



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS/IS 128Q
DBN (i.e. 01M001): 24Q128
Principal: JOHN LAVELLE
Principal Email: JLAVELLE@SCHOOLS.NYC.GOV
Superintendent: MADELINE CHAN
Network Leader: KAREN AMES

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
John Lavelle	*Principal or Designee	
Jo Ann Sansivieri	*UFT Chapter Leader or Designee	
Lisa Sausa	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Cynthia Monti	Member/ UFT	
Nancy Barvels	Member/ UFT	
Eva Petrolekas	Member/ Assistant Principal	
Mary Winter	Member/ parent	
Ruth Schmidt	Member/ parent	
Karen Grabler	Member/ parent	
Francine LaTempa	Member/ parent	
Vanessa Copin	Member/ assistant principal/observer	
Melissa Phillips	Member/ parent coordinator/ observer	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

School Leadership Team Signature Page

Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)

- 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)

Academic Intervention Services (AIS)

Title I Plan (Only for schools receiving Title I funding)

Parent Involvement Policy (PIP)

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, 100% of teachers will deepen their understanding and teaching effectiveness of differentiation of instruction, questioning and discussion techniques to maximize student learning as evidenced in informal and formal observations. The number of observations will be based on the observation selection of each teacher.

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.

To enhance the level of feedback to teachers, to include targeted next steps aligned to professional development supports, and a timeline for reevaluation to determine progress of teacher practice and improved effectiveness

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

All teachers will participate in professional growth practices that shift teaching practices.

1. A minimum of three classroom observations to observe practices across competencies 1e and 3b.
2. All teachers will complete three self-reflections regarding their practice within the specific domains of the Danielson rubric.
3. All teacher teams (inquiry, grade level and department) will evaluate student assessments a minimum of three times using a prescribed protocol for looking at student work
4. Modifying lessons according to feedback received from the observations conducted in activity A1

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

1. Aussie coaches and network staff will work with assistant principals on effective classroom observations.
2. DOE talent coach will meet with administrators on implementing the teacher effectiveness rubric.
3. Assistant principals will hold weekly grade level and department meetings with all teachers.
4. All teacher teams (inquiry, grade level and department)
5. Principal, assistant principals and all teachers

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

- 1.-Self- reflections will be used before formal observations and all teachers will be completing the self-evaluation on ARIS learn.
- 2.- Teachers will share their highly effective lessons with their colleagues during department and grade level meetings.
- 3.- The assistant principal (data specialist) will conduct an analysis of the results of the baseline assessment, periodic assessment, state test scores and regents exams to evaluate the alignment between these exams the curriculum, teacher evaluations and inquiry
- 4.- 50% of lessons evaluated will increase by one level from the original lesson to the observation of the modified lesson

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

1. All teachers will be observed based on the observation selection that was made option # 1 or # 2 on a rolling basis throughout the year and will engage in a self-reflection.
2. Beginning, mid and end of the year.
3. Beginning in September 2013 and ending in June 2014 assistant principals will hold weekly department/grade level meetings with all teachers in the department/grade level.
4. A minimum of three times a year beginning in October and ending in May.
5. Modifications to lessons will be made within two week post the documented cycle of classroom observation.

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

1. Faculty Conferences, copies of the Danielson rubric, ARIS learn
2. During 3 Professional Development days
3. Teachers will meet during common preps three times a week in middle school and once a week in Elementary school
4. Inquiry teams comprised of grade level teachers will meet once a week for 50 minute sessions
5. No cost associated with this activity

Strategies to Increase Parental Involvement

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

The school will regularly inform the SLT and parent association regarding Advance and increase student gains as a result.

Budget and Resource Alignment

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

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

N/A

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.

5% of IEP students in grades 5 and 8 will show progress in their raw Math score by 15 points as evidenced by the spring NYS assessment.

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.

A review of the current (2012-2013 NYS Math Exam) indicates that 8.3 % of our special education population scored within a level 3 and 4 on the 2013 NYS Math assessment and an analysis of the 2012-2013 Progress Report (a score of 18.2 on student progress) indicate a need to continue to strengthen student work in Math through the refinement of existing academic intervention strategies.

