



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** GENERAL CHAPPIE D. JAMES ELEMENTARY

**DBN (i.e. 01M001):** 23K631

**Principal:** DR. KAREN VALBRUN COHEN

**Principal Email:** KCOHEN6@SCHOOLS.NYC.GOV

**Superintendent:** MAURICERE DEGOVIA

**Network Leader:** MEGHAN KELLEY



# **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>School Leadership Team Signature Page</b>
<b>X</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>X</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.

By June 2014, all teachers will demonstrate improvement in their instructional practices specifically in areas 3a, 3b, and 3d components, as evidenced by an increase in HEDI level in those components.

### **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 City Wide Expectations has designated Effective Teacher Evaluations as an initiative.

In 2013, 23K631's average score on the English State exam was 2.09. This was lower than the average overall citywide test score for Elementary schools in 2013.

In 2013, 23K631's average score on the Math State exam was 2.11. This was lower than the average overall citywide test score for Elementary schools in 2013.

### **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 will be provided with professional development that promotes strong understanding of the Danielson rubric.
2. Teachers will receive continuous feedback on their classroom practices.
3. Teacher teams will meet bimonthly to closely examine student work and how their teaching practices can be modified to meet the needs of students.

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

1. Principal, CFN Instructional Support Team, Teachers, and Consultants
2. Principal, Members from the Office of Teacher Effectiveness, and other teachers.
3. Teachers, Administrator, CFN members

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

1. Weekly Wednesday meetings
2. Conferences during teacher preps and written feedback using the MOTP information
3. Lesson plans; weekly review Individual Student Progress through AIS sheets; teacher team minutes; student portfolio's showing evidence of student work

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

1. September 2013-June 2014
2. September 2013-June 2014
3. September 2013-June 2014

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

Monies have been set aside to purchase teacher books on Danielson and other improvement practices as well as for sub coverage during PD attendance.

Use of ATRs for continued support and coverage when teachers are meeting.

Per session monies to be used for after school planning time. 1. Curriculum Night will introduce the parents to the new curriculum and MOSL.

A Parent Handbook was distributed to all parents.

A Monthly Calendar is backpacked home.

Parents will be given the opportunity to be trained in using the ARIS Parent Link

### **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).

Monthly learning opportunities for parents include support for understanding the common core standards, the Framework which we use as our lens to increase the effectiveness of instruction, and strategies for parents to use at home.

**Budget and Resource Alignment**

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

Tax Levy	X	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 #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.

By June 2014, all instructional staff of 4<sup>th</sup> and 5<sup>th</sup> grade students will provide evidence of purposeful student groupings as evidenced in lesson plans and during classroom observations.

**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.

Based on the Citywide Expectations. In 2013, 23K631's average score on the English State exam was 2.09. This was lower than the average overall citywide test score for Elementary schools in 2013.

In 2013, 23K631's average score on the Math State exam was 2.11. This was lower than the average overall citywide test score for Elementary schools in 2013.

**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. Development of Teacher Teams meet weekly to discuss the needs of identified student subgroups. Teacher Teams discuss the effectiveness of the Math assessments, self-evaluate their instructional strategies, and collaborate on developing units of study tailored to the individual needs and group needs in mind.
2. Development of Lead Inquiry Team: Team leaders, staff members, teachers will meet weekly with administration. They will examine data and receive PD from the Principal based on training provided by the CFN.
3. During feedback sessions, teachers and principal will review student groupings and teachers will provide students with feedback as well.

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

1. Principal and teachers
2. Administration, Teachers, ATRs
3. Administration and Teachers

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

1. Teacher minutes, samples of student work, developing student portfolios
2. Student generated self-assessment, PD agendas and sign in sheets, teacher team minutes, ADVANCE Teacher Feedback T
3. Samples of lesson plans and student work

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

1. September 2013-June 2014
2. September 2013-June 2014
3. September 2013-June 2014

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

1. Monies have been set aside to purchase teacher books about teacher improvement practices as well as for sub coverage during PD attendance.
2. Use of ATRs for continued support and coverage when teachers are meeting.
3. Per session monies to be used for after school planning time.

**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).

1. Workshops will be scheduled throughout the year to introduce parents to the new curriculum and the move towards using performance tasks to assess student understanding of the content.
2. Curriculum Night will introduce the parents to the curriculum.
3. A Parent Handbook was distributed to all parents.
4. A Monthly Calendar is backpacked home.
5. Parents will be given the opportunity to be trained in using the ARIS Parent Link to access the most current data and available resources available in the [engageny.org](http://engageny.org) website.
6. Principal's Breakfast workshops will be scheduled throughout the year to keep parents informed of the curriculum and assessments.
7. A Monthly Newsletter will be sent home capturing the highlights of Class/Grade/Subject information.
8. Individual Student Profiles will be developed detailing the most current student data and reviewed at Parent/Teacher Conferences.
9. Special Education and ELL Instructor will produce individual student narratives to be discussed with parents on a trimester basis.

**Budget and Resource Alignment**

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

Tax Levy	X	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 #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.

By June 2014, all students will participate in inquiry based projects through collaborative learning in the area of science as evidenced by teacher developed 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.

We are a science school that looks to expand the knowledge of our students to contribute to a scientifically literate population.

**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. Provide students with the necessary background and activities that will challenge students to - to describe, explain, and predict scientific findings.
2. Teachers will collaborate with the science cluster teacher to further enhance the understanding of the projects.
3. Provide the necessary science material to students as to further engage them in their scientific projects.

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

1. Science cluster teacher and classroom teachers
2. Principal, science cluster teachers, and classroom teachers

3. Administration														
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>														
1.Samples of student work displayed monthly 2.Teacher minutes and lesson plans 3.Science fair projects														
<b>D. Timeline for implementation and completion including start and end dates</b>														
1.September 2013 – June 2014 2. September 2013 – June 2014 3. April – June 2014														
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>														
1.Per session has been set aside for teachers professional development in creating inquiry based projects. 2.Monies for sub coverage while teachers collaborate with science cluster. 3.Monies have been set aside to purchase additional science kits, science display boards, and other materials as requested.														
<b><u>Strategies to Increase Parental Involvement</u></b>														
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).														
Parents will be invited to science labs hosted by students.														
<b><u>Budget and Resource Alignment</u></b>														
Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.														
<table border="1"> <thead> <tr> <th>Tax Levy</th> <th>X</th> <th>Title IA</th> <th>Title IIA</th> <th>Title III</th> <th>Set Aside</th> <th>Grants</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants							
Tax Levy	X	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 #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.
By June 2014, a school wide character education and PBIS program will be implemented in order to increase school tone and create a safer learning environment as evidenced by a decrease in the number of discipline code infractions in OORS.

#### **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.
1. Analysis of 2012-2013 OORS report

#### **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.Establish a Behavior Team to promote positive school tone and culture: Selected school staff members will meet at least once a month to discuss the effectiveness of school programs implemented, such as Character Education and PBIS. 2. Scheduled Activities to support Positive Behavior: Monthly recognition of Students of the Month to highlight students who have demonstrated good character, excellent decision making in the classroom and throughout the school building, and maintaining a high level of achievement in the classroom. In addition, the school will continue its implementation of PBIS by recognizing those students who make positive decisions during the school day. The school will also promote the DOE Respect for All programs throughout the school year.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>

1. Principal, Guidance Counselor, Teachers, SLT Members
2. PTA President, Principal, Teachers, and parents
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Monthly PBIS meetings, Behavior Team Meetings monthly
2. Calendar of events to include Student of the Month and Perfect Attendance
<b>D. Timeline for implementation and completion including start and end dates</b>
1. September 2013-June 2014
2. September 2013-June 2014
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Monies have been set aside for incentives, and for professional development.
2. Monies have been set aside for programs, conferences, and rewards.

