



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**School Name:** P.S. 229K

**DBN (i.e. 01M001):** 20K229

**Principal:** ROBERT ZAPPULLA

**Principal Email:** [RZAPPUL@SCHOOLS.NYC.GOV](mailto:RZAPPUL@SCHOOLS.NYC.GOV)

**Superintendent:** KARINA COSTANTINO

**Network Leader:** RICHARD GALLO

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature\*\*.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Robert Zappulla	*Principal or Designee	
Donna Valentin	*UFT Chapter Leader or Designee	
Angela Tuzzolino	*PA/PTA President or Designated Co-President	
Lorraine Shields	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Sara Cianciolo	Member/ Teacher	
Renee Dellegrazie	Member/ Parent	
Marie Dorval	Member/ Teacher	
Susan Feinsilver	Member/ Parent	
Itala Pizzirusso	Member/ Parent	
Sarah Sanders	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

**MATHEMATICS:** By June 2014, 75% of all students will demonstrate on or above level use of models and the construction of valid arguments to explain their mathematical thinking through Common Core-aligned tasks completed during each unit of study.

### Comprehensive Needs Assessment

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

The *New York State Common Core Learning Standards for Mathematics* define what students should understand and be able to do in their study of mathematics. This is a new way of thinking about mathematics for everyone—all students, their families, and staff. A hallmark of mathematical understanding is the ability to justify, in a way appropriate to the student’s mathematical maturity, why a particular mathematical statement is true or where a mathematical rule comes from. The student who can explain the rule understands the mathematics, and may have a better chance to succeed at a less familiar task. Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness (see *NYS P-12 CCLS for Mathematics*, p. 4; also see 2013-14 NYC DOE Citywide Instructional Expectations).

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. All students, including ELLs and SWDs, will express their mathematical thinking into writing and translate word problems into expressions with symbols before solving.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. All teachers of mathematics, of English as a second language, and of students with disabilities shall draw upon the grade level academic vocabulary for mathematics and tasks during classroom instruction for reading and writing mathematically. Teachers will use resources from the programs *Go Math!*, *Connected Mathematics 3*, *Ready* NYS test prep workbook, and the *Common Core Learning Standards*.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. As the school year progresses, students will demonstrate increasing proficiency in short answer, constructed responses, and performance tasks.

#### **D. Timeline for implementation and completion including start and end dates**

1. September 2013 – June 2014

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. During the school day in general education, ESL, and special education settings; Title III LEP after-school program; “Success” Test Prep for select “1s” after-school program (as mandated by NYC DOE); Test Prep after-school program

### Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Standards-based feedback to families will be given following each unit exam. Mathematics workshop for families/parent & child.

### Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

TL ELA/Math Student Support

## Goal and Action Plan #2

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

### Annual Goal #2

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

**ENGLISH LANGUAGE ARTS:** By June 2014, the staff will regularly re-evaluate all school resources, including the new English Language Arts curricula, for effective

alignment with the *NYS P-12 Common Core Learning Standards for English Language Arts and Literacy*, through on-going revision of our units of study.

**Comprehensive Needs Assessment**

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

Teachers teams will review and revise units of study, particularly for our newest resources, to include foundational skills (conventions of standard English, knowledge of language, and vocabulary acquisition and use / see CCLS, pp. 35, 65); reading (key ideas and details, craft and structure, integration of knowledge and ideas, range of reading and level of text complexity / CCLS, pp. 16, 45, 73), writing (text types and purposes, production and distribution of writing, research to build and present knowledge, and range of writing / CCLS, pp. 25, 54, 76); and speaking and listening (comprehension & collaboration and presentation of knowledge & ideas / CCLS, pp. 31, 61). Also see 2013-14 NYC DOE Citywide Instructional Expectations.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Teachers of all subjects will incorporate strategies to enhance higher order thinking skills and the principles of the Universal Design for Learning for all students, including ELLs and SWDs, as our staff members revise practice according to the Common Core Learning Standards.

**B. Key personnel and other resources used to implement each strategy/activity**

1. All teachers, including teachers of English as a Second Language and Students with Disabilities, will meet for professional development and/or as teacher teams during the monthly staff conferences, monthly grade meetings, and bi-weekly "Inquiry Wednesday" professional periods. Staff will turnkey learnings from various seminars they have attended (sponsored by the NYC DOE, the CFN, online webinars, etc.). A guide for grouping of staff and discussion may be provided, especially for Inquiry Wednesdays.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Progress will be measured through lesson and unit/benchmark assessments, as well as through the new NYC DOE SchoolNet periodic assessments. Standards-based item analysis will be used to evaluate effectiveness of classroom methodology as well as validity of grade-level, locally-created test items.

**D. Timeline for implementation and completion including start and end dates**

1. September 2013-June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. During the school day in general education, ESL, and special education settings; Title III LEP after-school program; "Success" Test Prep for select "1s" after-school program (as mandated by NYC DOE); Test Prep after-school program

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Standards-based feedback to families will be given following each unit exam. Literacy workshop for families/parent & child.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

TL Citywide Instructional Expectations

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

ENGAGEMENT: By June 2014, efforts to improve student, family, and staff actively and vibrantly partnering to promote learning will result in an increase in positive responses on the "Engagement" portion of the Learning Environment Survey comparable to or exceeding the elementary/middle schools "city-wide average score" (7.8 in 2012-13).

**Comprehensive Needs Assessment**

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

academic content and student achievement standards.

