



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME :** LANGSTON HUGHES YOUNG EXPLORERS ACADEMY

DBN 09X236

PRINCIPAL: BEVERLY ELLIS EMAIL: [BELLIS@SCHOOLS.NYC.GOV](mailto:BELLIS@SCHOOLS.NYC.GOV)

SUPERINTENDENT: DOLORES ESPOSITO



**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](#).

Name	Position and Constituent Group Represented	Signature
Beverly Ellis	*Principal or Designee	
Marina Davis	*UFT Chapter Leader or Designee	
Ramona Figuereo	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Janet Infelice	Member/Teacher	
Jillian Patterson	Member/Teacher	
Alicia Vasquez	Member/Teacher	
Debra Wright	Member/Teacher	
Arelis Alequin	Member/Parent	
Lenice Footman	Member/Parent	
Niouma Cisse	Member/Parent	
Miosotis Suero	Member/Parent	
Flor Luis	Member/Parent	

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

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

By June 2013 25% of students will make 1 year or more progress in English Language Arts (ELA) as measured by the DRA on grades K-3.

### **Comprehensive needs assessment**

Our data reveals a significant disparity between the general education population, students with IEPs, and students identified as ELLs. Based on the Disaggregated Data of our Fall 2012 results of The Diagnostic Reading Assessment (DRA), 76% of the ELL population scored below grade level and 24% scored on or above grade level. When looking at our special education population, 74 % of the Special Education population scored below grade level and 26% scored at or above grade level. According to our data 45% of our General Education population scored below grade level and 55% scored at or above grade level. When we group all of our students together our disaggregated data shows that 51% of all students are performing below grade level while 49% of all students are performing at or above grade level.

A deeper examination of student performance through our IReady data indicates that overall our students are weak in the area of reading comprehension in both literary and informational text. Students lack a depth of knowledge that would allow them to make greater connections to text and to interpret character motivation as well as actions within the context of a piece. Greater development of vocabulary and sight words would also strengthen comprehension by promoting greater fluency. Adherence to the tenets of the Danielson competencies would allow us to further develop our expertise in these areas.

### **Instructional strategies/activities**

It is our belief that in order to improve student achievement we must first improve all aspects of the instruction being provided. Toward this end, all staff at PS 236/173 will participate in the Teacher Effectiveness Program (TEP) during the 2012-2013 school year. During formal and informal observations, supervisors will use the Danielson Framework Rubric with an emphasis on providing evidence-based, applicable feedback to teachers toward improving overall classroom effectiveness. All teachers will be observed frequently and receive timely feedback. Specifically, feedback will be provided to assist teachers in improving their design of coherent instruction, establishing a culture for learning, managing student behavior, using questioning and discussion, engaging students in learning, and using assessment in instruction.

- All teachers have been provided with a copy of the Danielson Rubric for these areas so that they can become familiar with the expectations for their work. This should also help teachers to gain clarity and deepen their understanding of what quality teaching looks like. They will be able to form a shared language for the discussion of what is working and what needs to be improved and to help them to know what actions to take to improve their practice. As outlined in the Teacher Effectiveness Program, school administrators will conduct frequent formative observations (a minimum of 4 informal and 2 formal observations) and provide teachers with feedback and planned professional development to support improved instructional practices in identified competencies.
- Each teacher will be expected to develop personal goals in collaboration with their supervisor which will be based on assessed needs during the observation/feedback process. Teachers will maintain a professional development plan which documents growth over the year which will demonstrate improvement in the areas outline in their personal plan. These goals will include a timeline, activities, and collaborations that the

teacher feels will help to facilitate his/her development. They will identify the evidence that will demonstrate their success toward their goals. The plans will be reviewed with their supervisor at least three times per year. Teachers will be expected to participate in inquiry work which will focus on examining student work in relation to instructional practices and actively work toward their own professional development which impacts on student achievement.

- Our work began with a five day summer institute which provided intensive, focused professional development around establishing the routines necessary to implement our new classroom management systems. Teachers participated in role playing, active workshops, opportunities to prepare classroom materials, and share ideas with colleagues from our school and another school in our Network. Over the five days they were able to gain the knowledge and competencies necessary to be successful with their students from the first day of school.
- In order to help build the capacity of our staff, teachers have been provided with and will continue to be given opportunities to attend conferences, workshops, and school and classroom inter-visitations to further their content knowledge and classroom management skills in identified academic areas.
- Consultants from the Tools for Teachers Consultancy in Literacy (August 2012 – June 2013) will work with classroom teachers to support their instruction. Through the co-teaching model and demonstration lessons teachers have the opportunity to view and participate in well-designed lessons that address and support their identified needs. The variety of professional development activities moves beyond the one size fits all workshops and focuses on the individual needs of the teachers. The consultant debriefs with each teacher and provides written feedback which includes suggestions for next steps.
- The instructional model using the Daily Five and the Café as a framework for literacy workshops provides coherence and continuity of instruction. It also provides a common language for teacher discussion and understanding as well as establishing shared beliefs regarding student performance and common expected behavior of all students. Teachers attended the Literacy for All Conference in Providence Rhode Island which featured sessions on the Daily Five and Café.
- Classroom resources include the Rigby Platinum guided reading sets along with plentiful leveled classroom libraries to support independent practice.
- All teachers have the opportunity to participate in monthly Professional Learning Community meetings. The meetings offer opportunity for study groups using the carefully selected literature to support their learning. The year's selection includes the Continuum of Literacy Learning, When Readers Struggle and Guiding Readers and Writers.
- The teachers will use the Common Core – Aligned Tasks in Literacy to address the DOE's instructional expectations for the 2012-2013 school year. These tasks will help to increase depth of knowledge in looking at content, student learning and needs and assist in providing appropriate system support.

- At risk students, including ELL’s and Students with Disabilities, as identified by our data receive AIS instruction using the Fountas and Pinnell Leveled Literacy Intervention System (LLI) three to four times per week.
- Students, including ELL’s and Students with Disabilities, identified by our data as being at risk in reading will participate in the Extended Day AIS program.
- Students in grade three, including ELL’s and Students with Disabilities, will participate in a Saturday Academy designed to focus on both increasing content knowledge in ELA as well as test preparedness in anticipation of the NYS ELA Examination. The Saturday Academy teachers will devote 90 minutes each week to intensive reading comprehension work structured around the ELA test format.

**Strategies to increase parental involvement**

- Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- Providing assistance to parents in understanding City, State and Federal standards and assessments;
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

**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**

- Teacher Effectiveness Program (TEP) (Title I, Tax Levy)
- Literacy Consultant (Title I)
- In House Coaching (Title I)
- Workshops, BETAC Training, Conferences, Outside Staff Development (Title I, Title III)
- Professional Text, Subscriptions, Memberships (Title I)
- Saturday Academy (Title I)

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

By June 2013 25% of students will make 1 year or more of progress in Mathematics as measured by the school based exam on grades K-3.

### **Comprehensive needs assessment**

An examination of our in house mathematics baseline examination data on grades K-2 and the Acuity Mathematics Baseline examination data on grade three reveals several areas of concern for our students in mathematics. The findings of the IReady Diagnostic in Mathematics support the findings of our baseline exams. Overall 6% of Kindergarteners, 2% of First Graders, 13% of Second Graders, and 6% of Third Graders score at or above grade level in mathematics. Broken down by domain, our data looks as follows:

<b>Grade</b>	<b>% At or Above Level in Numbers and Operations</b>	<b>% At or Above Level in Algebra and Algebraic Thinking</b>	<b>% At or Above Level in Measurement and Data</b>	<b>% At or Above Level in Geometry</b>
<b>Grade K</b>	12	4	16	12
<b>Grade 1</b>	8	7	3	3
<b>Grade 2</b>	19	15	15	15
<b>Grade 3</b>	8	19	5	4

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

It is our belief that in order to improve student achievement we must first improve all aspects of the instruction being provided. Toward this end, all staff at PS 236/173 will participate in the Teacher Effectiveness Program (TEP) during the 2012-2013 school year. During formal and informal observations, supervisors will use the Danielson Framework Rubric with an emphasis on providing evidence-based, applicable feedback to teachers toward improving overall classroom effectiveness. All teachers will be observed frequently and received timely feedback. Specifically, feedback will be provided to assist teachers in improving their design of coherent instruction, establishing a culture for learning, managing student behavior, using questioning and discussion, engaging students in learning, and using assessment in instruction.