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

IEP students in grades 5 and 8 will demonstrate mathematical ideas to target deficiencies noted on the Individual student reports.

- 1.- Teachers will engage students to use visual representations of mathematical concepts.
- 2.- Teachers will engage students in 10 minute sessions of building fluent retrieval of basic arithmetic facts.
- 3.- Teachers will engage students in the use of technology, including the SMART Board, and manipulatives

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

1. Classroom teachers, SETSS providers, Aussie staff developer and network math liaison
2. Classroom teachers, SETSS providers and network math liaison
3. Classroom teachers, SETSS providers and network math liaison

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

1. 2013 Math NYS assessment will act like the baseline, January Math periodic assessment and classroom assessment
2. Throughout the course of the year students will complete 10 minute drills. By the end of the year students will increase accuracy by 5%
3. Baseline data on targeted skills will be compared to exit slips throughout the school year.

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

1. Beginning, middle and end of the school year
2. By June 2014
3. By June 2014

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

1. Go Math! professional development days, iTools, and graphic organizers
2. iPads, teacher created assessments
3. SMARTBoard, Go Math manipulatives, Glencoe Math RTI/ELL differentiated materials

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).

Strategies to increase parental involvement include:

- School Leadership Team meetings
- CCLS workshops presented by District 24 and school administrators
- Go Math! home access for grade 5
- Grade 8 math home access for grade 8 via teacher website
- Interim (each semester) progress reports for grade 8 students

Budget and Resource Alignment

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

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

n/a

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 at least 25% of all ELL students in grades 3-8 taking the ELA NYS assessment will increase their ELA score by 20 points of their raw score as evidenced by the spring NYS ELA assessment.

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.

An analysis of the 2012-2013 Progress Report shows that the percent at the 75th percentile or higher for English Language Learners scored 60% earning us 0.06 points out of 1.00 on our 2013 progress report closing the achievement gap

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

All students who will participate in the ELA NYS assessment will focus on the following:

1. Teachers will use sentence stems to scaffold varied level of questioning/answers from basic to complex.
2. Teachers will use semantic mapping, word walls, information grids, and Preview-View and Review..
3. Teachers will use shared writing, cloze activities, word walls, and sentence frames to targeting purpose and language needed to write across genres.
4. Teachers will use close reads to find text evidence that support key ideas of a text.

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

1. The ELL provider, Network staff developer and classroom teacher
2. The ELL provider, classroom teacher and school administrators

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

1. Guided Reading Group Observation Sheet and Developmental Checklist for Language Patterns for Beginning, Intermediate and Advanced Language Learners to track language development/patterns used by students
2. Baseline assessments, running records, conference notes, informal observations, class/individual data sheets to track students' progress during and after a ReadyGen reading module and unit.
3. Baseline data, conference notes, ReadyGen unit class/individual data sheets to track students' progress and development, and usage of skills when writing an informative or literary writing piece.
4. Informal observations and cooperative learning groups

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

1. Three times a year

2. Twice a month during ELL sessions
3. Beginning, middle and end of the year
4. Once a month during ELL sessions

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

1. Meet with teacher teams during Inquiry
2. Attend monthly network Professional Development
3. Fountas and Pinnell kits and A to Z readers
4. No cost is associated to this

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).

- Strategies to increase parental involvement include:
- School Leadership Team meetings
 - ELL workshops presented by the ELL provider and school administrators
- Interim (each semester) progress reports for middle school students
- Parent Workshops

Budget and Resource Alignment

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

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

N/A

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

- 1.

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

- 1.

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

- 1.