Families and students appear to be unaware of what the school already provides to all students, including ELLs and SWDs. Some staff members appear to desire more guided assistance in their instructional planning and professional development trainings. Develop and publicize invitational programs connecting student project-based learning to welcoming family events in the school/classroom. (See the 2012-13 NYC DOE School Survey results.)

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Better communication of school offerings for all (students, families, staff) to the school community via the school website, PTA email list, staff announcement (aka Principal’s bulletin) board and emails, school-wide public address announcements after the morning exercises by administration or student leaders.

**B. Key personnel and other resources used to implement each strategy/activity**

1. Administrators will prepare and support through guidance or attendance professional meeting times: monthly staff conferences, monthly grade meetings/common planning time, and bi-weekly Inquiry Wednesdays. The parent coordinator and the computer teacher will collaborate at the beginning of each week to update the school website with activities and other contents. Staff will be encouraged to invite families to project-based learning culminating activities (e.g., concerts, debates, exhibits, fairs, publishing parties, etc.).

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Frequent/weekly updates to the school website; monthly email to staff; PTA emails; weekly events listing for staff on the Principal’s announcement board; school-wide public address announcements in a timely manner.

**D. Timeline for implementation and completion including start and end dates**

1. September 2013-June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. PTA meetings and email list; Principal’s Bulletin Board and staff email list; Staff meetings (monthly, bi-weekly); Teacher-sponsored events welcoming families to the school/classroom during the school day.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Invitations and publicity about school events: website, email blasts, print/notices.

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.

<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

***Strategies to Increase Parental Involvement***  
 All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***  
 Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

**Goal and Action Plan #5**

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

***Annual Goal #5***  
 Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

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

***Instructional Strategies/Activities***  
 Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

***Strategies to Increase Parental Involvement***  
 All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***  
 Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

## Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

### Description

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Use of graphic organizers, scaffolded activities leading toward on-level tasks, using context clues to identify unknown words/phrases, reconstructing/sequencing content into paragraphs/essays using cut-outs of individual sentences/paragraphs	Whole group modeling, Small-group intervention, lunchtime tutoring, one-on-one as deemed necessary	During the school day, extended day, Title III LEP program, and after-school test prep programs
<b>Mathematics</b>	Review prior knowledge (fluency, mastery expectations) when scaffolding to introduce new concepts/skills, guided analysis or breaking down of steps that are required to solve a task, students restate the problem in their own words, review and use of academic vocabulary frequently	Whole group modeling, Small-group intervention, lunchtime tutoring, one-on-one as deemed necessary	During the school day, extended day, Title III LEP program, and after-school test prep programs
<b>Science</b>	Use of graphic organizers, scaffolded activities leading toward on-level tasks, review and use of academic vocabulary frequently using context clues to identify unknown words/phrases, sequencing steps or guided analysis or breaking down of steps that are required to complete a task/lab	Whole group modeling, Small-group intervention, lunchtime tutoring, one-on-one, as deemed necessary	During the school day, extended day, Title III LEP program, and after-school ELA/informational text test prep programs
<b>Social Studies</b>	Use of graphic organizers, scaffolded activities leading toward on-level tasks, review and use of academic vocabulary frequently using context clues to identify unknown words/phrases, sequencing and summarizing content using traditional formats such as time lines or outlines	Whole group modeling, Small-group intervention, one-on-one as deemed necessary	During the school day, extended day, Title III LEP program, and after-school ELA/informational text test prep programs
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance counselor, Social Worker, or Psychologist meet with students/families according to the immediate need or long-term goals to be accomplished	Small-group / family/ one-on-one intervention, as deemed necessary	During the school day, extended day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [?](#)

District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>229</b>
School Name <b>Dyker School</b>		

### B. Language Allocation Policy Team Composition [?](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Robert Zappulla</b>	Assistant Principal <b>Jared Shapiro</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Yvonne Kam</b>	Guidance Counselor <b>Jessica Kmec</b>
Teacher/Subject Area <b>Kayley To (ESL)</b>	Parent <b>Angela Tuzzolino</b>
Teacher/Subject Area <b>Elia Guldan (ESL)</b>	Parent Coordinator <b>Andrea Abrams</b>
Related Service Provider <b>Susanne Lanigan</b>	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1109</b>	Total number of ELLs	<b>105</b>	ELLs as share of total student population (%)	<b>9.47%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out	3	4	2	1	2	1	1	1	1					16
SELECT ONE														0
<b>Total</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	105	Newcomers (ELLs receiving service 0-3 years)	88	ELL Students with Disabilities	21
SIFE	0	ELLs receiving service 4-6 years	14	Long-Term (completed 6+ years)	3

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	88	0	10	14	0	8	3	0	3	105
Total	88	0	10	14	0	8	3	0	3	105

Number of ELLs who have an alternate placement paraprofessional:

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	5	1			1	1	1						14
Chinese	15	16	10	4	7	1	4	6	3					66
Russian		1		2	2	1								6
Bengali														0
Urdu														0
Arabic	5	2	2					3	3					15
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1													1
Albanian														0
Other	1		2											3
<b>TOTAL</b>														
Total	26	21	9	6	5	2	5	8	5	0	0	0	0	87

**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>													
	<b>I</b>													
	<b>A</b>													
	<b>P</b>													
READING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	1	1	0	!Und
4					
5	2	1			
6	5	2			
7	1				
8					
NYSAA Bilingual (SWD)					

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1			1	2				
4				1					
5	1	1			1			2	
6	3		2	2				1	
7	2		1	3	1				
8									
NYSAA Bilingual (SWD)									