- All teachers have been provided with a copy of the Danielson Rubric for these areas so that they can become familiar with the expectations for their work. This should also help teachers to gain clarity and deepen their understanding of what quality teaching looks like. They will be able to form a shared language for the discussion of what is working and what needs to be improved and to help them to know what actions to take to improve their practice. As outlined in the Teacher Effectiveness Program, school administrators will conduct frequent formative observations (a minimum of 4 informal and 2 formal observations) and provide teachers with feedback and planned professional development to support improved instructional practices in identified competencies.
- Each teacher will be expected to develop personal goals in collaboration with their supervisor which will be based on assessed needs during the observation/feedback process. Teachers will maintain a professional development plan which documents growth over the year which will

demonstrate improvement in the areas outline in their personal plan. These goals will include a timeline, activities, and collaborations that the teacher feels will help to facilitate his/her development. They will identify the evidence that will demonstrate their success toward their goals. The plans will be reviewed with their supervisor at least three times per year. Teachers will be expected to participate in inquiry work which will focus on examining student work in relation to instructional practices and actively work toward their own professional development which impacts on student achievement.

- In order to help build the capacity of our staff, teachers have been provided with and will continue to be given opportunities to attend conferences, workshops, and school and classroom inter-visitations to further their content knowledge and classroom management skills in identified academic areas.
- A Consultant in Mathematics works with classroom teachers to support their instruction. Through the co-teaching model and demonstration lessons teachers have the opportunity to view and participate in well-designed lessons that address and support their identified needs. The variety of professional development activities moves beyond the one size fits all workshops and focuses on the individual needs of the teachers.
- We are supported in mathematics by a joint project with Helmsley and AUSSIE. The focus of the work supports efforts to align the core curriculum with Common Core Learning Standards. We will use the same model of co-teaching and demonstration lessons to strength effective classroom instruction. Each teacher will receive a mathematics curriculum binder containing grade specific information. The binder will include the Common Core aligned math calendar, instructional expectations, the alignment of the EDM program with the CCLS, and a pacing chart. Also included is a document where the standards have been unpacked, explaining what each child must know and be able to do at the end of the school year.
- The teachers will use the Common Core Aligned Task in Mathematics to address the DOE's instructional expectations of the 2012-2013 school year. These tasks will help to increase depth of knowledge in looking at content, student learning and needs and assist in providing appropriate system support.
- Students in grade three will participate in a Saturday Academy designed to focus on both increasing content knowledge in Mathematics as well as test preparedness in anticipation of the NYS Mathematics Examination. The Saturday Academy teachers will devote 90 minutes each week to intensive mathematics work structured around the Mathematics test format with specific focus on explaining their work and increasing conceptual understanding in math.

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

- Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Providing assistance to parents in understanding City, State and Federal standards and assessments;

- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

**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**

- Teacher Effectiveness Program (TEP) (Title I, Tax Levy)
- AUSSIE Consultant (Title I, Helmsley Foundation)
- In House Coaching (Title I)
- Workshops, BETAC Training, Conferences, Outside Staff Development (Title I, Title III)
- Professional Text, Subscriptions, Memberships (Title I)
- Saturday Academy (Title I)

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

By June 2013 15% of students with IEPs and ELLs will show greater than 1 year's growth in ELA as demonstrated by the DRA, I-Ready, and informal assessment.

#### **Comprehensive needs assessment**

Our data reveals a significant disparity between the general education population, students with disabilities, and students identified as ELLs. Based on the Disaggregated Data of our Fall 2012 results of The Diagnostic Reading Assessment (DRA), 76% of the ELL population scored below grade level and 24% scored on or above grade level. When looking at our special education population, 74 % of the Special Education population scored below grade level and 26% scored at or above grade level. According to our data 45% of our General Education population scored below grade level and 55% scored at or above grade level. When we group all of our students together our disaggregated data shows that 51% of all students are performing below grade level while 49% of all students are performing at or above grade level.

Our NYSESLAT data reveals that we have 7 first graders, 0 second graders and 1 third grader at the beginner proficiency level, 8 first graders, 1 second grader, and 8 third graders at the intermediate proficiency level, 2 first graders, 7 second graders, and 3 third graders at the advanced proficiency level and 2 first graders, 12 second grades, and 0 third graders who scored out at the proficient proficiency level on the Spring 2012 exam. Further study reveals that our weaknesses lie in the areas of reading and writing.

A deeper examination of student performance through our IReady data indicates that overall our students are weak in the area of reading comprehension in both literary and informational text. Students lack a depth of knowledge that would allow them to make greater connections to text and to interpret character motivation as well as actions within the context of a piece. Greater development of vocabulary and site words would also strengthen comprehension by promoting greater fluency. Adherence to the tenets of the Danielson competencies would allow us to further develop our expertise in these areas.

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

During formal and informal observations, supervisors will use the Danielson Framework Rubric to provide evidence-based, applicable feedback to teachers toward improving overall classroom effectiveness. Teachers will be observed through the lenses of planning and preparation, the classroom environment, and instruction. Specifically, feedback will be provided to assist teachers in improving their design of coherent instruction, establishing a culture for learning, managing student behavior, using questioning and discussion, engaging students in learning, and using assessment in instruction. The use of the rubric in viewing instructional practices is helpful in defining rigor in instruction and content.

- All teachers have been provided with a copy of the Danielson Rubric for these areas so that they can become familiar with the expectations for their work. This should also help them to form a shared language for the discussion of what is working and what needs to be improved and to help them to know what actions to take to improve their practice. They will be expected to provide differentiation of instruction for all students based upon assessed needs, participate in inquiry work, and actively work toward their own professional development. Each teacher will

maintain a professional development plan arrived at in collaboration with their supervisor in which they will outline goals for improvement. These goals will include a timeline, activities, and collaborations that the teacher feels will help to facilitate his/her development. They will identify the evidence that will demonstrate their success toward their goals. The plans will be reviewed with their supervisor at least three times per year.

- In order to help build the capacity of our staff, each teacher has been provided with the opportunity to choose from workshops provided through Teacher's College and have been scheduled to attend workshops (Tax Levy) of their choice. Teachers have also been provided with the opportunity to attend a multiday or multi session conference to further their knowledge in an identified academic area. All teachers participate in inquiry work as outlined in the Chancellor's Instructional Expectations. Through this work and the accompanying professional development it is hoped that teacher knowledge and facility with inquiry process will expand. Through our inquiry work we also hope to build greater coherence of instruction across grades. The collaboration necessary for successful inquiry should carry over to other aspects of planning on each grade. Teachers have collaborated to write new curriculum calendars that are aligned to the Common Core State Standards (NYCCLS) in ELA in writing and will continue to collaborate to complete the Reading Calendars and units of study. Study groups throughout the year provide opportunities for the sharing of knowledge and continued learning in identified areas of need.
- All ICT Teams have the opportunity to work with our ICT Coach provided through Teachers' College. This program provides for model lessons, inter-visitations, observed lessons with feedback, and workshops centered around building stronger, more effective co-teaching teams. Different models of instruction are demonstrated and tried out by our teams, allowing them to build upon their teaching repertoire with the support of an expert. The focus is to expand and use a variety of teaching models to ensure all students equal access to the curriculum.
- Teachers have the opportunity to work with our literacy consultant (Title I) to deepen knowledge of the use of The Daily Five and the Café as a classroom management system in reading. As part of this work teachers will have inter-visitations with other teachers to observe best practices and to provide feedback to help each other improve practice. The literacy consultant both observes and models to help teachers perfect their craft in order to provide high quality, rigorous instruction. Teachers design lessons to support and develop ESL strategies for our ELL's. The ESL teachers attend workshops provided by OELL.
- We are continuing our professional work with an AUSSIE consultant (Title I) in the area of mathematics. Teachers will participate in collaborations to align instruction to the Common Core and to develop meaningful assessments to help better track student progress in math. Two teachers will serve as Teacher Leaders (Tax Levy) in mathematics. These teachers will attend Network math training and will provide turnkey training to the rest of the staff. It is our hope that we will be better able to align mathematics instruction to assessment of student need as we have done in ELA.
- The teachers will use the Common Core Aligned Task in Literacy and Mathematics to address the DOE's instructional expectations for the 2012-2013 school year. These tasks will help to increase depth of knowledge in looking at content, student learning and needs and assist in providing appropriate system and instructional support. Through the Universal Design for Learning (UDL) that has been used in developing these tasks help to provide Academic Intervention differentiation for our ELL's and students with disabilities.