**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).
1. Parents will be invited to curriculum night and other school-sponsored workshops to keep them informed of school initiatives to improve school tone and culture with regards to student behaviors.
2. Parents will be invited to participate Student of the Month Award ceremonies.
3. SLT will have an active voice in shaping the focus and direction school behavior programs and how to best relay information to our parent community.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
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.  
**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
 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.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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 Ready Gen, Wilson, and Fountas & Pinnell Leveled Literacy Intervention Gold (grade 4) System. (Levels O-T)	Small Group Push Ins Pull Outs	During School Day  (37 ½ minutes Afterschool instruction)
<b>Mathematics</b>	Go Math Envision Math ST Math Teacher created units that are aligned to the Common Core Learning Standards	Small Group Push Ins Pull Outs	During School Day  (37 ½ minutes Afterschool instruction)
<b>Science</b>	Grade 4 NYS Science Assessment preparation course	Small Group Push Ins Pull Outs	During School Day  (37 ½ minutes Afterschool instruction)
<b>Social Studies</b>	AIS is provided in conjunction with ELA instruction	Small Group Push Ins Pull Outs	During School Day  (37 ½ minutes Afterschool instruction)
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Based on IEP, guidance counselor provides the accommodation for the specific needs of the student.	Individual Small Group Classroom Guidance	Before School  During School  After School

**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 *TA 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>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>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.
<p>Work closely with the HR department of the CFN</p> <p>Provide teachers with leadership roles and responsibilities</p> <p>Common planning/prep times to meet with and learn from colleagues</p> <p>Opportunities for teachers to meet with families for students who are part of our sub population (over aged, multiple holdovers, special Education, and ELL's)</p> <p>Provision of resources to assist in teacher's preparation in their subject areas</p> <p>Opportunities for teacher to have influence in key decision making areas</p> <p>Comprehension for planning opportunities after school</p> <p>Weekly Professional Development sessions</p> <p>Mentors for New Teachers</p> <p>Mentors for teachers requesting further support in their respective teaching areas</p>

**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).
<p><u>Professional Development Plan to include:</u></p> <p>Instructional Shifts and unpacking key standards</p> <p>Understanding an IEP</p> <p>Danielson 3b, 3c, 3d</p> <p>Universal Design for Learning</p> <p>Student Case Studies</p> <p>Providing Effective Feedback and Conferencing</p> <p>Questioning and Discussion Techniques</p> <p>Collaborative Learning Structures</p> <p>Effective Planning using Data</p> <p>Preparing Students for Student Led Conferences</p> <p>Teacher Team Planning</p>

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p>We have used these funds to assist our students who reside in shelters with school supplies, book bags, school uniforms, and fiction and non-fiction books. We have also provided assistance to these families with support during the Thanksgiving and Christmas holidays. We have also provided supports for transportation needs.</p>

## 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.

Initially we discussed the important introductory information about MOSL. We assigned specific roles to the group members, including the UFT representative. We established norms for discussion, information sharing, and decision making. A school testing coordinator was also assigned. We attended the necessary trainings during the summer. Upon return, we reviewed the assessment options and looked at the pros and cons of each assessment type, and then looked at the assessments on grade levels 4 and 5. We received guidance from our CFN and then finalized the assessment options and considered which choices best align with our beliefs about student learning, our student population, and our assessments. We reviewed the growth measurements and then finalized the growth measurements. The committee then presented me (principal) with their selection. I called upon our MOSL director from the CFN and all information is captured electronically. We have also established a testing team to review student work, their progress and will continue to refine our assessment methods.

## 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)**

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>23</b>	Borough <b>Brooklyn</b>	School Number <b>631</b>
School Name <b>GENERAL D. "CHAPPIE" JAMES ELEMENTA</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>KAREN VALBRUN COHEN</b>	Assistant Principal <b>type here</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Tarek Elabsy</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</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>0</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>95</b>	Total number of ELLs	<b>7</b>	ELLs as share of total student population (%)	<b>7.37%</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					6									6
Pull-out						1								1
<b>Total</b>	0	0	0	0	6	1	0	0	0	0	0	0	0	7

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	7
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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			1	3						3
Dual Language										0
ESL	4	1					0			4
Total	4	1	1	3	0	0	0	0	0	7

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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					3	1								4
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic					1									1
Haitian					1									1
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	6	1	0	0	0	0	0	0	0	7

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)					1	1								2

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)					5									5
Advanced (A)														0
Total	0	0	0	0	6	1	0	0	0	0	0	0	0	7

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	6								6
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1						1
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

K631 utilizes Fountas and Pinnell to assess all of our students. The school utilizes these pieces of information to categorize students in the classroom and to drive instruction on across the board. In this way, we can assess students' early literacy skills including listening, speaking, reading and writing. The data derived from the above assessment help the school design its own comprehensive instructional plan.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
K631 ELLs lie across two proficiency levels, which are Beginner and Intermediate. These level are based on the students' NYSESLAT or LAB-R scores. Most ELLs score significantly higher on the speaking sections as compared to the reading, listening and writing sections of the NYSESLAT. Therefore, instructional design will be adjusted to support student development in the areas of greatest need based on scale score conversion and review. Instruction will maintain a focus on all four modalities – listening, speaking, reading, and writing. However, more attention will go towards reading and writing to address the dire needs of ELLs. The LAB-R data reveals that only a small percentage of our students were able to test out of this assessment, leaving a reasonable percentage of our students entitled to ELLs' services. The LAB-R reveals a pattern of scores that are evenly distributed across all proficiency levels. It also shows that the majority of our students home language is Spanish. Staff members involved in analyzing student results and patterns across proficiency levels for both the NYESLAT and LAB-R modalities include the certified ESL teacher and the LAP team.
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](#))

Based upon the patterns across the NYSESLAT modalities teachers will concentrate more on preparing students for the reading/writing sections than the listening/speaking sections. Instruction will be provided in NYSELAT-like tasks that concentrate on reading and writing strategies including writing based upon images, writing with detail, using graphic organizers to plan for writing, transferring information from graphic organizers, reading for purpose, high order thinking questions, and correcting their mistakes. The

ESL teacher and the supporting content area teachers will adapt and differentiate instruction to address the students' needs. The NYSESLAT scores will be analyzed to determine if there are patterns that indicate weaknesses where support will be needed. The ESL teacher will identify the students in the four modalities and employ strategies to address the areas in need of improvement. The ESL teacher after analyzing the results will review the curriculum and differentiate the instruction to support the students using ESL methodologies. The ESL teacher will support the students with reading, writing, speaking and listening through his lessons. The content area teachers will facilitate the materials by using the ESL strategies and techniques across the curricula. In addition, by analyzing the patterns across the NYSESLAT modalities, the administration is able to target the areas in which the students show weaknesses. In our common planning and administrative meetings, we study the data and set up inquiry teams. Each grade will discuss the trend and come up with a plan that will scaffold these students. We will target students in their areas of weakness and will place them in different Tiered groups in order to give them the interventional services they need. Teachers are required to maintain documentation of lessons and interventional methods they use with their students in their binders.

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4-

There is a high number of ELLs who have Level II and III scores on content area assessments, with a demonstrated increase in scale score. There is projected growth to improve ELL student performance to Level III and IV. The ESL teacher along with the Principal hold weekly meetings to review Periodic assessment data on all of our students, and to make recommendations that will drive our instruction. This process emphasizes each of our students individual academic strengths and weaknesses. Together, we conclude how each of our students are progressing and how we can best assist them in becoming proficient in English. Throughout the year, we will continue to review the data concerning our ELLs based on the Periodic Assessment. Using this information, our ESL teacher and the supporting

content area teachers will adjust instruction and differentiation to support the students in their areas of weakness. Currently, we are focusing most diligently on improving the scores on the reading and writing portion of the NYSESLAT while continuing to work consistently to maintain our students' strong performances in the speaking and listening components of the exam.

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](#).)