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4				2	1		1		
8									
NYSAA Bilingual (SWD)									

**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 Foreign Language				
Government				
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								

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.  
P.S./I.S. 229K uses a variety of diagnostic tools to assess the needs of our students (including ELLs) throughout the school year. In the early childhood grades, we use the Group Reading Assessment and Diagnostic Evaluation (GRADE), distributed by Pearson (American Guidance Service), the SRA/McGraw-Hill Imagine It! literacy assessment series, and the Macmillan/McGraw-Hill Treasures Assessments to gather additional data regarding an individual student’s guided reading level through a running record, comprehension, and a fluency measure.
  - The GRADE early literacy assessment is used during the Fall term to gauge baseline skills or, for students already in our school, GRADE provides a means for monitoring progress from year to year. Student results will be analyzed using a variety of diagnostic reports produced for individual students as well as for groups of students using the GRADE scoring and reporting software. These intricate reports pinpoint students’ strengths and weaknesses and identify areas for targeted differentiated instruction with their classroom teacher and ESL teachers during the school day, as well as during the extended day. This tool also provides data for students who would benefit from enrichment.

- GRADE is meant to be a diagnostic tool to distinguish what pre-reading or reading skills individuals have and what skills they need to be taught. GRADE measures the following areas in-depth: decoding, word reading, word meaning, phonemics, vocabulary, comprehension, and rhyming. GRADE results are disaggregated and used to provide differentiated instructional practices for ELLs, such as small and independent reading groups. GRADE is administered twice a year, in the Fall and Spring. Because the levels of GRADE are psychometrically linked, results can be used to monitor progress from grade to grade, year after year. This offers our school the flexibility to consistently assess progress on developmental reading goals set for the duration of an educational plan.

- The Macmillan/McGraw-Hill Treasures Assessments gather additional data regarding an individual student’s guided reading level through a running record, comprehension, and a fluency measure. From use of this assessment twice annually, a student’s independent, instructional, and frustrational reading levels are identified to determine additional individualized learning needs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Data patterns across proficiency levels reveal that the majority of our Beginner Level ESL students are those who are new to our school as well as the country. As students move to the next band of the NYSESLAT, ELLs find the higher level of skills tested naturally difficult. However, students make progress and most reach the proficient level in English-language acquisition as they move up the grades.

More specifically, due to the precision and accuracy in terms of being grammatically correct when speaking, many students scored relatively lower than in previous years. This led to an increased focus on speaking and listening across the curricula for students at all levels for reinforcement and the enhancement of the aforementioned.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

PLEASE BE ADVISED THAT THE SPRING 2013 NYSESLAT RESULTS ARE NOT AVAILABLE ON THE RNMR AT THIS TIME.

Across the grades, students at P.S./I.S. 229K show achievement in the speaking and listening modalities, especially after a couple of years in our ESL program.

- At the kindergarten level last year, the majority of our newly enrolled ELLs scored at the advanced level. In the fall, instruction for kindergarten ELLs is concentrated on their listening/speaking skills. In the spring, more instructional time is spent on reading/writing skills with the kindergarten ELLs.

- First grade ELLs generally score at the advanced level in listening/speaking, and beginner-intermediate level in the reading/writing modalities. Instruction for first grade ELLs are focused on non-fiction reading and writing.

- Second to fourth grade ELLs have made progress in all modalities. The majority of the students are proficient in listening/speaking and score at the advanced level in reading/writing. The focus of instruction is on reading comprehension and writing.

- The majority of our sixth to eighth grade ELLs have only been in the country for a few years but have made significant progress across all four modalities. Instructional time is divided among all four modalities according to the needs of each student.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Students are generally stronger in listening/speaking and weaker in the reading/writing modalities across all grades. Newly enrolled ELLs in the upper grades often fare better when tests are taken in their native languages.

b. In place of ELL Periodic Assessments, we rely on information from our school-wide periodic assessments. Students in the upper grades use the Macmillan/McGraw-Hill Treasures NYS ELA-Style Assessments, the Scantron Performance Series and the Acuity Predictives. The websites that accompany Scantron and Acuity, as well as ARIS, allow us to create student groups based on their ELL status. The Performance Series and the Acuity sites also facilitate grouping of students by individual performance indicators or skills for reinforcement, re-teaching, or enrichment.

c. Data insights gained from periodic assessments show that our students are having trouble with inference, making predictions, and vocabulary. We will re-evaluate these targeted learning goals once the next set of periodic assessments are administered during the winter trimester.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Utilizing the RTI framework, ELLs receive Tier 2 remediation during extended day services offered every Monday and Tuesday for one hour, after regular school hours, throughout the course of the school year. Students are programmed after analyzing LAB-R and NYSESLAT data. Targeted intervention services are updated and adjusted according to student achievement levels – as per standardized and teacher-made assessments.