- We have arranged our schedule (Tax Levy) so that at risk students, including ELL's and students with disabilities, can receive Response to Intervention (RTI Tier II) in reading three times per week. All cluster teachers work with a group of students at least three times per week in collaboration with the classroom teacher to meet individual or group needs as identified by formal and informal assessments. The RTI services are provided using the Leveled Literacy Intervention System (LLI) designed by Fountas and Pinnell. Students receive RTI Tier I services as part of the differentiation in their classroom. ICT classes have 2 teachers and 2 or more paraprofessionals who can provide small group and individual work.
- Our ELL's and students with disabilities utilize the AWARD reading program online. This program subscription provides them with additional practice in decoding, word work, and comprehension both in school and at home.
- Our ICT classes on grades 1-3 are comprised of general education students, ELL's (the general education teacher in each class is certified in ESL), and special education students. This allows our special education students and our ELL's to take advantage of the smaller teacher to student ratio provided by the ICT co teaching model as well as the small group and one-to-one instructional opportunities provided by the paraprofessional support in each class.
- All related services providers work on a push in model to provide support within the regular classroom whenever possible, limiting the time students with disabilities spend outside of their regular program. The academic focus of their work centers around literacy and the common core.
- ESL teachers build effective ESL strategies into their lessons throughout all subject areas.
- IEP teachers will monitor student progress and make the necessary adjustments to ensure students with IEP's are making adequate progress in meeting the goals outlined on their IEP's.
- Our work with students during the 37.5 minute extended day program will focus on Reading Comprehension. Students work in small groups to strengthen their comprehension skills utilizing leveled text, informational passages, and response to literature questions. Students work in guided groups as well as having independent practice. Our ELL's work with licensed ESL teachers in both the extended day and afterschool program so that they can receive the specialized support necessary for success in acquiring a second language.
- A more intense focus on reading comprehension will result in better reading overall for our students. More one-on-one and small group instruction for our at-risk readers along with frequent monitoring and modification of instruction to match, will accelerate their progress in reading. By accelerating learning our students will begin to close the achievement gap in reading.
- All ELL's are invited to attend our Afterschool ESL Program. This program provides our ELL's with supplemental support 3 afternoons per week for 90 minutes. Students will work on vocabulary development, fluency, reading comprehension, and all skills as necessary for success

on the NYSESLAT Exam.

**Strategies to increase parental involvement**

- Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- Providing assistance to parents in understanding City, State and Federal standards and assessments;
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Monthly workshops conducted by the ESL teacher to help acclimate Kindergarten parents to providing assistance at home for their children.

**Budget and resources alignment**

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

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

  X   Tax Levy     X   Title I              Title IIA     X   Title III     X   Grants              Other

If other is selected describe here:

**Service and program coordination**

- Teacher Effectiveness Program (TEP) (Title I, Tax Levy)
- Literacy Consultant (Title I)
- AUSSIE Consultant (title I, Helmsley Foundation)
- In House Coaching (Title I)
- Workshops, BETAC Training, Conferences, Outside Staff Development (Title I, Title III)
- ICT Coaching (Title I)
- Professional Text, Subscriptions, Memberships (Title I)
- Saturday Academy (Title I)
- ESL Afterschool Program (Title I)

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Leveled Literacy Intervention System  Focused reading comprehension instruction AWARD Reading  Getting Ready for the NYSESLAT Readers Theater  Reading Comprehension Vocabulary Development Constructed Response	Small Group Pull Out  ICT classes, Parallel teaching, station teaching, Small Group/ One on one instruction  ESL Afterschool Program  Saturday Academy	During the school day, 3-4 periods per week  During the Daily Five in all classrooms  3 afternoons per week  Saturday from 9:00 – 10:30
Mathematics	Origo Math  Math Problem Solving Activities – Polya Method	Whole Class Instruction, ICT classes, parallel teaching, station teaching.  Saturday Academy	During the school day, during math station time.  Saturday from 10:30 am– 12:00 pm
Science	N/A		
Social Studies	N/A		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk counseling by social worker & Guidance Counselor	Small Group and one on one	During the School Day

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

1. Every effort is made to hire fully qualified staff as evidenced by the 100% rate of fully licensed and permanently assigned staff at this school. 56.1% of our staff have been teaching more than five years and 68.3% more than two years at this school. 80% of the teachers have a masters degree or higher. New hires must have a current license qualifying them for the position as evidenced by the 100% of core classes taught by “highly qualified teachers”.
2. Highly qualified and on-going professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.
3. Strategies to attract high-quality highly qualified teachers to high-need schools. Active recruitment through job replacement at local colleges and universities and at DOE job fairs each spring attracts a large pool of highly qualified teachers from which new hires are chosen after a careful interview and screening program involving administrators, teachers, and parents.

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

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

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

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**Title I Parent Involvement Policy and School/Parent Compact - PS 236/173**

**Section I: Title I 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 PS 236.173 [*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. PS 236/173'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 Advisory Council, as trained volunteers and welcomed members of our school community. PS 236/173 will support parents and families of Title I students by:

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

PS 236/173's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 236/173 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS236/173 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Title I Parent Annual Meeting on or before December 1 of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act; schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions; and translate all critical school documents and provide interpretation during meetings and events as needed.

**PS 236/173 will further encourage school-level parental involvement by:**

- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- establishing Parent Resources including a lending library and instructional materials for parents.
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school calendar designed to keep parents informed about school activities, and
- providing school folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

## **School Parent Compact**

PS 236/173 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2012-2013.

### **School Responsibilities**

PS 236/173 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - Utilization of the Workshop Model in Reading, Writing, Mathematics and other curriculum areas where applicable.
  - Units of Study that are closely aligned with the NYS Standards.
  - Coaching to ensure uniformity from class to class.
  - Provision of Academic Intervention Services (AIS) in Literacy and Mathematics when necessary.
  - Infusion of the Principles of Learning into all instruction: Clear Expectations, Academic Rigor, and Accountable Talk.
  - Individual and group goal setting to encourage student accountability and achievement.
2. Hold parent-teacher conferences twice annually during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: in November and March as specified by the NYCDOE Calendar.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: periodic progress reports, holdover action plans for at risk students, SST action plans for students identified as in need of additional support, parent/teacher meetings as necessary.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents will receive a copy of the teacher's preparation period schedule. Parents may meet with a teacher during any preparation period either by appointment or as a walk in. Parents may request conferences at other times and accommodations will be made whenever feasible.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may sit in on their child's class upon request, Learning Leaders parent volunteers may provide assistance in their child's class or in other areas of the school. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
6. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part

A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will encourage them to attend.

8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
9. 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.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### **Parent Responsibilities**

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

- Ensure that children arrive at school on time and prepared to learn.
- Make sure that homework is completed.
- Monitor the amount of television our children watch.
- Volunteer in our children's classrooms, if possible.
- Participate, as appropriate, in decisions relating to our children's education.
- Promote positive use of our children's extracurricular time.
- Stay informed about our children's education and communicate with the school by promptly reading all notices from the school or the school district either received by our children or by mail and respond, as appropriate.
- Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

### **Student Responsibilities**

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

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

**SIGNATURES:**

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**SCHOOL**

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**PARENT(S)**

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**STUDENT**

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**DATE**

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**DATE**

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**DATE**

**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>Maria Quail</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>236</b>
School Name <b>Langston Hughes Young Explorers Academy</b>			

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

Principal <b>Beverly Ellis</b>	Assistant Principal
Coach <b>Susan Tasch</b>	Coach <b>type here</b>
ESL Teacher <b>Susan Rust</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Elizabeth Torres/ Kindergarten</b>	Parent <b>Diana Baldera</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### 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>6</b>	Number of certified bilingual teachers	<b>4</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>2</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>3</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	<b>399</b>	Total Number of ELLs	<b>59</b>	ELLs as share of total student population (%)	<b>14.79%</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. 

1. Parents of students new to the NYC public school system complete the Home Language Identification Survey (HLIS) during enrollment and registration at PS 236. The parent completes the HLIS to show what language the child speaks at home most of the time. Parents are provided with the forms in their native language, if available. Spanish translators are also available as part of our registration intake team. To ensure proper completion of these forms, Ms. Susan Tasch, our Bilingual Coordinator, meets with parents to make an initial determination of the child's home language. She also conducts an informal interview with the child to determine Language Assessment Battery-Revised (LAB-R) eligibility and observations are then noted on the HLIS and an Other Than English Language Exposure (OTELE) Alpha code is marked on the HLIS. If an initial determination is made that the child is LAB-R eligible, the parent is informed that the child will be assessed using the LAB-R and explained its purpose. The LAB-R is administered within ten days of the student's registration in the NYC public schools. If the student's home language is Spanish and he/she does not pass the English LAB, the Spanish LAB is administered. The original HLIS is placed in the child's cumulative folder and a copy is kept on file in the Main Office.