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

- 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.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

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.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> - Fundations: Phonics and Reading instruction - Flocabulary: differentiated vocabulary development - RADD: writing strategy - Ready Gen: If, then differentiated reading strategies - Code X: Direct instruction of target vocabulary words, close reading questions - Think-Pair-Share: grouping and working strategy - Editing Checklists - Self Assessment Reflections - Visual Aids 	Small Group	During the school day
Mathematics	<ul style="list-style-type: none"> - Go Math: Tier 1 and 2 differentiated strategies - Glencoe Math: Tier 1, 2, and 3 differentiated strategies - Soar to Success - Multiplication songs - Free Math Apps - Manipulatives - Visual aids 	Small Group	During the school day
Science	<ul style="list-style-type: none"> - Partially completed graphic organizers - Flash cards with definitions and concept pictures - Guided notes with sentence starters and partially completed sentences 	Small group	During the school day
Social Studies	<ul style="list-style-type: none"> - Partially completed graphic organizers - Chunking texts - Writing with a partner, high and low - Use of multimedia (videos, charts, pictures) 	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Group Guidance, SAPIS, and Guidance counselors	Grade level intervention Small group	During the school day

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

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

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

Title I Status

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

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.
N/A

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).
N/A

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
N/A

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.).
N/A

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.
N/A

TA Schools Only

Use of Program Resources

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

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).
N/A

**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.

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st 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 1st 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 24	Borough Queens	School Number 128
School Name Juniper Valley		

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 John Lavelle	Assistant Principal Eva Petrolekas
Coach type here	Coach type here
ESL Teacher Erin Kilbride	Guidance Counselor Irene Papatsos
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Melissa Phillips
Related Service Provider Marissa Hall	Other Elizabeth Wolf
Network Leader(Only if working with the LAP team) type here	Other Vanessa Copin

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	911	Total number of ELLs	29	ELLs as share of total student population (%)	3.18%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	8				6									14
Pull-out		8	8	8	8	4	8		8					52
Total	8	8	8	8	14	4	8	0	8	0	0	0	0	66

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	22	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	22		1	7		6				29
Total	22	0	1	7	0	6	0	0	0	29

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
TOTAL	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
TOTAL	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
TOTAL	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		1	1		5									7
Chinese			2				1							3
Russian														0
Bengali														0
Urdu					1									1
Arabic		2		1	1		3		2					9
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	2		2			1								5
Albanian			1	1										2
Other		1	1											2
TOTAL	2	4	7	2	7	1	4	0	2	0	0	0	0	29

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	2	1		1		3		2					10

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)			1	1	2		1							5
Advanced (A)	1	2	5	1	4	1								14
Total	2	4	7	2	7	1	4	0	2	0	0	0	0	29

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	1			5
4	1				1
5	2				2
6					0
7	1				1
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	1		3		1				5
4			1						1
5		3							3
6									0
7		1							1
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.

LAB-R and NYSESLAT are only some of the tools we use to assess early literacy skills. For Kindergarteners, LAB-R can give us information about alphabet recognition, basic sight words, and decoding. Additionally, we use the Fountas and Pinnell Running Record's Kit to assess early skills such as using picture clues, reading comprehension, letter/sounds, and reading level. Using the student's reading level from Fountas and Pinnell, baseline assessments for reading, and the CCLS for a particular grade, we create an instructional plan for our students. In addition, these results may indicate that a student may need support in certain areas. Those students may receive AIS in Foundations to bridge gaps in their early literacy skills. The ESL teacher may also certain target skills students need during the pull out ESL classes. For example, initial baseline data indicates 7/11 ELLs in grades 1-2 have mastered letter sounds. 4 students need additional practice and will be working on this skill using Foundations methodology to work on this targeted skill.

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

Based on the results of these assessments, students are provided ESL services according to proficiency levels: 360 minutes for Beginners/Intermediates and Advanced: 180 minutes a week with a certified ESL instructor. We also use collections of students' math and reading portfolios. Fountas and Pinnell and NYC baseline assessment. To determine reading levels

The proficiency levels of our ELL student population breakdown according to NYSESLAT/LAB-R assessments:

Beginners: 8 Beginners in total. Most of our Beginners are new arrivals to the US. Kindergarten, and Grade 2 all have 1 Beginner. Grades 1 and 8 have 1 Beginner and Grade 6 has 3 Beginners

Intermediates: There are 5 Intermediates. Grades 2, 3, and 6 have 1 Intermediate. Grade 4 has 2 Intermediates

Advanced: Advanced are our largest group with 14 students in total. Grades K, 3 and 5 have 1 Advanced student. Grade 1 has 2 Advanced, Grade 4 has 4 Advanced and Grade 2 has 5 Advanced.