6. How do you make sure that a child’s second language development is considered in instructional decisions?  
All lesson and unit plans, including curriculum maps, are formatted based on the Universal Design for Learning. Using this methodology, teachers are cognizant of the various learners within their classrooms (including ELLs, SWD, and G&T students). Task differentiation and specificity is designed based on the individual needs of every child within the classroom setting. For beginner and intermediate ELLs, teachers utilize computer software and books on tape to help students acclimate to hearing and speaking the English language.
  7. 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?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
NYSESLAT data indicates consistent growth for ELLs as they progress in their educational endeavors at our school. We attribute the success of our program for ELLs to a dedicated staff of classroom and ESL teachers, motivated students and cooperative families. The small group attention given particularly during ESL classes is helping students to reach the proficient level on the NYSESLAT and to meet the standards assessed on the New York State ELA Test. Also, continued support for former-ELLs is provided in a small group, pull-out AIS model, as well as during the Extended Day program. These supports, along with differentiated instruction in the classroom, will help our ELLs to reach their full potential and to become productive citizens of the 21st Century.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
During the school registration process at P.S./I.S. 229K, families are asked to complete the Home Language Identification Survey (HLIS) with the help of the trained pedagogue. At that time, this trained pedagogue (ESL teacher) or the Assistant Principal conducts an initial screening by talking with the parents/guardians in order to determine the language spoken, thus giving them the appropriate language-copy of the HLIS. If parents/guardians indicate that there is another language spoken at home—and this is confirmed after speaking with the child during an informal interview—the child is classified as eligible for testing. Then, we put the appropriate OTELE (Other Than English Language Exposure) code in the box indicated on the survey.  
During the first ten days of school, a trained pedagogue (ESL teacher) conducts an informal interview with each student whose HLIS form indicates a foreign language on the OTELE code box. If the student is English-dominant during the interview, then he/she is not eligible for LAB-R and the ESL teacher documents the result on the student’s HLIS. If the student speaks little or no English, then the LAB-R is administered individually. The whole procedures are completed within the first 10 school days. Any child scoring below the “cut score” on the LAB-R is entitled to participate in an ESL program. In addition to this, if a Spanish-speaking (native language) child does not reach the “cut score,” the Spanish LAB is administered by a Spanish speaking pedagogue to determine literacy in the native language.
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.

In the beginning of the school year, usually by the end of September, family members of identified ELLs are invited to attend an orientation. At the meeting, a video is shown explaining the three types of programs for ELLs that are being offered in New York City. Our dedicated ESL staff emphasizes that ESL is the exclusive program offered at our school and that TBE/DL programs are offered at other locations throughout New York City. In addition, brochures explaining the three programs are also provided in the families' native languages. ESL teachers and the parent coordinator are present at the meeting to answer any questions that parents/guardians might have concerning the three programs. Family members are encouraged to complete the Parent Survey and Program Selection Form at the orientation. If parents/guardians have further questions concerning the programs being offered in NYC, they are encouraged to call the parent coordinator. This process is conducted on an ongoing basis whenever there is any newly admitted students.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

Once LAB-R testing is completed, the "Placement Letter" or the "Non-Entitlement Letter" is sent home to parents/guardians notifying them whether their child is in need of ESL services or not. The letters are distributed in the month of September. The entitlement letter records are maintained by the ESL coordinator and stored in the file cabinets. If the parents/guardians of a newly identified ELL are unable to attend the orientation and failed to return the Program Selection Form in a timely fashion, then a note is sent home with the student, and if necessary, the family will also receive a phone call. All entitlement letters are securely stored in a cabinet.

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.

Newly admitted student placement is determined according to the parent's choice identified on the Program Selection Form which is available in various native languages. If students did not test out of the NYSESLAT, a continued entitlement letter available in different native languages is sent home to the parents to notify them about their child being continually placed in the ESL program early in the school year. The records are maintained by the ESL coordinator and a copy of the letters are stored in the file cabinet. Also the ESL coordinator updates the ELPC screen in ATS within 20 days whenever there is newly admitted ESL student.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

At the beginning of the school year, the testing coordinator and the principal usually set the three dates for the NYSESLAT listening, reading and writing test respectively according to the window given by the state. A week before the testing period, letters are being sent home to inform the parents of the testing dates and how to prepare the students. For the speaking portion, students are being tested individually. It usually takes up to two weeks to finish the entire speaking portion of the NYSESLAT. Four to five teachers are responsible for administering the listening, reading and writing portions of the NYSESLAT in small groups. The RLER report in ATS is printed to make sure that the school has the accurate list of students who are eligible to take the NYSESLAT.

6. 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.) 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. 

A trend over the past few years indicates that approximately 95% of our parents request a freestanding ESL program through Parent Survey and Program Selection process. Parents/guardians often indicate their wish for full immersion through an all English-speaking environment and the desire that their children become able to communicate with their English-speaking peers as soon as possible. Thus, program models being offered at our school are aligned with the requests made by the vast majority of parents/guardians.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?
    - a. At P.S./I.S. 229K, we provide ESL services with pull-out and push-in models. ESL teachers provide students the opportunity to participate according to their grade level and the mandated time. For our junior high school students, the ESL teacher follows the push-in model to help students acquire the content area as well as the English language skills.
    - b. ELLs are grouped heterogeneously within the same grade level in the elementary grades. In the middle school grades, ELLs are generally grouped homogeneously.
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)?

All ELLs are receiving NYS mandated ESL allotted instruction time based on students' proficiency level; beginners and intermediate students receive 360 minutes of ESL per week and advanced students receive 180 minutes per week. The ESL teachers keep a daily record of ELLs served to ensure that they received the mandated minutes of ESL instruction per week.

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 foster language development and meet the demands of the Common Core Learning Standards.