All eligible English Language Learners (ELLs) are annually evaluated in the Spring using the New York State English as a Second Language Achievement Test (NYSESLAT). The RLER, HIBE, RHLA, and the RLAB are all used to help determine NYSESLAT eligibility. Special education students are provided the testing accommodations specified in their IEP or Section 504 Accommodation Plan (504 Plan). Every Fall, continuation of service letters and non entitlement letters are given out to inform the parents of their child's progress towards reaching English proficiency as determined by their child's score on the NYSESLAT the previous Spring. The RLAT report from ATS lists both NYSESLAT and LAB-R scores for all eligible students and is used to help determine further eligibility and progress.

2. When the first ten days of school have been completed and after the LAB-R assessment has been completed and English proficiency levels have been determined for newly enrolled students, an invitation to the parent orientation is given to the parents of eligible students in their native language (as available). Ms. Tash, our Bilingual Coordinator, conducted the orientation in English with Spanish translation provided by one of our Bilingual Teachers, Ms. Torres. The parents viewed the "Orientation Video for Parents of Newly Enrolled English Language Learners" provided by the New York City Department of Education. At the conclusion of the video, the three program choices, (TBE, Dual Language, and Freestanding ESL) were reviewed and explained and parents were provided the opportunity to ask questions. Time models and descriptions of each of the program models were reviewed with parents so that they could make an informed choice as to which program they would prefer to select for their child. In order to ensure that parents understand all three program choices, all necessary forms and brochures were available in their native language (as available). After the parents had completed the program selection forms, Ms. Tasch explained to the parents that although there are three programs recognized by the NYC public schools for ELL students, PS 236/173 only offers two program choices, ESL and Transitional Bilingual. She provided more detailed information regarding our ESL program and the number of periods of eligibility, as per the CR Part 154 mandates for language instruction. She also explained that if any parent made a first choice selection of programs not currently offered in our school, that they were eligible to register their child at another school in our community that offers their first choice program selection (and that our school would work with the parent to find a school in the district that would reflect their program choice).

However, if the parents opted to remain in our school, they were informed that periodically, throughout the school year, Ms. Tasch will check the list of parents who were interested in the other program models and if, at any point in the year, we have enough students to create a class of their first choice program models, we will inform them of the creation of the new class. Parents were informed that their program selection is for one school year, but that changing their child from program to program from year to year could be detrimental to increasing their child's proficiency in English and detrimental to their academic progress. Parents were also informed that because their child's service needs had now been determined, it might be necessary to move the child to another age appropriate class in order to better facilitate their receiving the ESL services that they are eligible for. The parent program selection forms were collected at the end of the meeting and the original was placed in each student's cumulative record and a copy was stored in the ELL compliance binder.

Orientation was held on a one-to-one basis for parents who had not been able to attend the first orientation. As new students register throughout the year, the orientation will be provided on a one-to-one/small group basis with translation as necessary/available.

After the parent orientation, a follow-up letter was sent home in both English and the native language (if possible), indicating the number of minutes their child is eligible to receive ESL services, as per CR Part 154. Parents were informed that the services would be provided within the regular classroom as part of regular instruction utilizing specialized ESL methodologies by the ESL certified teacher or bilingual teacher in the class.

3. Parent program selection forms were collected at the end of the parent orientation by Ms. Tasch and Ms. Torres. Parents were informed that failure to complete this form would be considered a selection for the Transitional Bilingual Education program option, as appropriate, as per CR Part 154.

Continued entitlement and eligibility letters in English and Spanish were distributed by Ms. Tasch to the students' classroom teachers, to be given to parents to inform them of their child's continued entitlement for ESL services. If parents have any questions about their child's entitlement and eligibility, the letter directs them to contact Ms. Tasch at the school.

4. After reviewing parent program selection forms, a follow-up letter was sent home in both English and the native language, indicating the number of minutes their child is eligible to receive ESL services determined by their LAB-R score, as per CR Part 154. Continued eligibility and minutes of instruction are determined by the child's score on the NYSESLAT in the Spring and parents receive a letter in both English and the native language (if possible) in the Fall, indicating the child's continued entitlement. All parent notification letters (continued entitlement, program placement, and non entitlement letters) are copied and kept on file in room 110 at the 173 site. An electronic copy of each letter is also maintained.

5. Over the past few years, the program choices of the parents of our currently enrolled ELLs have trended this way: 2008-2009: ESL--4 Transitional Bilingual Education (TBE)--1 2009-2010: ESL--8 TBE--1 Dual Language--2 2010-2011: ESL--25 TBE: 4 2011-2012 ESL --12 TBE--11.

In past years, our school had a diminished number of ELLs eligible for services and we transitioned our school program to provide ESL to reflect the first choice of the parents of our newly enrolled ELLs. An increased interest in Transitional Bilingual Programs has caused us to form a TBE class on Kindergarten which will continue through the terminating grade or as long as eligibility and enrollment allow.

6. The programs offered at P.S. 236 are in alignment with parent choices.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	59	Newcomers (ELLs receiving service 0-3 years)	57	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									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	11									11
Dual Language										0
ESL	46			2		1				48
<b>Total</b>	<b>57</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>59</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	11													11
Chinese														0
Russian														0
Bengali														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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>11</b>	<b>0</b>	<b>11</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	9	20	14											43
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	4												5
<b>TOTAL</b>	<b>10</b>	<b>24</b>	<b>14</b>	<b>0</b>	<b>48</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

1. a. We have 48 ELLs across grades K-2 who receive instruction through free standing ESL by certified ESL teachers. To ensure the mandated time units of instruction for our students, the school has placed all ELL students in classes taught by a certified ESL teacher to facilitate delivery of instruction and minimize disruption to regular classroom instruction. The ESL teacher ensures the mandated number of minutes of ESL instruction are delivered within regular classroom instruction in English language arts and content areas. We have 1 second grade advanced level ELL at the 236 site where we do not currently have an ESL second grade class. This student has been assessed at a first grade reading level using the DRA and will receive her 180 minutes of mandated service in the first grade ESL class. We have 11 ELLs in grade K who receive instruction through a transition bilingual model in Spanish, taught by a licensed bilingual teacher. These students receive the mandated minutes of ESL instruction along with native language instruction.

b. The classes are Heterogeneous [mixed proficiency levels].

2. a. The ESL teacher in each class and the bilingual teacher in the TBE class designate 360 minutes per week to deliver explicit ESL instructional minutes for beginning and intermediate level proficiency students. The 180 minutes per week that is required for advanced level proficiency students is included in the 360 minutes that the ESL/Bil. teacher teaches in the classroom.

3. In the ESL classes the ESL teacher plans instruction in language arts and in Social Studies and Science to incorporate ESL strategies, scaffolding and differentiating the lesson for the ESL students to provide acquisition of skills necessary for successful learning. The ESL teacher differentiates using small group instruction and learning stations that focus on vocabulary development and reading and writing skills. She uses both formative and summative assessment results to plan individualized and small group work that will best meet students' demonstrated needs.

In the Transitional Bilingual class the teacher provides instruction in English for a minimum of 360 minutes per week as mandated across all curriculum areas and supports all instruction in Spanish. Students are supported in Spanish to facilitate their learning and to ensure that they fully understand all that is going on in the classroom and in the school. The teacher focuses on the acquisition of both academic and social English for the students by developing vocabulary through varied modalities. She uses both formative and summative assessment results to plan individualized and small group work that will best meet students demonstrated needs in both English and Spanish.

As an early childhood school we understand the importance of targeting all learning modalities of students by using many manipulatives and hands-on activities to teach content area curriculum. Our content area curriculum is based on NYCCLS standards with instruction tailored to the proficiency levels of the ELLs. Our ELLs are supported by scaffolded lessons that allow them to demonstrate their learning with a variety of activities such as: role-playing, presentations, experiments, and theme-culminating projects. The language of instruction is English in the ESL classes and English and Spanish in the TBE class as guided by the program models. The students work in groups and their tasks and assignments are project based with language and content objectives. Content specific word walls with visual representations of words aid in the understanding of content area vocabulary and comprehension. Assessments, tasks, and instruction are differentiated to give all students an opportunity to demonstrate learning and knowledge of concepts.