6 students in total achieved a Proficient score on the 2013 NYSESLAT (3 Grades 1, 2 in Grade 2 and 1 in Grade 7

Lastly, 12 students increased one proficiency level (4 Passing NYSESLAT) from 2012-2013.

3 students increased 2 proficiency levels (1 Passed NYSESLAT)

One student increased 3 proficiency levels from 2012-2013—from Beginner to Proficient in one school year.

Most of our success was in grades 1-2 and can be accredited to a successful push-in model of ESL instruction.

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 [AMAQ tool](#))

We use the RLAT to analyze student data regarding the four modalities. This report is analyzed by administrators, the ESL teacher, Special Education teachers and classroom teachers to determine student progress among the modalities. Since the 2013 NYSESLAT was closely aligned to the CCLS we can use this data to affect our instructional decisions. Specifically, among the modalities of language and find ways to connect these results with the ReadyGen curriculum we are using this year for reading and writing.

In general students of all proficiency levels demonstrated higher scale scores in Speaking and Listening. We will continue to work on these skills by providing many opportunities for accountable talk, Read Alouds (as part of the ReadyGen lesson plan) and listening and speaking activities such as Barrier Games.

Although the NYS ELA test does not include listening passages, the NYSESLAT has added this component and students in all grades/proficiency levels will practice listening for information while participating in these activities.

In addition, Reading and Writing scale scores were higher in Grades 2-5 than in our Middle School. The ReadyGen program provides many opportunities for close reading of a text and citing evidence found in a particular text. Advanced ELLs to continue to practice and develop these skills during these lessons. They will focus on increasing vocabulary during ESL periods as well as deconstructing

more complex sentence structures. Beginners will be introduced to using the text to cite evidence by participating in class lessons/watching the modeling of Advanced students/Native Speakers. They will be given time to develop this skill by using scaffolded text that align to reading level and proficiency level. Continuing to reinforce the connection between reading and writing with students of all proficiency levels will assist their development of English reading and writing. We will encourage students to use sentence structures and vocabulary used in group lessons and discussion as well.

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?

a) In general our ELLs in grades 3-8 did not fair as well as Native English speakers on the CCLS aligned state exams. ELLs were given accomodations during these tests to provide additional time and Native language support on the NYS Math. Students who were given the NYS Math exam in their Native Language scored higher than the students who were provided a translator.

b) We are using this data to understand the gaps that we need to fill in order for our students' better success on the 2014 NYS exams. During inquiry and grade level meetings student data is reviewed, those students who need more intense targeted instruction are provided with extended day, AIS or Saturday program intervention.

c) We have learned that provided written information in a students' home language may be more beneficial than an oral translation. Dialect difference may hinder a student's ability to understand test questions. Also, a students' proficiency in reading and writing in their home language need to be taken into consideration before providing native language support for which modalities will the student benefit from native language support.

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](#).)

As a first step in a universal screening process, a Home Language Identification Survey (HLIS) is completed for students entering a NYC public school for the first time. Responses on HLIS influence and guide our school's instructional choices. Based on the HLIS we are able to identify many factors that influence the language learning process and academic development of our ELL students. By analyzing parents' responses on HLIS we are able to see the degree of proficiency in English and the native language, familiarity with/and exposure to English, prior schooling experience, whether both languages are being learned at the same time or whether one is learned, followed by the other. This data helps us identify ELLs who may be at risk for poor learning outcomes.

In addition to our screening and identification for ESL services to support language development, all ELLs in our school take part in grade level benchmarks that are administered monthly, periodically, yearly Benchmark assessments, performance tasks, NYSESLAT, LAB-R and Spanish Lab-R). Our ELL students are also assessed through running records and formal and informal classroom observations. At this time we examine students achievement at the classroom level. Then, we analyze the data through a language acquisition lens. If an ELL student is flagged as at risk or below –benchmark, the student receives targeted instructional support in the general education classroom in coordination with language support services.