In the ESL programs, all instruction are delivered in English only. Primary and ESL teachers co-plan instructional materials to be disseminated to ELL's throughout the course of the school year. The instructional approaches and methods used to make content comprehensible include close reading of different types of texts, scaffolding, use of different types of graphic organizers, use of visual tools and manipulatives, shared reading and writing, science projects, teaching academic vocabulary that are essential to understanding texts.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
If a Spanish speaking student failed the LAB-R test, the Spanish LAB will be administered to find out whether the student is literate in his/her own language. Also ELLs are given the options to take the Math and Science state tests in their own native language if needed.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Paste response to question here:
6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. For Students with Interrupted Formal Educaion (SIFE), we have volunteer parents coming in as "Learning Leaders" to help them with basic phonics, vocabulary, and conversational skills.

b. For ELLs that are in the US schools less than three years also known as the newcomers, we have a "Newcomer Kit" at different levels which provides a tool in helping students who are new to the country to develop the fundamental skills and language necessary to cope with their daily lives. Another tool that we use to help newcomers with English acquisition is the Imagine Learning English interactive computer program. We also offer an after-school Title III program, which focuses on academic vocabulary and basic communication skills.

c. For ELLs receiving service 4 to 6 years, the focus is more on the writing section since it is usually the weakest area among all four modalities. Journaling and directed writing assignments are also a part of the classroom literacy curriculum. There are also test-prep classes being offered after school so that students can get ready for the ELA testing after one year.

d. For long-term ELLs which we only have 1, we offer him special help during the day targeting specific skills in literacy. Our enrichment for this student include the focus on inquiry-learning to enable the student in developing critical thinking skills.

e. For former ELLs in years 1 and 2 after testing proficiency, our school offers an after-school program and extended day small group instruction to help strengthen the students' reading and writing skills.

7. 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?  
 Within the Imagine It! Program for grades K-2, ReadyGen for grades 3-5, and Scholastic Code X for grades 6-8 there are specific RTI strategies and methodologies that the teacher employs for ELLs and SWD. Further differentiation occurs based on recorded data from formative and summative assessments that is used to create flexible groups within the classroom setting. This data is clearly assessed during grade conferences and IEP meetings in which ESL and primary teachers collaborate to create differentiated instructional materials/lessons that are conducive to meeting the needs of all students.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
 Utilizing flexible programming guidelines, ELL students are programmed to maximize ELA instruction with push-in services and pull-out instructional sessions during minor subject assignments and/or enrichment activities. This methodology provides ELL's with the optimum amount of time to receive instruction from their primary teachers as well as additional support from ELL service providers that work in smaller groups to meet the individual needs of each student (as per their IEP). NYSESLAT scores (when received) are the primary criteria used for placing students into the appropriate setting.

**Courses Taught in Languages Other than English **

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

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

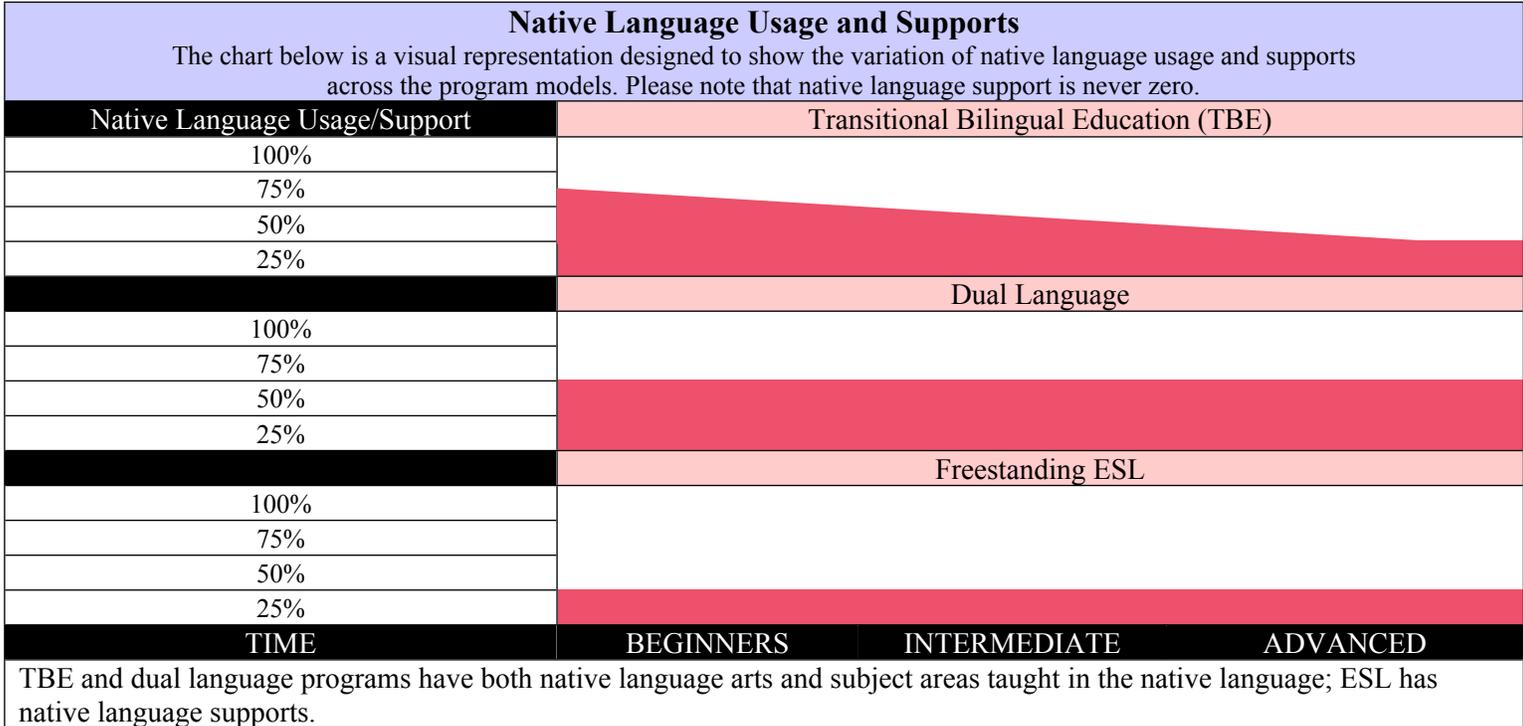
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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

9. 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.