Based upon the data derived across the NYSESLAT modalities teachers will concentrate more on preparing students for the reading/writing sections than the listening/speaking sections. Instruction will be provided in NYSESLAT-like tasks that concentrate on reading and writing strategies including writing based upon images, writing with detail, using graphic organizers to plan for writing, transferring information from graphic organizers, reading for purpose, high order thinking questions, and correcting their mistakes. The

ESL teacher and the supporting content area teachers will adapt and differentiate instruction to address the students' needs. Teachers will provide students with differentiated instructions based on their levels. In addition, all the assignments will be designed in three tiers to address all students' levels: beginner, intermediate and advanced. Extra higher order thinking activities will be available who are at a proficient level or even higher. Response to Intervention three-tier framework will be applied to avoid labeling students and transferring them to special education. Throughout the year, we will continue to review the data concerning our ELLs based on the Periodic Assessment. Using this information, our ESL teacher and the supporting content area teachers will adjust instruction and differentiation to support the students in their areas of weakness. Currently, we are focusing most diligently on improving the scores on the reading and writing portion of the NYSESLAT while continuing to work consistently to maintain our students' strong performances in the speaking and listening components of the exam. There are a high number of ELLs who have Level I and II scores on content area assessments, with a demonstrated increase in scale score. There is projected growth to improve ELL student performance to Level II and III.

6. How do you make sure that a child's second language development is considered in instructional decisions?

The linguistic diversity of ELLs has an important impact on the instructional plan school wide. Therefore, based on the data gathered from assessments, the school instructional team always make adjustments to the instruction plan to address all the needs of Second Language Learners. The diverse plans the school has addresses the range of levels of ELLs literacy skills and cognitive growth in second 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?

K631 does not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

K631 uses a variety of tools to assess the literacy of ELLs. ELL students' academic progress is monitored through classroom assessments containing grade level material. Classroom assessments are analyzed to identify specific areas of needs within groups and individual students. The school uses NYC DOE assessment tools and performance tasks in addition to Acuity results to supplement instructional plans with school data to determine areas of need and planning instruction that addresses these areas. Teachers work in Professional Learning Teams (PLT's) to analyze results and make instructional plans, which are level, age and grade appropriate. K631 uses the following assessments:

NYC DOE Periodic Assessments

MOSL (Measure of Student Learning Citywide Assessments)

Teacher-made assessments

## 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](#).)  
When students first register at PS 631, parents are given the HLIS survey form which is administered by an ESL Teacher, administrator or another trained teacher. The teacher or administrator conducts an informal interview with the parent and child in either English or the native language. The pedagogues who administer the survey and interviews speak different language other than English. If the student is deemed to be an eligible ELL, then the LAB-R (and if applicable the Spanish-LAB) is administered within 10 days of enrollment. The Spanish LAB is given to students who have a home language of Spanish. Towards the end of the school year students are given the New York State English as a Second Language Achievement Test during the state designated testing window. The proficiency level that students acquire based on the exam is used for placement and differentiation of instruction for the following school year. The speaking subtest is administered individually by the ESL teachers. The scores are recorded on the appropriate scoresheet and then transferred to the answer documents upon arrival.
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 order to ensure that the parents understand all three program choices, parents receive a formal interview and a parent orientation with an ESL teacher who will then proceed to thoroughly explain the program choices. The parents invited have students who are eligible for each program and are encouraged to make a selection within ten days. The EPIC DVD is shown and the research about each program is explained to assist with their choice. A parent selection is made before what is offered at the school is explained. Freestanding ESL is the only program available at our school, and if parents would like Transitional Bilingual or Dual Language, a guidance counselor will assist with information about schools that can better suit their choice. Handouts of available programs at schools around the city are made from the Ells' website. Our staff is maintaining documents and files to monitor trends of parental selection of Transitional Bilingual and Dual Language programs. This data will be kept on file in the students' cumulative folder. These trends will be monitored in the case that we can record twenty parents; we can contact them and offer this program. If parents do not select a program within ten days, transitional bilingual program is chosen by default, and they will not be admitted into our school since we do not offer that program. An outreach is made by our ESL teacher as well as our data team to explain this choice and prepare them for their new school. Mr. Elabsy, the fully-certified ESL teacher, will meet with the parents to go over all of the information and will give the HLIS survey to the parents at the initial screening. Letters to parents will be sent out annually to inform parents who have previously chosen TBE/DL program when the program becomes available. They will receive information in their native language through an interpreter. Then, they will view the video that will further explain the types of programs that the school is offering. For further clarification, the fully-certified ESL teacher will explain that In New York City, the DOE provides bilingual programs (Transitional Bilingual Education and Dual Language) that strengthen students' native language development and content knowledge while they build their social and academic English skills. The DOE also provides English as a Second Language (ESL) programs that use strategies for English language development with native language support so that students develop language and content knowledge in English. This fosters growth and progress academically, as they are adapting to another culture and another language. They are placed in differentiated groups, using various ELL strategies that will promote strengthening their second language acquisition. The goal of an ESL model program is to provide flexible grouping, with proficiency levels that are grade appropriate and targeting the skills needed to help them develop proficiency in the four modalities. Parental outreach is provided several times a year. We follow-up with phone calls, have afterschool sessions and also send letters to parents during parent-teacher conferences in order to remind them to visit the ESL teachers, that will inform them of their child's progress.  
Parent Outreach is accomplished through meetings, conferences, and contact made by our parent coordinator. During our parent meetings we assist the parents in developing a parent buddy system by exchanging telephone numbers and emails so they may contact one another about school events / issues. Entitlement letters are distributed to all students in an envelope addressed the parent in both English and their home language. These letters are signed and returned and placed in the Official Data Binder that is kept in the ESL classroom. Parent Surveys are completed at our Orientation meetings where parents watched the DOE video and selected the program of their choice and we answered any questions they had. Copies of these Parent Surveys are copied and placed in each student's folder and another in the Official Data Binder. Placement letters are distributed to each student in English and their home language. The letters are signed and returned to the ESL teacher and placed in the Official Data Binder. We always let parents know whenever the required program is available at our school.
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].)

As soon as a student is placed in ESL services based on their hand scored LAB-R scores (which are stored in the ESL teacher's compliance binder), the parent is notified about the evaluation results and the various ELL service models available in the New York

City Department of Education. The information is presented in a viewing of the EPIC video as well as in translated brochures which

explain New York City's three service models. After an orientation, parents are given a survey that asks them to rank their preferred service model. The surveys are stored in the child's cumulative file with an additional copy stored in the main office compliance binder. Parents are aware of the fact that, at this time, K631 only provides pull-out ESL services and based on survey results, parents are satisfied with ESL services. Although the parents were presented with all the ELL service options available to their child, and the option to transfer schools, all parents decided that they would be comfortable with their child attending K631 in the school's ESL program. In addition, ESL entitlement letters are printed out in the native language of the parents from the DOE website and given to the parents in person or mailed home. Many students also take the letters home and bring them back to school. Parents either return the letter that day by filling it out in the office, or send it back with the student to school. If an entitlement letter is not returned for a new student, ESL is chosen by default. We will continue to make sure that parents are made aware that they are able to choose whichever service model they are most comfortable with, and as a school, we work to ensure that their preference are met. Our contact with parents does not stop after this initial step; every year all ELL parents are sent home a continuation or discontinuation of services letter based on their child's performance on the NYSESLAT.

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.