Our school follows a Balanced Literacy program utilizing the workshop model in which teachers draw upon resources from various modalities. The classroom teacher can apply ESL methodologies on a daily basis when planning and teaching the workshop lessons. Our resources include: Rigby PM books, Fountas and Pinnell leveled books, non-fiction leveled books, social studies and science texts, Weekly Reader and other commercial newsletters, library trade books, spanish leveled books, spanish big books, spanish trade books, teacher resource books on the teaching of ELLs, etc. Instructional strategies beneficial to ELLs incorporated into the Everyday Mathematics lessons include providing wait time, making connections to everyday life, modeling problems with concrete objects, modeling problems visually and physically, and providing tools to help students organize their thinking. Specific activities are also suggested to support ELLs and promote development of language for each lesson. The Core Curriculum program in Social Studies contains a strong vocabulary component which is supported by the big books and texts along with the rich classroom libraries. The Harcourt science program addresses specific academic and conceptual knowledge and has a strong vocabulary component in science. Word banks, word walls, glossaries, internet resources, school and classroom libraries can be used to support and enrich language development in all content areas.

4. Students in the TBE Kindergarten class will be assessed in Spanish using Spanish leveled texts for running records and mathematics unit testing in Spanish as part of the EDM program. No formal assessment is done in social studies and science at this time. These subject areas are assessed informally through teacher observation, unit projects, and class work. Students in the TBE class will be assessed informally in whichever language they choose to perform in core subject areas.

5. a. No Student with Interrupted Formal Education (SIFE) is identified as such before third grade. Therefore, as an early childhood school serving grades K-2, we have not had any SIFE students registering at PS 236/173. Should a SIFE student register at PS 236/173 we would administer an initial assessment to determine grade placement along with the LAB-R if appropriate. We would provide the same

## A. Programming and Scheduling Information

supports as all ELLs receive along with careful attendance monitoring.

b. Newcomers to the United States would go through the same placement and identification process (HLIS, student interview, LAB-R or LAB [Spanish] testing) as any other newly enrolled student in a New York State public school system. The student would then be age appropriately placed in the grade with ESL services provided determined by their proficiency level, contingent upon parent program choice. The school will provide additional support to the student by ensuring that he/she is enrolled in extended day and in the after school program. All instructional planning is based on the demonstrated needs of the students.

Our school serves grades Pre Kindergarten-2. Therefore, we are not required to administer the New York State ELA test, and are not subject by the No Child Left Behind (NCLB) requirement that ELLs take the ELA test after one year of receiving services. Our ELLs receive the same instructional preparation toward achievement at or above grade level as all students in the school with some test sophistication in grade 2 in preparation for the grade 3 ELA.

c. We currently have 2 ELLs enrolled who are receiving service 4 to 6 years. We provide additional support to the students by ensuring enrollment in the extended day and in the after school program specifically designed for ELLs, with an emphasis on reading and writing in preparation for the NYSESLAT. These students receive one-to-one instruction and additional small group instruction in reading and writing during our reading support periods and our extended day program. It is the responsibility of the teacher to develop an action plan to help accelerate learning for this student, if needed, possibly with the assistance of the Student Support Team (SST).

d. Our school has no long term ELLs who have completed 6 years of service because our school only serves grades Pre Kindergarten-Grade 2.

6. We use a wide variety of materials in both English and Spanish to provide our students with access to the curriculum in all areas. Each classroom has a wide variety of leveled books that cover a wide range of ability levels appropriate to the grade level and the individual needs of the students in the class. the TBE kindergarten has leveled books, big books, and trade books in both English and Spanish. The Iready program provides individualized access to literacy and continually assesses students as they progress through the program. Students will use the Comprehension and Reading Strategies (C.A.R.S. program) to help build vocabulary and reading comprehension. Recorded books with multiple copies are used to familiarize students with the cadence and sound of the English language and to help build vocabulary. NYSESLAT preparation materials are used to help students become familiar with the type of tasks required for success on the exam and the format of the exam.

7. All ELLs are scheduled into a class with a certified ESL teacher so that ESL mandated services can be provided within the regular program. ELLs with IEPs are scheduled into a ICT class in which one of the teachers is a special education teacher and one of the teachers is a general education teacher with ESL certification. ELLs participate in physical education, music, and other additional subjects along with the rest of their class and in the same rotation as the rest of the school population. Related service providers collaborate with the classroom teacher to schedule pull out sessions at a time that will have the least impact upon academic subjects and that will not interfere with the delivery of ESL services.

### 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

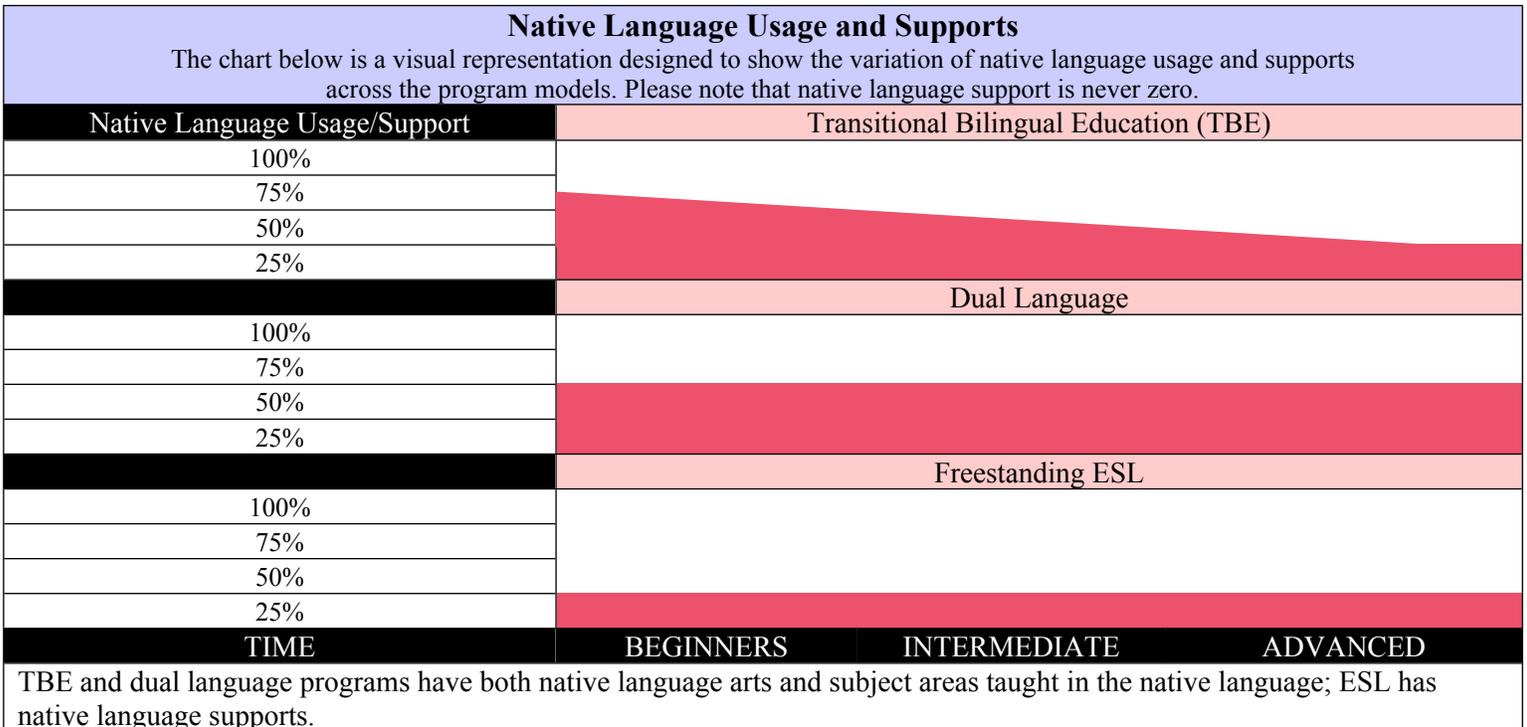
Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish
Social Studies:	Spanish
Math:	Spanish
Science:	Spanish

Class/Content Area	Language(s) of Instruction



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



## 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. As an early childhood school we understand the importance of targeting all learning modalities of students by using many manipulatives and hands-on activities to teach content area curriculum. Our content area curriculum is based on NYCCLS standards with instruction tailored to the proficiency levels of the ELLs. Our ELLs are supported by scaffolded lessons that allow them to demonstrate their learning with a variety of activities such as: role-playing, presentations, experiments, and theme-culminating projects. The language of instruction is English, as guided by the program models. The students work in groups and their tasks and assignments are project based with language and content objectives. Content specific word walls with visual representations of words aid in the understanding of content area vocabulary and comprehension. Assessments, tasks, and instruction are differentiated to give all students an opportunity to demonstrate learning and knowledge of concepts.