The school will provide targeted intervention during the extended day program. Targeted intervention strategies for ELA, Mathematics, Social Studies and Science include small group instruction that focuses on speaking, listening, reading, and writing in a manner that is scaffolded and tailored to meet the needs of individual ELL's. Teachers assist students in becoming familiar with the terminology used on the NYS examinations. In each of the academic areas (mathematics, science and social studies), students are introduced to vocabulary through visuals and translations when available. We provide translated versions of the standardized tests for our Chinese and Spanish speaking ELL students who are more literate in their native languages so that they may demonstrate their content knowledge on the State Math, Science, and Social Studies tests rather than have their results influenced by a lack of English proficiency.

As for students who have reached the proficiency level on the NYSESLAT (former-ELLs), the transitional plan is for student participation in our Extended Day Services in order to strengthen the children's English-language listening, speaking, writing, reading skills.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

As per the Assessment Analysis data (recorded in this report), success is measured as students progress from beginner to intermediate to advanced levels of proficiency – leading to the passing of the NYSESLAT examination. Several baseline and interim assessments are used to track student progression and development – leading to differentiated instructional practices that extend within the general classroom setting and pull-out program to maximize student performance levels. Accountable talk and think-pair-share strategies are used in small group ELL instruction to allow for speech and language development to consistently improve over time.

11. What new programs or improvements will be considered for the upcoming school year?

To further enhance the educational experiences of our ELL's, after school programs will be offered that are geared toward meeting their specific needs. Classes will be arranged in small groups based on skill level (with the flexibility to transition between groups as skills are mastered). In addition, the adoption of ReadyGen and CodeX curricula provide specific instructional initiatives for ELL's that are worked on throughout the course of the regular school day and followed through with small group instruction during extended day classes - geared toward ELL enhancement. We are also anticipating creating an after school program, as funding sources permit, for newcomers as a means to provide additional language and instructional support.

12. What programs/services for ELLs will be discontinued and why?

N/A

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

The school provides ELLs with equal access to various school programs, such as chorus, band, orchestra, enrichment clubs (including senior activities, cooking, tap dance, etc.) as well as after-school programs, such as theater workshop, orchestra, visual arts, CHAMPS sports program, and Title III after-school programs for targeted populations. ELL's fill out the same registration forms for enrichment activities and after-school programs as general education students. Translated documentation is made available upon request and/or review of the blue card.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Throughout the school, we use the Imagine It!, ReadGen and CodeX literacy programs (which include strategies for ELLs), and Go Math! and Connected Mathematics with its hands-on activities, math word walls, and technology-related online resources. The NYC Science and Social Studies core curriculum text-based programs also offer teaching recommendations for ELLs. Students use Turbo Extreme which is a game-like device which uses grade-level mathematics, spelling, science, and social studies cartridges. The interactive computer program, Imagine Learning English(which incorporates the use of multi-modalities) especially for beginner and intermediate ELLs is on computers throughout the school. We also use scaffolding techniques, group work, cooperative learning methods, and literacy-based thematic units throughout the school. The interactive Leap Frog library is available for all grade levels and our school library includes bi-lingual materials available to students.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Teachers provide buddies/partners who speak the same native languages for newly enrolled ELLs. Teachers, paraprofessionals,

school aides, and other staff members in the building who speak various native languages also serve as translators for newly enrolled ELLs. The school library provides bilingual and native language books in the ELLs native languages. The Imagine Learning English computer program also provides native language support for newcomers. In addition, ELLs are provided with bilingual dictionaries in the classroom if needed.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

The main focus of our ESL program is to help students acquire English as fast as they can and to get them ready to function independently in the classroom. Beginners learn basic communication skills (so that they may interact with their peers and staff more easily) and fundamentals of English-language acquisition, whereas the intermediate and advanced students focus more on their individual English-language acquisition needs—generally involving the reading and writing strands of the Common Core Standards. Teachers across the school help ELLs by using ESL strategies such as modeling, using visuals, big books and picture books for read alouds and vocabulary development, using authentic materials for show and tell, using graphic organizers such as Venn diagrams, webs, T-charts, semantic mapping, story mapping, KWL charts, collaborative research projects, journal writing, choral and guided reading, plus games and role-playing. After being assessed, age appropriate materials are provided for ELLs within their respective age/grade level groups.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Our school assists newly enrolled ELLs and their parents through open house and orientation at the beginning of the school year. ELLs and their parents have the opportunity to ask any questions they might have regarding various ESL programs and the school in general. The parent coordinator is present at the orientation to assist parents as well.

18. What language electives are offered to ELLs?

Spanish (middle school world language program).

19. For schools with dual language programs:

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

N/A

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. ESL teachers attend outside professional development workshops and training sessions relating to language development and how common core curriculum can be integrated into the ESL programs. They also attend workshops that showcase new researches related to second language acquisition. Common branch and subject-specific teachers attend workshops with ELL teachers as well as attend commonplanning meetings in which information from one respective constituency is turn-keyed to others. Collaboration amongst all teachers is crucial for the educational development of ELLs, SWDs, and general education students. While professional development occurs throughout the course of the school year, all teachers are encouraged to seek out professional development opportunities and attend at least one professional workshop per term (Fall and Spring).