We have ongoing parent orientations as new ELLs arrive at K631. As we review the language needs of our parents, we arrange for the appropriate translators to be present. At the orientation, the ESL teacher and other representatives of K631 (the principal, some parents and classroom teachers have all been present at various orientations) explain the process by which the New York City DOE identifies and services ELLs. We also explain the different services models available to ELLs in New York City public schools. As ELLs continue to be identified throughout the school year, parents will be given the opportunity to view a parent orientation DVD. This DVD presents ELL placement options clearly and objectively and is offered in nine languages. In addition, all parents are given a parent choice brochure in their native language. During our intake process, after watching the DOE Orientation DVD for parents of Newly Enrolled English Language Learners in their native languages, parents receive entitlement letters, Parent Survey and Program Selection forms. The signed documentation is returned during the registration process. All entitlement letter records are kept in students' files, as well as digitally archived. During our intake testing days, all ELL students are tested in both reading and writing, orally interviewed by licensed ESL teachers and DOE employees in both English and their native languages. Parents are included in the interviews. At this time, parents and students are assisted by native language school employees should they have any questions about the programs. After their questions are answered they fill out the Parent Survey and Program Selection Form. The parental selection trend for the past few years has been the choice of a Freestanding English as a Second Language program and we have thus aligned our program as such. If we notice a trend towards TBE or DLP we will adjust our program to meet those needs. In addition, we will continue with our ELL parent seminars held each semester where staff members introduce parents to the ESL curricula and work with parents to align programs that ensure parent involvement. According to the results of the hand scored LAB-R based on the raw scores and corresponding levels indicated in the LAB R test administration memo, ELL students are placed, Scores are later checked on ATS (RLAB) once tests have been submitted and any exam errors are corrected. The placement letter found on the DOE website and the EPIC Guide is mailed to the parent in the parent's home language. Placement letters are distributed to parents after the initial placement; signed letters are kept in students' files, as well as digitally archived. Continued entitlement letters are sent annually to parents. Entitlement Letters and Continued Entitlement Letters, in the parent's home language are mailed to the home. Parent Survey and Program Selection Forms are completed on the day the parent registers the child or within 10 days of admission at the parent meeting. Entitlement letters are distributed within 10 days of the student's admission. The school secretary send the Entitlement Letters and a member of the LAP Team logs in to ATS and completes the ELPC screen within 20 days indicating the date of administration of the LAB-R and parent choice. At the parent meeting, parents are given parent choice brochures explaining the choices in their native language. Parent choice videos are shown in the parents' native language. After hearing the explanation provided by our staff in Spanish, Arabic and Haitian Creole, reading the brochure and viewing the video, parents are given the parent choice selection form. Inventory is taken on a continuing basis to determine whether the numbers of parents requesting the TBE or Dual Language is sufficient for the school to begin a program. If such a program becomes available, the school will notify parents via, letter and phone messenger in

the home language. Outreach is done via phone and mail for parents who do not attend the parent meeting. Entitlement letters and parent choice form are stored in the student's individual folder

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 time of registration all students entering our school or a NYC public school for the first time are given a Home Language Screening Questionnaire. One of certified teachers administer the questionnaire. If the student's home language is other than English or if his/her native language is other than English, then the student is given an informal interview in his/her Native Language and in English. If the student speaks a language other than English and speaks little or no English, then a LAB-R (Language Assessment Battery-Revised) is administered. The Spanish LAB is administered to all entitled students with a home language code of SP within 10 days of initial enrollment. The scores of both the LAB-R in English and in Spanish are hand-scored (hand-scored are kept on file at this school) and submitted as per the ELL administrative calendar. If the student LAB-R score is at a level of beginner, intermediate or advanced, he or she is considered an LEP (Limited English Proficient). Only students who score Proficient are not LEP. Once a student has been identified as a LEP as per the guidelines/assessments, then the student is placed in the appropriate class/program and as indicated in the parents' choice/parent selection form (English as a Second Language – ESL, Transitional Bilingual Education – TBE, Dual Language Program - DL). To do this, we review the parent survey and program selection forms and place these students in programs/classes based on the parents' choice in accordance with the ASPIRA consent decree. We keep accurate information of parents' choices and all pertinent documentations related to ELLs on files. Once the student has been appropriately assessed and placed, and the student has been classified as an ELL, s/he is assessed annually, usually in the spring, with the New York States English as a Second Language Achievement Test (NYSESLAT). We use the ATS reports to determine NYSESLAT eligibility (e.g. RLER, RLAT, RHSP, HISE, RLAB). Our testing coordinator in conjunction with ESL teacher and supervisors, ensure that all of the components of the NYSESLAT are administered to every eligible ELL in all grades. We follow testing procedures and accommodations, as needed, to administer the four Page 29 components as per mandates and regulations. All LEP students are required to take the NYSESLAT until proficiency in all components is reached. Once these students earn an overall score of Proficient on the NYSESLAT, they are referred to as former English Language Learners and they no longer have to take the NYSESLAT. These students, however, are still provided with the necessary support and accommodations to help them transition for at least 2 years after proficiency has been acquired. NYSESLAT assesses students speaking, listening, reading, and writing skills, defined by New York State's English as a Second Language Learning Standards. The speaking section is administered individually and asks students to respond to a word or statement read aloud or to a picture. The other sections can be administered to students in a group. The reading section asks students to answer questions about stories printed in their test books. The writing section asks students to write in response to questions and prompts in their test books. The listening section asks students to select the correct response to a picture and/or word or statement read aloud. In 23K631, we follow the following guidelines to ensure that we professionally administer the NYSESLAT:

Guidelines for NYSESLAT Prep

1. Have available some sort of flyer or general description of what is the NYSESLAT.
2. Prepare a notice to send home to parents describing the NYSESLAT dates, times, and make up dates. Explain the importance of the test, the meaning of the score results, when the results will be available, and what it means to the student. Make clear that you need to administer the test to everyone (no one is excused.) Stress the importance of your deadlines, hence the importance of the make-up dates.
3. Prepare a memo for the faculty staff & administration, expressing the importance of the test and your needs (how long it will take to administer, where you will administer it, cooperation from them in assuring that the students will be excused to take it on time, etc..)
4. Check school calendar NOW for other school activities, vacation days, etc...
5. Anticipate conflicts. Understand that the first year will be the most problematic.

For Speaking & Listening

1. Prepare a sign-up sheet for students to schedule the order, days, & exact times when each student will take the oral part. Request if possible (first choice) that each student sign up to take it during a study hall or free period. Although this test is "untimed", expect to take approx. 10-15 minutes per student. Estimate how many days/periods it will take. (Consider after school as an option.)
2. Prepare individual pre-signed passes ahead of time to excuse your students at the given time.

The Speaking subtest must be administered to students individually at a location separate from other students and may only be administered between Wednesday, April 9 – Friday, May 16. Make-ups must be given within the testing window. The Listening,

Reading, and Writing subtests must be administered to groups of students between Monday, May 5– Friday, May 16. Make-ups must be given within the testing window. Each school may choose its own testing days and times within that time period. The make-up test dates are any dates that remain in the primary administration period and Monday, May 5– Friday, May 16. . For all grade bands, our school administers the subtests in the following sequence: Session 1—Speaking, Session 2—Listening, Session 3—Reading, and Session 4—Writing. Suggested time allotments for various parts of the test are listed in the chart on page 2 of this manual. Scoring of the Writing subtest may not begin until scoring materials arrive in schools on Monday, May 19 – Thursday, May 29. Scorers must be cautioned not to discuss the test content and specific scoring rubrics outside of the scoring sessions. Schools must submit their answer sheets to the scanning centers by June 3.

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.  Although the parents were presented with all the ELL s service options available to their child, and the option to transfer schools, all parents decided that they would be comfortable with their child attending PS 631 in the school's ESL program. We will continue to make sure that parents are made aware that they are able to choose whichever service model they are most comfortable with, and as a school, we work to ensure that their preference are met. Our contact with parents does not stop after this initial step; every year all ELL parents are sent home a continuation or discontinuation of services letter based on their child's performance on the NYSESLAT. Right now, because we a phasing out school, we have seven ELLs who receive services in an ESL program. We did not register any new ELLs for this current school year. At the first school-parent meeting the parent choice letters are distributed and explained. The trend in choice at our school is the selection of the freestanding ESL program. Although the parents were presented with all the ELL's service options available to their child, and the option to transfer schools, all parents decided that they would be comfortable with their child attending 23K631 in the school's ESL program. Our school has 7 ESL students. We will continue to make sure that parents are made aware that they are able to choose whichever service model they are most comfortable with, and as a school, we work to ensure that their preferences are met. Our contact with parents does not stop after this initial step; every year all ELL parents are sent home a continuation or discontinuation of services letter based on their child's performance on the NYSESLAT. Right now, because we are a phasing out school, we have seven ELLs who receive services in an ESL program. We did not register any new ELLs for this current school year. The trend in program choices for identified ELLs has been the ESL instructional program. The program models at our school are aligned with parent requests. Parents will be notified as soon as the program model required by them is available.