Students who are identified as at risk and in need of academic intervention are referred to our SST where a team comprised of the classroom teacher, literacy coach, social worker, principal, and an ESL teacher develop an academic intervention action plan with specific goals and timelines for the individual student. Parents are included in the goal setting and take an active role in helping their child to continue to develop language skills at home. These goals are reviewed and revisited periodically and modifications are made as necessary. All ELLs are invited to participate in the Title III after school program. Students are grouped by grade and proficiency level to meet their instructional needs. Lessons focus on specific skills determined by the analysis of the data of previous NYSESLAT results, as well as formative and summative classroom assessments. The program also addresses the needs of the students in preparation for the NYSESLAT.

9. The ELLs that reach proficiency on the NYSESLAT before the end of grade 2 receive continuing transitional support by their classroom teacher during the school day and during the 37 ½ minutes of extended day tutoring to ensure continued progress. In addition, the students are given the opportunity to participate in enrichment programs such as Reader's Theater, chorus and a library program specifically focusing on responding to literature. We do not administer any standardized or state test at our school besides the LAB-R or NYSESLAT exams. Therefore, we do not need to provide any testing accommodations for our former ELL students after they have tested out on the NYSESLAT. Students who test out on the Spring 2012 NYSESLAT will continue on to third grade at PS 236/173 as part of our expansion program and will be provided with extended time and separate location for Spring 2013 ELA and Mathematics exams.

10. We have added a Kindergarten level Spanish Transitional Bilingual Class for the upcoming school year. This addition was based on the needs of the incoming students and the expressed parent preference for bilingual education over ESL classes for this group of children. This class will continue as enrollment and entitlement allow.

11. We do not anticipate discontinuance of any services for our ELLs for the upcoming school year. According to our school's New York State School Report Card, posted on the New York City DOE website, in 2008-2009, we had 56 ELLs (16% of total school population). In 2009-2010 we had 49 ELLs (12% of total school population). In 2010-2011 we had 54 ELLs (13.5% of total population), and in the present year, 2011-2012 we have 59 ELLs (16% of total population). Services for ELLs are dependent upon enrollment and the results of the NYSESLAT and we have no reason to believe that the number of ELLs registering for school at PS 236/173 will be drastically different. However, it is expected that we will demonstrate an increase in proficiency of our present ELL population.

12. Our ELL students are afforded equal access and participation to all academic and extracurricular activities. Our ELLs are given the opportunity to participate in enrichment activities during the school day. For example, our school participates in a sports program on Randall's Island, a program on Randall's Island to study the wetlands habitat, a storytelling program with a professional storyteller and a program with a visiting artist from the Hudson Valley Center for Contemporary Art who works with the children using clay. In addition there is an after school chorus that some of our ELLs are invited to join. The programs offer extended learning opportunities that address oral language development, building vocabulary, reading, listening, and following directions.

There is an academic intervention Title III after school program which targets our ELL population directly. The program is instructed by a qualified pedagogue two times a week for ninety minutes. Students targeted to participate in the program will be determined by both NYSESLAT and LAB-R scores. Students will be grouped by proficiency level to enhance their instructional needs. At the beginning of the program, the teachers will be using the ELL/Oral Language Intervention Kit by Rourke Classroom Resources. This program focuses on the development of oral language proficiency and vocabulary acquisition. Later, the after school program focuses on providing students with more targeted instruction in the Reading and Writing modalities prior to beginning test preparation for taking the NYSESLAT exam.

13. Our school follows a Balanced Literacy program utilizing the workshop model in which teachers draw upon resources from various modalities. The classroom teacher can apply ESL methodologies on a daily basis when planning and teaching the workshop lessons. Our resources include: Rigby PM books, Fountas and Pinnell leveled books in both English and Spanish, non-fiction leveled books in both English and Spanish, social studies and science texts, Weekly Reader and other commercial newsletters, library trade books in both English and Spanish, etc. Our school uses the Everyday Math program. Instructional strategies beneficial to ELLs incorporated into the Everyday Math lessons include providing wait time, making connections to everyday life, modeling problems with concrete objects, modeling problems visually and physically, and providing tools to help students organize their thinking. Specific activities are also suggested to support ELLs and promote development of language for each lesson. The Core Curriculum Social Studies program along with the Harcourt Science program address specific academic and conceptual knowledge while using a strong vocabulary component to develop content specific vocabulary. Content specific word walls with visual representations of words aid in the understanding of content area vocabulary and comprehension. Assessments, tasks, and instruction are differentiated to give all students an opportunity to demonstrate learning and knowledge of concepts.

All ELL students have equal access to the use of technology during the school day and after school. In addition, many classrooms use the SMART board and Elmo document cameras to modify and enhance lessons. All classrooms are equipped with 2-4 iMac computers. All computers have internet access to aid learning and research. All students will participate in the Iready literacy program to assess progress in reading comprehension this year.

The majority of our ELL students' native language is Spanish. In order to support our ELLs' native language we provide bilingual dictionaries in the classroom. An entire portion of our school library is devoted to books in Spanish that are available for both students and parents to borrow and all classrooms have books available in Spanish in the classroom libraries.

14. At this time, all content area instruction takes place in English in the monolingual class with support from the ESL teacher. Content area instruction takes place in Spanish in the TBE Kindergarten class as well as native language support in all curriculum areas as needed for clarification. Many of the classroom teachers are licensed bilingual teachers who are able to provide native language support for conceptual clarification. In addition, many paraprofessionals and members of the educational support staff in our school are bilingual in Spanish.

15. Yes, all required services and resources support and correspond to ELL's ages and grade levels. As an early childhood school we understand the importance of targeting all learning modalities of students by using many manipulatives and hands-on activities to teach content area curriculum. Our ELLs are supported by scaffolded lessons that allow them to demonstrate their learning with a variety of activities such as: role-playing, presentations, experiments, and theme-culminating projects. The language of instruction is English in the ESL classes and English and Spanish in the TBE class. The students work in groups and their tasks and assignments are project based with language and content objectives. Assessments, tasks, and instruction are differentiated to give all students an opportunity to demonstrate learning and knowledge of concepts.

16. For all pre-registered Kindergarten students, an orientation is held at the end of the previous school year. Parents are invited to visit the classrooms and inquire about the school's curriculum and expectations. Pamphlets about the state curriculum and a parent handbook are distributed in both English and Spanish. Translation services are available during this time. In addition, our school holds a "Curriculum Night" in September, when both currently enrolled and newly enrolled students' parents have an opportunity to visit their child's classroom, meet the teachers, learn about what their child will learn during the school year, and learn about the expectations of the school and their child's teachers. Pamphlets about the state curriculum and the New York City Schools' discipline code are distributed in both English and Spanish. Translation services are available during this time. a meeting is held after the LAB-R exam is administered that allows parents to view the NYCDOE Parent Orientation video for the parents of ELLs. The programs are explained and discussed and the parents complete the Parent Choice form indicating their preference of program for their children.

17. We do not offer any language electives to our ELLs because we are an elementary school.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### **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. We have purchased the consultant services of several expert consultants to assist us in our professional development regarding ELLs and all students at our school. The teachers of ELLs also work with our Coach to write Units of Study that are differentiated for our ELLs and take part in Professional Development throughout the year. Teachers of ELLs attend outside workshops and conferences that will help to build their core knowledge about effective practices in teaching ELLs. Our professional development program is designed not only to support the learning of the classroom teachers but also serves as an inquiry model for our staff. Our teachers will have the opportunity to engage in learning activities that will give them the tools to build the students' language proficiency, vocabulary, reading comprehension and fluency; and they will begin to focus on using data to support their instruction. All staff members are provided opportunities to attend outside professional development offered by the Department of Education's Office of English Language Learners, Children First Network 10 and New York State Bronx BETAC.

The staff members servicing the students in the Title III after school program will participate in study groups and collaborative planning for instruction for 90 minutes per week when our after school program begins in January. The collaborative planning sessions are designed to give the teachers the opportunity to examine student work and plan appropriate learning opportunities based on student needs and proficiency levels. During the meetings teachers are able to share their best practices as well as present issues to the group for assistance or clarification.

2. As an early childhood school serving grades PreKindergarten-Grade 2, our ELLs are not involved in the transition from elementary to middle or middle to high school.
3. Our entire school staff receives the mandated 7.5 hours of training, as per Jose P. throughout the school year with the assistance of our Network specialist.

## 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. The relationship of our school community with our parents is one of mutual respect and cooperation. Our purpose is to provide the best possible learning environment to allow all students to achieve their highest potential. Our entire bilingual staff has helped to develop a very dynamic group of parents who participate in all school affairs and activities and serve on the Parent Association. The parents of our ELLs are afforded equal access to all school programs and are welcome to join in all activities. Translation services in Spanish are provided at all gatherings involving parents.