2. After attending professional development workshops, all teachers (including those working with ELLs and SWDs), coplan lessons and discuss means in which differentiation will take place to meet the needs of their respective students. Common core objectives are embedded within the core subject texts as well as lesson plan components as per the updated core initiatives.

3. Learning leaders are assigned to sixth grade classes with beginner to intermediate levels ELLs in order to provide them with support as they transition from elementary school to middle school. To further support ELLs, the guidance counselor attended a workshop entitled "Building Resiliency in School Communities," in which acknowledging and accepting language and cultural differences should be celebrated and explored to further enhance foundational knowledge pertaining to real-world issues. Guest speakers are also brought in to the school to provide professional development presentations for all teachers focusing on differentiation of instruction, including strategies for teaching ELLs and ELLs with special needs. New teachers are also sent to special professional development days sponsored by the network or Department of Education for ESL training. Other topics include the process of second language acquisition, content area strategies, and how cultural differences affect teaching and learning. ESL teachers are also a resource for all teachers on the staff.

4. Records of compliance are maintained in the main office.

## **D. Parental Involvement**

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Parent involvement for all families including families of ELLs is highly encouraged through membership on the PTA, its executive board and sub-committees, by election to the School Leadership Team, and as a trained volunteer in the NYC Learning Leaders program. All written forms, upon request, are available in multiple languages. This service is provided by the parent coordinator.
  2. Our school provides contact information of various community-based organizations such as the Brooklyn Chinese-American Association, the Federation of Italian-American Organizations, and the Arab American Association of New York to families of ELLs. The Brooklyn Chinese-American Association partners with our school to provide all students with an opportunity to learn about the Chinese culture through Lunar New Year celebrations. The Federation of Italian-American Organizations provide students with after-school tutoring services and family support.
  3. We evaluate the needs of parents through our own PTA-sponsored family survey. We also analyze the responses from the Department of Education's Learning Environment Survey in order to address the needs of our parents and provide them with services. The parent coordinator also performs various workshops and informational sessions throughout the school year. PTA board members that attend are available to translate information upon request.
  4. Our parental involvement activities include orientation to classroom and ESL programs, and translation services during parent-teacher conferences and meetings throughout the school year. Family evenings (for parent/guardian and child) are scheduled for the Spring Term. Our parent coordinator schedules both daytime and evening meetings throughout each phase of the Middle School selection process. Our guidance counselor assists families during the High School selection process.

## **E. 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 response to question here:

## Part VI: LAP Assurances

**School Name: P.S. 229K**

**School DBN: 20K229**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robert Zappulla	Principal		
Jared Shapiro	Assistant Principal		
Andrea Abrams	Parent Coordinator		
Yvonne Kam	ESL Teacher		
Angela Tuzzolino	Parent		
Susanne Lanigan/Sp Ed	Teacher/Subject Area		
Kayley Taylor/ESL	Teacher/Subject Area		
	Coach		
	Coach		
Jessica Kmec	Guidance Counselor		
Richard Gallo	Network Leader		
Elia Guldán/ESL	Other <u>Teacher</u>		
	Other		
	Other		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 20K229 School Name: P.S. 229K

Cluster: 6 Network: 604

**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.

- Parent surveys are completed by parents and collected at registration. Data is then collated to form a primary language needs data base.  
- Information is maintained on ATS and on the student emergency card. This information is also cross referenced utilizing ARIS data.

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.

- Chancellor's Regulations A-663 (Translations) were shared and discussed with the SLT, PTA and the school staff  
- Based on a review of the ethnic and racial census report, the home language survey, and discussion with parents and teachers, it was determined that written translation and oral interpretation services are needed in Chinese and Spanish. Approximately 49% of our 1145 students are of Chinese descent and approximately 11% of our students are from Spanish speaking homes; of these about 25% of parents do not read English.  
- Consequently, the school estimates that 195 students' parents are in need of written translation and oral interpretation in Chinese and 33 families are in need of Spanish translations of the school's written communications. There is also a limited need (under 10 per language) to translate written communication into Russian, Arabic, and Polish.

## 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.

- Documents are translated by the DOE's Translation and Interpretation Unit. These translations are performed and disseminated concurrently with all other documents that are distributed school-wide.
- Documents are translated in-house by school staff.

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 interpretation services are provided by the DOE's Translation and Interpretation Unit at the school or via telephone.
- Oral interpretation services are provided in-house by the school staff.
- Oral interpretation services are also provided by family relatives/friends who accompany the parent to school functions or conferences.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Copies of the Parent's Bill of Rights and Responsibilities (including their rights regarding translation and interpretation services) are distributed each fall.

- A sign is posted at the primary entrance informing parents of the availability of interpretation services.
- Parents are given the P.S. 229K handbook in their primary language.
- The School Safety Plan indicates when parents (whose primary language is not English) need to communicate with the school's administrative offices, they are afforded three options:
  - They are able to bring their own interpreter.

- The school will make available an in-house interpreter.
- Services will be provided via a conference call with the DOE's translation and Interpretation Unit.

## 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: P.S. 229K	DBN: 20K229
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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: 36
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: 2
# of certified ESL/Bilingual teachers: 2
# 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:

The after-school program for ELLs serves students who are at the intermediate and advanced levels of NYSESLAT and LAB-R. Serving the testing grades, emphasis is placed on English language arts and "reading mathematics" in preparation for the NYS Common Core assessments.