For students who scored below the accepted benchmark, a second stage begins with strong core instruction (Tier1) with monitoring to confirm how at risk students are responding to instruction. Teachers who feel ELLs are not performing at grade level standards is referred to the PPT team. Members review the teacher's data and then there are decisions made about next steps: either PRIM strategies the classroom teacher can use, referral to AIS, or extended day services. All students who are referred are reviewed by PPT, follow up is made by team members and data is reviewed to determine if the current interventions are beneficial for the student.

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

We carefully examine data from various reports (NYSESLAT, LAB-R, RNMR and RYOS and RMSR) and we identify areas of strengths and weaknesses. Thereafter, depending on student's overall proficiency level, modality level, and success on state exams

we discuss and design strong core instruction for our ELLs accompanied with intensive tailored instruction and English language support services.

Second language development is considered in instructional decisions by creating tasks aligned to as students' proficiency level within the zone of proximal development. EngageNY and Mary Capenelli's book: *Balancing Reading and Language* provide indicators for various levels of proficiency. For example: In Listening: Beginners can listen to and follow simple directions, and Early Intermediate can listen to and follow more complex directions, Intermediates can Listen to and follow multi-step directions, and Early Advanced can listen to and follow multi-step directions and provide more detailed responses. From Mary Capenelli's book we refer to the Developmental Checklist for Language Patterns for Beginning to Advanced English Language Learners. (Pages 264-265) We use these resources to scaffold activities for ELLs while challenging them to progress to the next proficiency level. Examples: We can pair students' proficiency levels with text in order to develop language skills. In addition, text can be modified based on the developmental checklist, to match a students' proficiency level. Types of activities students complete are based on the child's language development. Beginners/Newcomers will label, copy, match, sequence pictures, while an advanced student will be provided with language prompts that encourage them to answer using more complex language and vocabulary. Lastly, we structure questioning and listening tasks based on these resources.

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?

Paste response to questions here:

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

We evaluate the success of our program by monitoring student progress during the school year using various assessments. Overall, the ELA, State math and NYSESLAT have been used to primarily to evaluate the success of our program. Mainly because this test is created to assess English language development.

For students in Grades 3-8 we find we need to develop more effective strategies for those students who have not scored on grade level on NYS math and ELA.

Most of our success has been in Grades K-3, according to 2013 NYSESLAT data.

In grades 1-2 most students achieved at least 1 or more growth in proficiency levels.

-7/10 students in Grade 1 who took the 2013 NYSESLAT gain at least 1 proficiency level. However, 2 students increased 2 proficiency levels and 1 student gaining 3 proficiency levels (from Beginner-Proficient) in one school year.

-3/4 students in Grade 2 who took the NYSESLAT made gains in proficiency levels (2/4 became proficient. One of those students had been a holdover)

-Our self-contained Special Education classes had 3/5 students gain 1 proficiency level.

In all of the above mentioned groups, the push-in program model was used to deliver ESL instruction.

In grades 3-8, there were minor gains in proficiency levels. 3 students (1 5th grader, 1 4th grader and 1 7th grader made progress from one level to the next.

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](#).)