## 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])?

We have a freestanding Pull-out ESL program in which beginners and intermediate receive 360 minutes of instruction on weekly basis. Advanced students receive 180 minutes of instruction on weekly basis. Our program is comprehensive as it addresses all the language skills: listening, speaking, reading and writing. In addition, our ESL program covers the subskills such as grammar and pronunciation. The program is designed in Tiers to address all the diverse needs of ELLs. The teachers work collaboratively with the cluster teachers and service providers to integrate across curriculum areas. Writing is integrated in all subject areas. Through the collaboration of teachers and cluster teachers, a schedule is submitted for approval containing the required instructional minutes for our English Language Learners as per the CR Part 154. English Language Learners receive between 180 and 360 minutes of Pull-out ESL every week depending on their levels as determined by the LAB-R or the NYSESLAT. ELL students whose proficiency level is identified as Beginner or Intermediate are scheduled to receive 360 instructional minutes per week. Advanced ELL students receive 180 instructional minutes per week. The Pull-out services are provided to heterogeneous groups of students across grade levels. The ELL teacher works in collaboration with the classroom teachers, the network and the administration to ensure that all ELLs are receiving the appropriate services based on their mandated service requirements. All of our ELLs receive their allotted ESL minutes per week. The ESL teacher, the classroom teachers, and the support staff work to ensure that all content is appropriately scaffolded to reflect the various needs of our ELLs. Our ELL services are provided in small groups. The small group model gives the ESL teacher an opportunity to work closely with all students and differentiate material as needed. The ESL teacher provides content support for ELLs by meeting with each of the ELLs teachers to figure out what skills ELLs need to acquire to enhance their performance.

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)?

There is a school-wide Literacy Calendar that is followed throughout the grade levels focusing on particular reading and writing skills that are reinforced during our ESL instructional time. The ESL teacher will also focus on the different genres that reflect the content areas being studied and practicing test strategies that can assist the ELL students during class / formal assessments. In the freestanding ESL program students are taught with students with heterogeneous proficiency levels.

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.

Teachers use differentiated small group instruction targeting the specific needs of each student. Teachers scaffold the content by using graphic organizers, comprehensible input, use of visuals, and technology in content area instruction. Teachers in monolingual classes with ELLs co-plan with ESL teachers to meet the needs of their students and to ensure the proper use of ESL strategies and methodologies in the mainstream classroom. Within our ESL program model newcomer students receive differentiated instruction by providing materials at varied ability, interest levels as well as their individual learning style. Reading materials that address content both below and above grade level is one way to differentiate instruction. Providing lessons at varying levels of complexity or at different paces are other ways we offer newcomer ELL students differentiated instruction. In freestanding ESL program the focus is on instruction in the English language, but Native Language support is given through an English/Arabic bilingual ESL teacher, Google Translate, dual-language dictionaries and literacy materials in the students' native languages. In our ESL program teachers employ differentiated small group instruction targeting the specific needs of each student. Teachers scaffold the content by using graphic organizers, comprehensible input, use of visuals, and technology in content area instruction. Teachers in monolingual classes with ELLs co-plan with ESL teachers to meet the needs of their students and to ensure the proper use of ESL strategies and methodologies in the mainstream classroom.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
K631 does not have either TBE or DL program.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
We ensure that ELLs are appropriately evaluated in all four modalities: listening, speaking, reading and writing by running

ongoing formative and summative assessments all year long. These assessment will inform and drive our instruction in a way that will help us to address all our students' needs. Students will be assessed continuously to gather the necessary data that inform the school-wide instrucion plan. The teachers work collaboratively with the ESL teacher and the cluster teachers using the workshop model and balance literacy approach. Service providers integrate across curriculum areas to ensure understanding. Writing is integrated in all subject areas. Students transition together to all subject areas. Classes are structured homogenously in ELA to help target areas of need. English Language Learners receive between 180 and 360 minutes of Pull-Out ESL every week depending on their levels as determined by the LAB-R or the NYSESLAT. The Pull-Out services are provided to heterogeneous groups of students.

According to our data, students are doing better in listening and speaking. After reviewing our data our ELLs are facing a greater challenge with reading and writing. The ESL teacher has devoted time to provide our content area teachers with professional development to support the instruction using ESL methodologies. The main focus this academic year is non-fiction reading activities and argumentative writing. The content area teachers are analyzing the Periodic Assessment scores and aligning the curriculum to the academic needs of the students. The teachers need to take into consideration the students' strengths and weaknesses to differentiate instruction. The ESL teacher looks at the patterns of her students in the NYSESLAT and Periodic Assessment scores. The ESL teacher and the subject area teachers are evaluating the results and are preparing lessons aligned to the needs of their students. Teachers are writing lessons that are infusing differentiation of instruction and making students accountable to excel across all subject areas. The school leaders analyze periodic assessment results through the data inquiry team. These results are compared to other forms of students' data, such as NYSESLAT data, classrooms assessments and previous regents exams. The results are used to evaluate the program and to purchase material that will support the instruction. The content area teachers are presenting to the SLT the requirements and the challenges that their children are expected to face for the specific content area. These students are provided with ample opportunities to excel academically. The scores are significant to evaluate our best practices in providing a curriculum that is going to meet the academic needs of our students. The ESL teacher aligns his curriculum to reinforce the four modalities reading, writing, speaking and listening. The selection of the curriculum is based on the needs of his students. The ESL teacher plans according to the student population and the needs of his students across the four modalities. In our school we do not have a TBE or a Dual Language Program. The instruction is delivered through a Freestanding ESL program. Instruction is provided using the workshop model which includes an opening mini-lesson, group work, and a summary of the lesson. Mr. Elabsy, the ESL teacher works closely with the General Education teachers and provides them with ESL strategies to enhance students' learning. The ESL teacher and and content area teachers have regular meetings to discuss the individual needs of the ESL students in their classes. The ESL teacher provides content area support by:

- Small group instruction
- Scaffolding
- Relevant Data Analysis of the NYSESLAT, Periodic Assessments, and Acuity scores
- Modeling
- Visuals
- Reading materials with various genres

There is also a focus on test taking strategies in order to prepare students for the state exam across the content areas. Content area teachers use ESL strategies that make learning more comprehensible and meaningful for ELLs. The integration of concept development in the content areas with language instruction allows students the opportunity to acquire the academic language of the subject necessary to ensure success in the content areas. Instructional strategies applied in Balanced Literacy, Cooperative Learning, the Workshop Model, and second language acquisitions were also addressed in all ESL classes. The textbooks and instructional materials adhere to the NYS ESL Learning Standards and the City of New York Performance Standards. All ELLs take the New York English as Second Language Achievement Test (NYSESLAT) in May which measures students' progress in English language proficiency and determines students' eligibility to continue to receive ESL services.

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).

The teachers work collaboratively with the cluster teachers using the workshop model and balance literacy approach. Service providers integrate across curriculum areas to ensure understanding. Writing is integrated in all subject areas. Students transition together to all subject areas. Classes are structured homogenously in ELA to help target areas of need. English Language Learners receive between

180 and 360 minutes of Pull-Out ESL every week depending on their levels as determined by the LAB-R or the NYSESLAT. The Pull-Out services are provided to heterogeneous groups of students. The ESL teacher develops activities that enhance language development while at the same time scaffold content instruction. SIFE students at the intermediate level who are held over by grade or not making appropriate gains on the NYSESLAT receive an additional period of ESL instruction with particular focus on the NYSED Common Core Standards.

b.) Newcomer ELLs in the school (0-3 years of service) are given much attention based on the fact that they need to acquire English

language skills at the same as academic language required to prepare for ELA testing after one year, and tests in other content areas. These students are taught language through the content areas. All the teachers of ELLs base lessons around a content area and infuse discreet language skills and ESL strategies and methodologies into their teaching. As a result students will see an increase in English language proficiency (NYSESLAT), while simultaneously preparing for the content area tests. ELLs with less than 3 years (Newcomers) receive

ESL instruction from the classroom teacher according to the CR Part 154 mandates of 360 minutes per week for Beginning and Intermediate level students and 180 minutes per week for Advanced students. ELLs placed in monolingual classes receive small group ESL instruction from the ESL teacher in the Freestanding program that follows the CR Part 154 mandates of 360 minutes per week for

Beginning and Intermediate level students and 180 minutes per week for Advanced students. Instruction is differentiated according to ongoing assessment and based on data taken from both formal and informal assessment.

c.) Most of the ELLs who have received service for 4-6 years are guided toward acquisition of academic language. The past few years of NYSESLAT data reveal that the majority of these students need more intensive support in the reading and writing modalities. Many of them have scored better in the listening and speaking subcategories of the test. Therefore the teachers of ELLs at the school focus their teaching of these students on academic content vocabulary, themes and skills. The pull-out ESL classes are designed to give the students scaffolded instruction and/or small group attention.

d.) Long term ELLs in the school are given extra support through AIS, ESL/NLA after school program, and/or the 37.5 extended day program.

e.) Former ELLs in years 1 and 2 after testing proficient will have sufficient support in transition to and full immersion in general education classrooms. Former ELLs will have additional scaffolding by general education teachers who had all the required methodologies to handle ELLs. More support is available during our extended day and after school programs. Transitional support for former ELLs includes testing accommodations on state exams, continued usage of bilingual glossaries, and easy access to technology resources such as Google Translate. Support for former ELLs will continue in both languages till they reach full proficiency in Academic English.