2. Our school works very closely with many community based organizations and outside agencies to ensure that our parents' social and emotional needs are addressed and that they are well informed about topics of their interest. Recent parent meetings have addressed "Learning How to Connect with your Child" and health issues. Monthly parent meetings are held by our bilingual (Spanish) social worker and in the past we have collaborated with the following organizations: Bank Street College, Parent Resource Center, New York City Department of Health, New York City Libraries (Bronx Branches), Citizen's Advice Bureau, La Peninsula Head Start, New York City Department of Environmental Protection, and Domestic Violence Intervention Center. All notices of the meetings and materials are provided in both English and Spanish.

3. We ensure that parents' needs are met through a variety of ways: our "Curriculum Night", Parent-teacher conferences, the Department of Education School Survey, Face to Face interviews, open communication with our social worker and parent coordinator, and informal parent-teacher meetings and communication. Last year we had 236 (67%) parents respond to the 2010-2011 School Survey. 99% of parents who responded to the survey said that they were satisfied or very satisfied with their opportunities to be involved in their child's education. 97% of parents responded they were satisfied or very satisfied with how well the school communicates with them. All materials and correspondence sent home from the school are provided in both English and Spanish and a translator is present at any parent-teacher meeting where it is necessary.

4. Our formal parental involvement activities are offered once a month and address particular topics that are mandated by the Department of Education such as the Home-School Connection and how you can help your child succeed in school; bullying; understanding developmental stages and disciplining your child; and ACS Reporting. Based on the communication that the social worker and parent coordinator have with parents, topics for future parent workshops are solicited and encouraged. All materials and correspondence sent home about the workshops is provided in both English and Spanish and meetings are conducted in both languages. 97% of parents responded in the 2009-2010 Department of Education School Survey that were satisfied or very satisfied with how the school communicates with them.

## 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)	20	4	4											28
Intermediate(I)	0	10	4											14
Advanced (A)	4	9	5											18
Total	24	23	13	0	0	0	0	0	0	0	0	0	0	60

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

1. Our school uses the DRA assessment to give us specific information about our ELL students' early literacy skills by determining their reading level, comprehension level, their decoding skills and their reading strategies used to decode the text. The teacher can also analyze the student's miscues and determine their fluency rate. By using the DRA Word Analysis in conjunction with the DRA reading assessment, we can get an even more specific picture about a child's phonemic awareness, phonics skills and sight word recognition. The DRA assessment provides information for planning instruction and small grouping and for creating learning goals both school-wide and individually.

Our DRA data from 2010-2011 indicates that in the Fall of 2010, 63% of our ELLs were at levels 1 and 2 and 37% were at levels 3 and 4. By Spring 2011, 43% of our ELLs were at levels 1 and 2 and 57% were at levels 3 and 4. Looking at this data it is clear that reading and writing are the instructional focus of the ESL team. Our students are improving their reading throughout the year and becoming more proficient because we are placing a heavy emphasis on students developing multiple strategies for engaging with text and structuring writing. There has been a school-wide adoption of comprehension strategies in our cluster classes and extended day programs to ensure a dynamic intervention towards the development of our ELLs reading and writing skills. In all classes the consistency and repetition of these strategies supports continued development of reading comprehension, vocabulary development, and structured writing skills. Additionally, all ELLs are offered targeted after-school academic intervention services which focus on reading, writing, and NYSESLAT test preparation.

2. Up to this point in the 2011-2012 school year, 50 students have taken the LAB-R exam and 50% tested out. 48% of the remaining students are currently enrolled in a Free Standing ESL program, 44% are currently enrolled in a Transitions! Bilingual program here at our school, and 8% have been discharged to other schools. Across both grade and proficiency levels, NYSESLAT data shows that reading and writing are the weakest of the students' modalities. The results indicate that our ELLs are becoming more proficient listeners and speakers of English but still need to develop reading and writing abilities along with the acquisition of English academic language.

3. It is clear that the reading/writing modality should be the instructional focus of the ESL team. For first and second grades, there is a heavy emphasis on students developing multiple strategies for engaging with text and structuring writing. There is also a school-wide adoption of comprehension strategies in our cluster classes and extended day programs to ensure a dynamic intervention towards the development of our ELLs reading and writing skills. In all classes the consistency and repetition of these strategies supports continued development of reading comprehension, vocabulary development, and structured writing skills. Additionally, all ELLs are offered targeted after-school academic intervention services which focus on reading, writing, and NYSESLAT test preparation.

4. a. Fifty Six children were tested last year in Grades K, 1, and 2 with the NYSESLAT assessment. The disaggregate proficiency level results were: Kindergarten: 4 Beginners, 12 Intermediates, 8 Advanced, 4 Proficient. First Grade: 5 Beginners, 6 Intermediates, 6 Advanced, 3 Proficient. Second Grade: 3 Beginners, 3 Intermediates, 2 Advanced, 0 Proficient. Overall, our school's aggregate percentages for proficiency levels were: 21% Beginners, 36% Intermediates, 29% Advanced, 13% Proficient. What these results indicate is that our students are still acquiring English academic language, with the bulk of our students falling in the Intermediate-Advanced range of proficiency.

b. As an early childhood school serving PreKindergarten-Grade 2, we do not use the ELL Periodic Assessments.

c. As an early childhood school serving PreKindergarten-Grade 2, we do not use the ELL Periodic Assessments.

5. We do not have a dual language program at our school.

6. We evaluate the success of our programs for ELLs based on NYSESLAT results and students' progress in proficiency levels. Our goal is to meet our students' instructional needs through targeted, specialized instruction in ESL for all the modalities of the NYSESLAT exam,

in turn improving their proficiency levels and allowing them to achieve the designated level of English proficiency for their grade.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:**

**Langston Hughes Young Explorer**

**School DBN: 09X236**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Beverly Ellis	Principal		10/28/11
	Assistant Principal		10/28/11
Gilberto Valette	Parent Coordinator		10/28/11
Susan Rust	ESL Teacher		10/28/11
Diana Baldera	Parent		10/28/11
Elizabeth Torres	Teacher/Subject Area		10/28/11
	Teacher/Subject Area		
Susan Tasch	Coach		10/28/11
	Coach		

**School Name:**

**Langston Hughes Young Explorer**

**School DBN: 09X236**

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

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 09x236      **School Name:** Langston Hughes

**Cluster:** 1      **Network:** CFN 109

**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.

A review of the demographic data on ethnic background and the Home Language Surveys as well as the face to face contact with parents indicates that many families within our school community speak Spanish as their primary language. All communications with the home are sent in both English and Spanish as standard practice.

The preferred home language as identified on the Home Language Survey is entered into ATS for each student in the school. This data is used to determine which students need home communications in Spanish. There are 405 students in the school. 280 parents' preferred home language is English, 112 parents' preferred home language is Spanish, 3 parents' preferred home language is Mandinka, 2 parents' preferred home language is Soninke, 2 parents' preferred home language is Bambara, 1 parent's preferred home language is Bengali, 1 parent's preferred home language is French-Haitian Creole, 1 parent's preferred home language is Hausa, 1 parent's preferred home language is Tonga, and 2 parents' preferred home language is Twi. All communications are sent home in both English and Spanish. We do not currently have the ability to provide translations in the other languages that the remaining 13 students prefer.

A copy of the Home Language Survey is kept in the students' permanent record cards, a copy of the Home Language Survey is kept on file in the main office, and a copy of the Home Language Survey is kept on file with the ESL coordinator. The Adult Preferred Language Report (RAPL) is kept on file. Each teacher receives a copy of this report for his/her class so that they can make sure that the parents receive report cards and progress reports in Spanish. All other communications are sent home in both English and Spanish. The preferred home language is entered on the blue emergency cards that are kept in the classrooms and in the main office.

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

We have identified a need for both written and oral translation in Spanish. The SLT and the Parent Association have been instrumental in helping to provide the feedback necessary to assure that we continue to meet the oral and written translation needs of the community. Spanish oral language translation is provided at the school by the parent coordinator. If the parent coordinator is unavailable another Spanish speaking staff member will provide the translation. Written translations are provided in house for parent letters, flyers, and calendars. We occasionally use an outside consultant for more complex translations, such as the report cards and monthly progress reports.

## **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.

All communications between the school and the home including notices, flyers, homework sheets, monthly progress reports, and report cards are provided in both English and Spanish. Translations available on the NYCDOE website are utilized when appropriate. Our parent coordinator and our parent volunteers provide translation services when necessary. Outside consultants are used for more complex translations such as report cards and progress reports.