Students will be divided into two groups, based on grade levels and/or proficiency needs (e.g., grades 3-5; grades 6-8). The program will run on Thursdays from January through June for a maximum of 22 sessions (2:30-5:00 PM) and will be conducted in English by two NYS certified teachers of English as a second language.

Thematic units using leveled books (e.g., Rigby Program) for guided reading as well as posters, charts, and worktexts to integrate the content areas of science, social studies, and mathematics, helping to reinforce content and skills needed by the children for successful achievement of the Common Core Learning Standards. The sessions are structured with interactive, multi-sensory elements where plenty of visual aids and auditory components are provided. Students will also be supported in their ESL instruction through the use of Imagine Learning software. This program allows children to work independently on language skills at their level and at their own pace. As a child's skills level increases, the program moves the child to the next higher level. A "Newcomer Kit" will help develop language skills through the use of manipulative charts, language practice games, and vocabulary building activities. Together, these components provide the resources needed for differentiated instruction according to students' needs.

### 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:

The focus of professional development (PD) is to assist teachers in enhancing their strategies and methods in helping students achieve English language proficiency. Teachers are encouraged to select programs of interest offered through the Network, the NYC Department of Education, as well as outside agencies.

During the 2012-13 school year, our ESL teachers are scheduled to attend these DOE-sponsored trainings:

### Part C: Professional Development

- Instructional Strategies for English Learners with Special Needs, 2/1/2013 9AM-3PM
- Literacy, Vocabulary and Writing, 4/5/2013 9AM-3PM

This year's school-based PD (conducted by administration) is centered around implementation of the Common Core Learning Standards for all students, including ELLs:

- Using Internet Resources: Common Core-Alligned Curriculum; The Common Core Tasks; Preparing for the New State Assessments (Chancellor's Conference Day, September 2012)
- An Overview of Rigor, Relevance, and the School Quality Review: Meeting the Needs of All Learners (Chancellor's Conference Day, November 2012)
- Reflecting on Instructional Practice for Common Core State Standards & Testing Meeting (December Staff Conference, December 2012)
- Questioning Techniques; Literacy Interventions for Response to Intervention (January Staff Conference, January 2013)

A State-certified TESOL and supervisor will coach teachers using an informative, collaborative, and facilitating mentoring model, tentatively scheduled for five one-hour and one half-hour sessions on Fridays during the school day in March and April. This training will be provided by the Center for Integrated Teacher Education (CITE):

- Danielson's Framework for Effective Teaching: ESL & Student Engagement
- Universal Design for Learning (UDL): Using the Sheltered Instruction Protocol (SIOP) to Provide Tools for Building Background
- Common Core Learning Standards and the ELL: Teaching Academic Language
- Webb's Depth of Knowledge for ELLs: Comprehending Content
- Assessment of ELLs and Immigrants: Differentiated Instruction and Checks for Understanding
- Response to Intervention (RtI): Strategies to Address the Needs of ELLs

### Part D: Parental Engagement Activities

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

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

Begin description here:

At the start of the implementation, teachers send a letter home to the parents introducing them to Imagine Learning English and encouraging them to continue their student's learning at home. All parent letters, including progress reports, will be printed in the student's first language when available, ensuring student comprehension. As their children work through the program, parents receive progress reports. These home reports provide parents with actionable steps to support their child outside of the classroom. Along with the home reports, worksheets are also sent home so that learning may continue there. These materials are part of the Imagine Learning English software provided by Imagine Learning.

### Part D: Parental Engagement Activities

The reports and worksheets are sent home with the student.

Aligned with the our school’s Comprehensive Educational Plan's goals, we will host two workshops (6:45-8:00 PM) for families of ELLs and immigrants presented by a facilitator from Learning Through an Expanding Arts Program (LEAP), Inc., New York City: Scrapbooks and Family Albums (tentatively March 21) – Families will create their own albums to capture memories using mementos, decorative papers, photographs, and writing journal entries to share and celebrate their cultural heritage through presentation to others; and Puppet Making (tentatively April 18) – Families will learn to make different types of puppets (e.g., shadow, paper bag, sock, finger) to help children build confidence in speaking as a particular character or as a means to share their feelings. Notices will be posted (and available with translation) on the school webpage, emailed via the PTA list, and backpacked home by children to families.

### Part E: Budget

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

Allocation Amount: \$11200

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>	\$7096.72	\$5521.12. Two teachers, per session rate @ 50.19 per hour (2.5 hours per day x 22 sessions per teacher = 55 per session hours per teacher) to provide an after-school intensive program for ELLs.  \$1575.60. One supervisor, per session rate @ 52.22 per hour (2.5 hours per day x 12 sessions = 30 per session hours) to oversee an after-school intensive program for ELLs when no other after-school programs are in session.
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	\$1,466.50	\$1,466.50. 5.5 hrs (partial) of 10 PD hours provided by the Center for Integrated Teacher Education.
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional</li> </ul>	\$1628.97	\$1628.97. Purchase of instructional materials which focus on the development of English conversation, vocabulary development, reading, and writing skills for ELLs. Worktexts and supplies for classroom projects.

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	\$1007.81	\$1007.81. Renewal fee for the school website: communication with translation capabilities for families (e-Chalk).
Travel		
Other		
<b>TOTAL</b>	\$11,200.00	January 18, 2013