**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?**

To service the diverse needs of ELL-SWDs the school allows for students remain in the least restrictive environment whenever possible. ESL teacher use a pull-out model to service the students to enhance their grade level academic curriculum. Extended Day instruction is provided for all ELL-SWDs to further support their acquisition of academic language and content. ELL-SWD students are given the same rigorous grade level content as their peers. Teachers scaffold and use strategies to allow students to access this material through multiple entry points. The multilevel program that 23K631 has blends research-based reading and language skills instruction together with a balance of content area readings and age-appropriate, high interest stories. Foundational phonics are integrated to support phonemic awareness as are academic vocabulary building skills all of which develop transferable academic skills in support of connected learning. In this way, our ELLs are supported through-out their entire academic experience with differentiated materials that meet them at their levels with comprehensible content that meets both them at their level and challenges them to reach above it. The support materials also reach across the four language modalities with audio and video materials, interactive student e-book and interactive CD-ROMs which will be provided to content-area teachers to further support ELLs in their classrooms. Pearson also hosts a companion website that extends and supports learning with more interactive areas for students and teachers with additional online tools and resources for both. Additional support materials that works in tandem with required state-standards are classic literature books differentiated by vocabulary size that allow ELLs to read with their class at their level. The fully integrated assessment tools cover diagnostics through end of book assessments as well as individualized review materials by skill and by strategy. Students can be grouped by need and/or by class and differentiated materials can be created to reinforce, review or readdress those needs with the same content at every proficiency level. To service the diverse needs of ELL-SWDs the school allows for students remain in the least restrictive environment whenever possible. ESL teacher use a pull-out model to service the students to enhance their grade level academic curriculum. Extended Day instruction is provided for all ELL-SWDs to further support their acquisition of academic language and content. ELL-SWD students are given the same rigorous grade level content as their peers. Teachers scaffold and

use strategies to allow students to access this material through multiple entry points. At K631, we use strategies that both provide access to academic content areas and accelerate English language development. Teachers of ELL-SWDS use team-teaching strategies, such as parallel grouping, guided reading, graphic organizers, native language glossaries and modified curriculum to ensure access to all academic content. We incorporate more kinesthetic learning as well as technology by purchasing a Smart board to reach both ELL students and address the Special Education ELLs. Additionally, integrated software programs that respond to student's needs are being implemented for Special Education ELLs. All of these programs are possible with targeted use of Title III funding. With this level of reinforcement and consistency, our goal is to improve academic achievement across the board through scaffold, sustained instruction using targeted language development strategies.

The multilevel program that 23K634 has blends research-based reading and language skills instruction together with a balance of content area readings and age-appropriate, high interest stories. Foundational phonics are integrated to support phonemic awareness as are academic vocabulary building skills all of which develop transferable academic skills in support of connected learning. In this way, our ELLs are supported through-out their entire academic experience with differentiated materials that meet them at their levels with comprehensible content that meets both them at their level and challenges them to reach above it. The support materials also reach across the four language modalities with audio and video materials, interactive student e-book and interactive CD-ROMs which will be provided to content-area teachers to further support ELLs in their classrooms. Pearson also hosts a companion website that extends and supports learning with more interactive areas for students and teachers with additional online tools and resources for both. Additional support materials that works in tandem with required state-standards are classic literature books differentiated by vocabulary size that allow ELLs to read with their class at their level. The fully integrated assessment tools cover diagnostics through end of book assessments as well as individualized review materials by skill and by strategy. Students can be grouped by need and/or by class and differentiated materials can be created to reinforce, review or readdress those needs with the same content at every proficiency level. To service the diverse needs of ELL-SWDs the school allows for students remain in the least restrictive environment whenever possible. ESL teacher use a pull-out model to service the students to enhance their grade level academic curriculum. Extended Day instruction is provided for all ELL-SWDs to further support their acquisition of academic language and content. ELL-SWD students are given the same rigorous grade level content as their peers. Teachers scaffold and use strategies to allow students to access this material through multiple entry points. At K634 we use strategies that both provide access to academic content areas and accelerate English language development? Teachers of ELL-SWDS use team-teaching strategies, such as parallel grouping, guided reading, graphic organizers, native language glossaries and modified curriculum to ensure access to all academic content. We incorporate more kinesthetic learning as well as technology by purchasing a Smart board to reach both ELL students and address the Special Education ELLs. Additionally, integrated software programs that respond to student's needs are being implemented for Special Education ELLs. All of these programs are possible with targeted use of Title III funding. With this level of reinforcement and consistency, our goal is to improve academic achievement across the board through scaffold, sustained instruction using targeted language development strategies.

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?

ELLs with special needs are taught by their classroom teachers as well as ESL teachers. These students are taught with both Special

Education and ESL instructional strategies and methodologies. Students with special needs get support from a bilingual SETSS teacher, a speech teacher, and an adaptive physical education teacher. Students' progress is frequently discussed and evaluated and further strategies are pursued. We provide AIS in ELA and Math through the services of an AIS teacher and Bilingual Coordinator/AIS specialist. We also provide additional support to these ELLs during our 37.5 extended day program.

Our school uses flexible programming in a variety ways. We provide our students with the appropriate number of units of ESL as per compliance. We ensure efficient programming for our students to assist with the transition from elementary to middle school and to provide more time for quality instruction. Additionally, when recommended, students receive individualized programs to reflect mainstream in specific content areas. Flexible programming is used to maximize the time ELL-SWD's spent with non-disabled peers. SWD Bilingual classes are scheduled to attend Gym and Lunch with other ELL and regular education students. In addition, when allowed by their IEP, ELL-SWD students are grouped with other students during the Saturday Academy and the afterschool programs.

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**

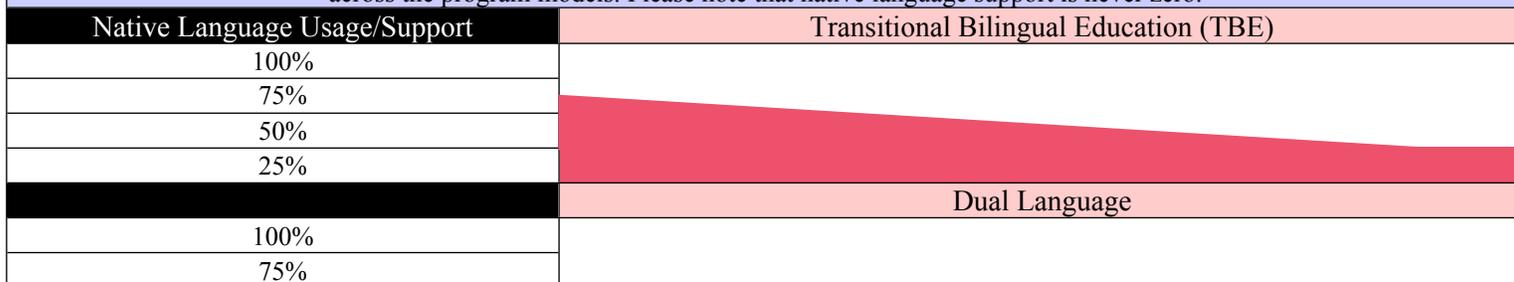
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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.