Parents receive the Parent Bill of Rights at Back to School Night in September of each school year in their preferred language. Parents who do not attend receive this document in their child's homework folder in their preferred language. All signs and notices posted in the building are posted in both English and Spanish. Interpretation notice signs are provided in those translations available through the Dept. of Education. The other three languages preferred by less than 10% of the parents in our school are not recognized by the Dept. of Education and translations are not available.

Our School Safety Plan includes procedures that ensure the accessibility to the administrative offices for all parents regardless of their language preferences. No parent is prevented from going to the main office due to language barriers.

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

Oral language translation is available in house in Spanish. During one on one meetings our Parent Coordinator or another staff member will translate for parents. During Parent Workshops and meetings a translator is provided. Each classroom has someone who can interpret for parents during Parent Teacher Conferences. We contact the Translation and Interpretation Unit at 718-752-7373 ext. 4 when we require the services of an American Sign Language interpreter for our hearing impaired parents. We use email communication with these parents in place of telephone contact as prearranged with them.

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>.

Section	Description of Services Provided
VII A	A letter will be sent home in September and will be provided to newly registered families informing them of their rights regarding language assistance and explaining procedures for obtaining such services.
VII B	A notice is posted next to the security desk at the main entrance to the school. (See attachment A)
VII C	The school safety plan has being modified to include procedures for allowing parents who do not speak English the same access to the administrative offices as other parents.
VII D	We do not have a population of more than 10% of the school population which speaks a language other than those covered.
VII E	The web address of the translation unit is posted on the notice by the main entrance.

## 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: Langston Hughes Young Explorer	DBN: 09x236
Cluster Leader: Douglas Knecht	Network Leader: Maria Quail
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: 57 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 4 # 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: All ELL's are invited to participate in the Title III after school program. The Title III after school program will service up to 57 students in Kindergarten through Grade 3, at of cost of \$5621.00 for persession hours. There are 7 Kindergarteners who were identified as ELL's based upon the LAB R exam. There are 6 first graders at the Beginner proficiency level, 10 first graders at the Intermediate proficiency level, and 2 first graders at the Advanced proficiency level. There are no second graders at the Beginner proficiency level, 1 second grader at the Intermediate proficiency level, and 8 second graders at the Advanced proficiency level. There is 1 third grader at the Beginner proficiency level, 9 third graders at the Intermediate proficiency level, and 4 third graders at the Advanced proficiency level.

The instructional program will meet two days a week after school for 80 minutes each day. The program will start in December, 2012 and will be in session until May, 2013. In total, four teachers will provide instruction in the after school program - three certified ESL teachers and a certified bilingual (Spanish) teacher. Students are grouped by grade level to meet their instructional needs.

The goals of our program are to support and provide the skills necessary for our ELL's to participate successfully in the mainstream classroom. Instruction is designed to meet the needs of students at various English proficiency levels. Language and culture are essential components in our programs, as they help to reinforce skills and concepts taught in all areas of the regular curricula. Lessons in the after school program focus on specific skills determined by the analysis of the data of previous NYSESLAT exams, as well as formative and summative classroom assessments. Our current data indicates that our students are failing to make the necessary gains in the reading and writing modalities, therefore, our students will be given the opportunity to engage in reading and writing during each session. 60 minutes of each session will be divided to address shared and independent reading, shared and guided writing, and independent writing. In addition, during the additional 20 minutes, students will be given opportunities to engage in activities that support oral language and vocabulary developemnt. Allowing our students to work in collaborative learning situations will provide them with opportunities to use language with many different audiences. We consider technology to be an integral part of the program and give the students use of SmartBoards and computer programs to enhance and reinforce learning. Each classroom has multiple computers. In addition, there are ELMOs available for use in the building to enlarge and enhance print and read-aloud experiences. We have digital recorders which students can speak into and then listen to what they have said in order to improve oral language development.

A portion of the time during the program will be allotted to developing test taking strategies to better prepare the students for the NYSESLAT exam.

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here: Our professional development program is designed not only to support the learning of the classroom teachers, but also serves as an inquiry model for our staff. Our study group of after school teachers uses an inquiry approach in planning and evaluating the instruction that is delivered to the children. Regarding second language learners, Gibbons writes: "Given appropriate school experiences and intervention, and high expectations by their teachers, they can and do achieve at the same levels as their peers who are already familiar with the language of the school. All children must develop the language associated with learning, and for bilingual children this must be a major focus." Through the examination of topics such as language modeling through questioning, assessing spoken language and using focused reading strategies to better understand language, our teachers will explore and develop best instructional practices as well as better understand the needs of the second language learners. Our inquiry work utilizes the following texts:

- Making the Most of Small Groups by Debbie Diller
- The Daily 5 by Gail Boushey and Joan Moser
- The Café Book by Gail Boushey and Joan Moser
- The Morning Meeting Book by Roxann Kriete

In addition to the study group, staff is required to turn-key information learned at outside workshops and conferences offered by Children First Network 109 and New York State Betac. The following professional development opportunities are available to our ESL staff during the year:

- Improving Outcomes for Students with Disabilities and English Language Learners workshop series as offered by the Bronx and Manhattan BETAC

In addition, our Literacy Consultant, our AUSSIE Math Consultant, and our in-house Literacy Coach assist teachers in organizing formative and summative assessment data in order to diagnose learning difficulties and plan lessons to teach specific skills and concepts. They are also working closely with our instructional teams on each grade to align our curriculum to the Common Core following the Universal Design for Learning Model in providing entry and success for our ELL students. The Principal, Assistant Principal, Consultant and Coach also facilitate Inquiry Groups and Book study groups to examine student work samples, portfolios and student surveys.

### 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

## Part D: Parental Engagement Activities

Begin description here: The relationship of our school community with our parents is one of mutual respect and cooperation. Our purpose is to provide the best possible learning environment to allow all students to achieve their highest potential. Our entire bilingual staff has helped to develop a very dynamic group of parents who participate in all school affairs and activities and serve on the Parent Association. The parents of our ELLs are afforded equal access to all school programs and are welcome to join all activities. Translation services in Spanish are provided at all gatherings involving parents.

Our school works very closely with many community based organizations and outside agencies to ensure that our parents' social and emotional needs are addressed and that they are well informed about topics of their interest. Parent meetings and workshops address the following topics:

- The Connection Between the Home and School
- Homework is a Family Affair
- Positive Behavior Intervention Strategies (PBIS) (Series of Workshops)
- Lead Poisoning (Guest Speaker)

as well as health issues and other topics as they arise throughout the year. Monthly parent meetings are held by our bilingual (Spanish) social worker and in the past we have collaborated with the following organizations: Bank Street College, Parent Resource Center, New York City Department of Health, New York City Libraries (Bronx Branches), Citizen's Advice Bureau, La Peninsula Head Start, New York City Department of Environmental Protection, and Domestic Violence Intervention Center. All notices of the meetings and materials are provided in both English and Spanish.

We ensure that parents' needs are met through a variety of ways: our "Curriculum Night", Parent-Teacher Conferences, the Department of Education School Survey, Face to Face Interviews, ARIS Parent Link, open communication with our social worker and parent coordinator, and informal parent-teacher meetings and communication. Last year we had 299 parents (83%) respond to our Learning Environment Survey. More than 95% of parents surveyed said that they were satisfied or highly satisfied with the communication between the school and the parents. All materials and correspondence sent home from the school are provided in both English and Spanish and a translator is present at any parent-teacher meeting where it is necessary.

Our formal parental involvement activities are offered once a month and address particular topics that are mandated by the Department of Education such as the Home-School Connection and how you can help your child succeed in school; bullying; understanding developmental stages and disciplining your child; and ACS Reporting. All parent workshops are open to parents of ELL's as well as other interested parents within the school community. Based on the communication that the social worker and parent coordinator have with parents, topics for future parent workshops are solicited and encouraged. All materials and correspondence sent home about the workshops is provided in both English and Spanish and meetings are conducted in both languages. 99% of parents responded in the 2011-2012 Department of Education School Survey that they were satisfied or very satisfied with how the school communicates with them.

As a result of our Inquiry Study into how best to utilize parent involvement to improve student achievement our parents of ELLs participate in monthly meetings with their child's ESL teacher in which they are provided with information and resources to allow them to better assist their children at home. The meetings are scheduled each month during one of the teacher's preparation periods. The topics covered match the work being taught that month in the classroom. These meetings are conducted in both English and Spanish.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"><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>		