologies to share with P.S.21 staff.

#### Proposed Supplemental Professional Development Activity #3

P.S. 21 has a very high percentage of ELL students in its population. In order to learn some different and more engaging strategies to foster leadership, ownership of learning of ELLs in the classroom, and to incorporate technology into the classroom, it has been proposed that the staff at P.S. 21 participate in a movie-making professional development session. This professional development would show teachers how to incorporate technology into the classroom in a meaningful and concrete way for our ELL students. The process of writing a script, working together in groups, and acting in a movie engages our ELL students in all four modalities of the language acquisition process, as well as prepares them to begin to meet the new Common Core Standards. This is a new and creative way for our ELL students to learn

### Part C: Professional Development

and relates directly to getting our ELL students to deepen their practice and application of reading and writing. The program that is proposed for the teachers at P.S. 21 to participate in is called "Philly Hops Movie Making Program". The link to this program is <http://phillyhops.com/custom/moviemaking.html>. Due to the high popularity of this program, it may not be able to be scheduled until Spring of 2013.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

We see it essential to create a school wide understanding of our policy in order to provide a solid foundation of support to our ELL students.

Our Title III program will also have an after school Parental Support Workshop component provided by a certified teacher from P.S. 21 staff. Translations will be provided as needed in the parent's home language. Topics addressed will be homework help, school policies and procedures, the school website, testing information and utilizing technology to access assessment tools. An orientation meeting will introduce parents to the program as well as address any parent requests and concerns. We will increase parental awareness of school activities and places to obtain support for the curriculum. This parent-school partnership will support ELL students' efforts to achieve high levels of state. All information will be distributed in the parent's home language.

This opportunity will provide parents with technological support and introduce them to computer games that will contribute to student achievement.

Teachers will model how to find and use test prep materials with their children to support student achievement with the use of SMARTboards.

The parents will meet once a week for one-hour sessions from 3:15 to 4:15 PM from January 8th - April 9th - (Tuesdays only).

### Part E: Budget

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11316

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$	
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	\$	
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	\$	
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	\$	\$