For our ELA program, we use the Foundations curriculum in the lower grades and a balanced literacy program in the upper grades. We monitor all of our students' progress through the Fountas and Pinnell leveled reading system. The ELLs receive additional ELA support through our use of the Moving into English curriculum. We also have a fully certified ESL teacher (Prek-12) who provides pull-out ESL services that supplement the ELA curriculum and other classroom content areas. The classroom teachers and the ESL teacher follow a prescribed pacing calendar to ensure that English language learning is supported in multiple contexts. Our ELLs participate fully in all of our content area programs with the support of their classroom teachers and the ESL teacher.

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

Our targeted intervention program for ELLs in ELA, math and other content areas are supported during the AIS portion of the day. Throughout the day, the school has AIS clusters and other pedagogical staff that supports the students that are at risk or Level 1. The school is working together to target those struggling students and give them small group instruction. The teachers work on an individualized group plan that will help move the students forward. Small group intervention in ELA, peer tutoring, visuals and graphic organizers are used to scaffold the students' knowledge in science and social studies. We use various programs for the ELL students that are at different proficiency levels. The technology programs use visuals and audio in order to assist the students with both oral and cognitive abilities. The students learn how to pronounce words and use visual cues to help them connect the initial letters that relate to the pictures. The teachers have small group intervention for guided reading during Balanced Literacy. For both the intermediate and advanced, the teachers group them according to their reading levels and focus on questioning skills, strategies and organizers to help build comprehension. Also, we have a program that we use to strategically focus on various skills for all students. Students can work in groups of 2 or more, and the teachers can then work on a small guided group for the beginners. For math, the beginners are also placed according to ability. In the ESL classes, the use of glossaries, reference books and text books are given in the native language. Students are also grouped heterogeneously, in order to build autonomy in the classroom, as there is a leader in the group that will guide and instruct the struggling students with their appointed tasks. They also are given manipulatives, charts and visuals to help scaffold their learning. For the intermediate/advanced students, they have a choice as to what language they want to do their mathematics problems, or what language they want to take the test in. Giving them the choice gives them the confidence and allows them to communicate their thinking and learning more effectively, especially, when they have to write short responses in the mathematics portion of the NYS Mathematics Test. For the other content areas, we use basically the same concept across the proficiency levels. Students also have the option to select the textbooks in either their native language, in English or both. Teachers scaffold the students with lots of visuals, labeling pictures, using primary source documents, technology, videos and provide flexible grouping/peer grouping to assist the students with language and ability. Our school administers variety of assessments such as NYC Periodic Assessments, Performance Tasks and teacher-made assessments to evaluate the effectiveness of our programs. Our testing coordinator monitors the testing data on a regular basis, which allows not only Math and ELA teachers to utilize the data to guide instruction but also the teachers of science, social studies and ESL. Our school uses the testing data to drive instruction across all disciplines. Our school ESL program is highly effective because it develops the four language basic skills: listening, speaking, reading and writing. The program also targets subskills and concentrates on teaching grammar and pronunciation. The program is designed in Tiers to address the multiple needs of all the students. Conducting timely program reviews provide an opportunity for our school to build upon identified strengths, address areas for improvement, and forces alignment between practices and actions needed to increase program outcomes. Our ESL students are taken out of their classes for one or two periods a day to receive ESL instruction in smaller class sizes with students of similar proficiency levels. The ESL teacher aligns his teaching to the ELA calendar so the students are receiving scaffolded instruction that will enable them to perform successfully in the general education classroom. Our ESL teacher also incorporates intensive vocabulary and grammar instruction to enable students access to academic content. The ESL teacher works closely with classroom teachers to ensure that the students receive the services they need to promote their development and to enhance their performance.

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

Some new programs and improvements will be started this year at PS 631. The freestanding ESL program this year is more collaborative by using pull-out model. ELL students in monolingual classes are grouped together so that the classroom and ESL teacher can articulate and co-plan to best serve the needs of the ELLs. Hopefully, an English Language Lab will start at 631 next

year. More software will be available such as teenbiz and READ 180.

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

None of the programs will be discontinued.

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

ELLs are offered speech, ESL and extended day services are offered to ELLs at all levels. ELLs fully participate in all curriculum areas, including physical education, technology, and music. All of our identified ELL students attend AIS classes for ELA, science, and math support. The communication between our school and our ELLs' parents never stop. We keep in touch with parents by mailing them entitled letters in their home languages to ensure that parents are aware of all the programs available for their children. During our regular meetings with parents, we make sure that we can provide proficient interpreters either from our school staff, the DOE Interpretation Services or from other agencies. Technology is used to help ELL students in reading with the use of vocabulary and language programs. We are able to track the students growth NYC Periodic Assessments and teacher-made assessments. The data team reviews scores and shares with core teachers for future planning and individualized instruction. In addition, our testing coordinator with the help of all teachers analyze the results of NYS Math and ELA Tests and use these data to reaccommodate students and to guide instruction.

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

Individual laptops, C.D. /Tape recorder and Videos are available and used to support ELL's. Web sites that reflect our present learning themes such as Education City and Study Island are used to enforce basic skills and content. Reading materials in different genres, non-fiction texts and vocabulary building dictionaries are used in content areas. Our classroom Listening Center includes native language books and magazines to support our ELL students.

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

The ESL Pull-out Program is the only Model we provide at P.S. 631. Native language support is delivered within our ESL program model by having literature available to the students in their home languages in both the classroom and school library. Our Reading Series provides native language guidelines and references that relate to many of the countries and cultures of our ELL students. Students may respond in their home language both orally and written as needed. Our school provides students will dual-language dictionaries, glossaries and an access to Google Translate that allows them the opportunity to enhance their proficiency in both languages.

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

Our ESL teacher works with classroom teachers, cluster teachers, the administration, and the data specialist during data meetings and as part of PS 631's large inquiry team. Together, all personnel work to ensure that our ELLs are receiving all the support they need at their grade level. If, after a careful review of the data and collaborative discussion, we decide that an ELL needs additional services, they are placed in our extended day program for either math or ELA. Our ELLs also participate in our math and ELA AIS services during the school day if the data indicates a need for extra support in those areas. All of our former ELLs (those who passed the NYSESLAT in the past two years) are placed in our extended day program for additional support. All former ELLs are also given testing accommodations for an additional two years after they passed the NYSESLAT.

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.

Activities provided for newly enrolled ELL students would include a tour of the school building and grounds as well as the students'

mainstream and ELL classrooms. Meeting with the classroom teacher prior to school starting, and ensuring that the student will have a

"buddy" to help him or her transition to his/her new school. Also, making time for the administration to meet the new ELLs so they are aware of new ELL students and help to make them feel welcome. All services and resources support and correspond to the needs of all ELL's. These resources are appropriate for their grade levels and age. Instructional materials are modified for SIFE

18. What language electives are offered to ELLs?

No language electives are offered to ELLs.

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)?

PS.631 does not have a dual language program.

## 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.

Our certified ESL teacher attends all professional developments. In addition, we take advantage of the professional developments offered by RBERN , including topics such as, The Common Core Standards: Preparing Teachers of ELLs for the Long View and What you need to know about Response to Intervention (RTI) and English Language Learners. Some staff members attend monthly Professional Development workshops pertaining to both Compliance and techniques and methods that are useful in teaching ELL students. The school secretary registers the certified ESL teacher for the professional workshops. Teachers of English Language Learners will be trained throughout the year in the understanding and use of Common Core standards. These trainings will include in depth analysis of the expectations set forth by the new standards in writing, reading and math. Teachers will receive ongoing training in the development of rigorous writing tasks, rubric utilization to score student work and the identification of instructional strategies to address writing deficiencies. ALL Teachers Of ELLs will continue to participate in high quality professional development workshops provided by the Office of Students with Disabilities and English Language Learners. (OELL) Teachers of LEPs will attend workshops that pertain but not limited to, differentiated instruction, using data to plan instruction for ELLs, and QTEL scaffolding strategies. Teachers of LEPs will continue to incorporate ESL strategies in the instruction of LEPs across all content areas. All teachers who are responsible for the instruction of LEP students during the regular school day will participate in PD activities offered by OELL .The following teachers will participate in professional development activities: The ESL Teacher , the ELA Teacher , and the Math Teacher will participate in the professional development offered by OELL. Other teachers who are responsible for the instruction of LEPs during the day will participate in workshops that pertain , but no limited to differentiated instruction ,using data to plan instruction for ELLs ;QTEL scaffolding strategies ;language allocation policy and looking at students' work.

All of our teachers attend balanced literacy professional trainings. These trainings cover a wide range of topics including differentiated and academic language development strategies. In addition, our school will be providing the PS 631 staff, common branch teachers, paraprofessionals, secretaries, parent coordinator, guidance counselor, psychologist, and speech therapist, with on-going professional development on how to support ELLs in the mainstream classroom.

ALL ELL personal will participate in weekly fifty-minute seminar-workshops designed to enable the teachers to examine the effectiveness of their teaching, to explore and implement instructional models and academic intervention strategies aimed at improving ELLs' outcomes in standardized exams, and the construction of school-wide assessment exams. In addition our ELL department meets two additional times a month for inquiry team projects, where they use classroom data to research, design and implement, two to five week research projects, specifically designed for ELL's, to align our curriculum more closely with CCSS. We will continue with our professional development to increase ELL students' performance. In addition to the professional development workshops with which our school provides teachers and staff, our teachers attend a variety of workshops provided by the OELL. Our fully-certified ESL teacher attends all the workshops provided by the Office of English Language Learners that mainly concentrates on how to help ELL students smoothly transit from one educational stage to another. During the school weekly PD's, teachers do presentations on the workshops they attend outside the school.

New teachers receive 7.5 hours (10 hours for special education teachers) from workshops and strategy modeling during the Professional Learning Team teacher meetings. Agendas and sign-in sheets are kept in the principal's 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?

. The principal of the school maintains an Open-Door policy with all parents. The principal ensures that parents understand program placement policies by providing individual conferences as needed to help parents understand the structure of the ESL programs. Parents of our ELL student population in our Free-standing ESL program are provided with program information in their native language via parent workshops, parent brochures, parent choice letters and telephone communication. After parents receive the orientation, they are given a parent program selection form to choose the program they want for their children. Parents who have not attended an orientation or completed the selection form are called by the secretary to ensure that they receive the orientation and choices. Students are placed into their appropriate classes within 10 days. Parent communication is ensured at the school level via parent meetings with the principal, and individual mailings to the homes to inform parents of school events and programs. Parent workshops are implemented on a monthly basis and include the following topics; How to assist your child with subject area homework, Updates on School Activities,. Resources to Assist your Child at School and in the Community, Tutoring services, High School. Application Process, Recreational Activities, Workshops on Bullying .Cyber Safety, Discussions on Dual Language Programs, Programs. for ELLs, Community Health fair, etc., All workshops, whether specifically geared for ELLs , have translators available for non-English speaking family members. The ELLs parents also attend the mandated meetings, e.g. Title II Rights of the ELLs. A log is kept for these meetings by the parent Coordinator. Of course, translators in the needed languages are provided in all meetings.

At the current time, we do not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents. Unfortunately, our school does not have a parent coordinator because our school is phasing out. K631 provides translation and interpretation services to the parents of ELL's. We usually provide these services through our bilingual staff who are fully proficient in languages such as Arabic, Spanish and Haitian Creole. In case we do not have a staff member to cover a required language, we use the DOE translation services and sometimes we use the services provided by other legal, professional agencies.

Evaluating the needs of ELL parents is accomplished through the initial Home Language Survey and Parent Survey. Translating services / materials are used to assist with any language barriers that may prevent us from communicating with parents. Our school provided several teachers who are bilingual to contact parents about events, their child's progress, or to find out if they have any questions or problems that the school can help them with. They work closely with the administration and district based ELL specialists to coordinate school events for ELL parents and ensure information is received in a timely manner.

At K631 we inform parents throughout the year through one-on-one meetings, phone conversations, district presentations, and informational packets to assist our school in evaluating the needs of our parents. Parents are asked to complete specific surveys in their language to ascertain what programs or services they would like or need in order to address their concerns. These are, of course, delivered in the parent's native language. Other parent involvement for ELLs include, Orientation for the Newcomer, Title II meetings and workshops for addressing the needs of the ELL parent..

### **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:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

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

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

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

DBN: 23K631 School Name: GENERAL D. CHAPPIE JAMES ELEME

Cluster: 6 Network: 613

**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.

According to the data on the Home Language Surveys as well as the data from the Parent Needs Survey, we know the language spoken by each family; Spanish, Arabic, French, and Haitian. We also know in what language parents wish to receive information from our school. Some parents speak a language other than English. A few of these families require written translations. According to this data, we accommodate the parents with written letters in their language whenever possible. When parents speak a language of which there is no written script, they let us know in which other language they prefer to receive correspondence. Our ESL Teacher, and some paraprofessionals all assist with writing letters in Arabic, Spanish, French and Haitian whenever necessary. Many form-written letters are made available on the NYCDOE website as well. When a letter needs to be written in another language, we ask some of our staff to assist with the translation. Some of the families that do not speak English require oral interpretation when meeting with school staff. There are various staff members and PTA parents who assist with interpretation. If necessary, we use LIS, Language and Interpretation Services to provide translators. Our school also calls the DOE's Translation & Interpretation Unit whenever necessary.

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

We have found that the number of Spanish-speaking families in the community has been growing, and therefore we have more and more staff on board who are able to support Spanish-speaking families through written translation as well as oral interpretation. Our ESL teacher is fully proficient in Arabic. He also can communicate in French and Spanish. We have found that when we do not have a staff member available to assist with interpretation, that the Translation & Interpretation Unit is easily accessible and very helpful. We reach out to the Translation & Interpretation Unit, or to LIS, Language Interpretation Services when we do not have a staff member available who can speak the native language of the student's family. We have found that it is very useful to have Interpretation services available for Parent-Teacher conferences, during registration, and at any other parent meetings. As time goes by, we find we are able to more effectively communicate with more and

more CLD families moving into the community. All results of the surveys are shared with the school community. We post flyers in our school and discuss the multicultural aspects of our school with parents at various parent meetings, school walk-throughs, parent orientations, SLT (School Leadership Team) meetings, Parent-Teacher conferences, etc.

## **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.

We are committed to providing regular and timely provision of translated documents through either our school's existing resources or the DOE's Translation and Interpretation Unit. For standard DOE and NYSED documents, the translated versions are downloaded from the websites. During our school events and notices, our staff generally translate the documents in-house, for Arabic and Spanish. This year we have one student who speaks Arabic, for whose family we might need to use our fully-certified ESL teacher who is fully proficient at Arabic or the DOE translation services for K631 notices.

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.

Our school provides oral interpretation services on a daily basis and during state tests. During registration, languages other than English-speaking parents are assisted by the ESL teacher and bilingual staff. For families who do not speak Spanish, we utilize other staff members in the building who speak Arabic or French. For additional languages of which we are not familiar, we contact the Translation & Interpretation Unit of the DOE. A language interpretation company, LIS, provides interpreters for the English Language Learners during state exams. At school events, and when needed at group and one-on-one meetings, upon request when such services are necessary for parents to communicate with teachers, guidance counselors, or nurse, we have staff members who translate into Spanish as well as Arabic when those parents attend. If neighborhood demographics change, and many more immigrant families enroll in our school, we will respond appropriately to provide requested translation services.

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

In order to comply with the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation devices, we have various measures in place. Our school has signs posted in a conspicuous area in the main entrance in various languages notifying parents that translation and interpretation services are available. A Welcome sign is also prominently displayed in various languages. Parents who speak a covered language are provided with a copy of the Bill of Rights and Responsibilities in their language. Parents Bill of Rights was made available. The Translation and Interpretation Unit on the NYCDOE website is referred to frequently by the staff and ESL teacher in order to comply with rules and regulations..