The intake process at P.S. 128Q is a collaborative effort among staff and there are several teachers who are able to assist during the different steps of the identification process: HLIS, informal interview, and initial assessment (LAB-R). They are: Erin Kilbride, ESL teacher/Spanish translation, Fadia Tamer, Grade 3 teacher/Arabic translation, Pam Petraccione, Grade 1 Teacher/Italian translation, and Agata Grabowska, and Middle School Teacher/Polish translation. However, the ESL teacher is the main person responsible for determining potential LEP status. This process begins immediately with screening potential ELL's by administering the HLIS. If there is an indication that another language is spoken at home, an informal interview is conducted in English and the Native Language. When we do not have staff fluent in a particular language, we rely on the Translation Unit. We explain the HLIS form to parents and discuss its' purpose: to obtain information that will help us best meet the needs of their child. In order to promote academic success in school we need to place the child in the appropriate setting. As a result, we rely on 2 sources of information: The HLIS, to determine the language most often spoken at home, and an oral interview, to determine the overall language ability of the child. Once we determine if the student's dominate language is a language other than English, we administer the initial assessment: the LAB-R within 10 days of the admission date. Raw scores are calculated by hand and filed with the ESL teacher. Answer documents are returned to the Borough Assessment Office on the scheduled due date for official scoring. Until then, raw scores are used to indicate proficiency levels and eligibility. Students who are identified as LEP with proficiency levels of Beginner, Intermediate, or Advanced levels are then placed in an appropriate language program. Furthermore, Spanish students who are eligible for language services take the Spanish LAB-R and those documents are also hand-scored and delivered to the BAO. This information is valuable because we can utilize the literacy skills they possess in their native language to develop English literacy and fluency.

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.**

Placement of students is a partnership between school and parents. Parents have the right to choose a placement for their child, so next we hold a parent orientation meeting. The meeting is held by a trained pedagogue, usually the ESL teacher, with the support of the Parent Coordinator. The purpose of this meeting is to inform parents of their rights and provide a description of the 3 program choices provided by the Department of Education-Dual Language, freestanding ESL, and Transitional Bilingual Education. In preparation for this event, parents are sent several documents in their native languages/English, depending on preference: a flyer, Appendix C (Entitlement Letter), a copy of the Parent Selection/Survey, and brochure entitled: A Guide for Parents of English Language Learners. (Copies of the Entitlement Letters are kept on file with the ESL teacher). The orientation is conducted at conclusion of the LAB-R 10 day testing period, when raw scores have been calculated. We hold other orientations during the year as needed. The day of the orientation, parents receive an agenda, listen to a brief introduction, and watch a video detailing the 3 program choices. The information is disseminated in three ways: visually with a graphic organizer, a brochure in the parents' languages, and a video provided by the Department of Education. Parents are asked to sign-in and this document is stored on file with the ESL teacher. Before previewing the video we provide an overview of the three program choices.

One choice parents have is Bilingual Transitional Education. The goal of a Transitional Bilingual program is for students to learn conceptual skills in their native language while learning English. Students receive English as a Second Language instruction, content instruction, in both English and the native language, and Native Language Arts-promoting proficiency in the native language. The idea is that students will transfer the knowledge and skills from the native language to English. That is why during a student's first year in TBE the ratio of native language to English is 75:25. As the child develops a greater proficiency of English that number decreases until the child is ready for a monolingual class. If a parent would like to choose this option for their child, we have a prepared list of NYC schools that have established TBE classes. We will continue to update parents as new students enroll and when numbers increase. We watch the trends in order to be prepared to open such a class if need be.

The second option for parents is the Dual Language program, which is also the preferred program choice. The goal of this program is for students to become bilingual, biliterate, and bicultural. In this model, EP (English proficient) students also have the opportunity to learn a second language. The idea is that both groups of students will provide good language models for their counterparts. Students are taught content and literacy in both languages. Instructional time spent on each language is 50% English and 50% in the other language. Students may alternate language instruction day by day or in cycles.

The third option is a Freestanding ESL program. In an ESL program, the majority of instruction is in English. Students are taught English by means of ESL methodologies and are immersed in English for most of the day. That is not to say that the native language is not supported in the ESL classroom. Students' native languages are validated by being encouraged to use their language when needed. Students may clarify information with other students or teachers who speak the same language, use

bilingual dictionaries/books, or rely on cognates as a means of comprehension. However, the goal in this setting is English proficiency. There are three program models: pull-out, push-in and self-contained. In the pull-out and push-in models, ESL teachers and mainstreamed teachers collaborate to determine language and content needs of students. Students who participate in a pull-out program are brought together from various classes and work in a location separate from their homerooms. Conversely, in the push-in model the ESL teacher is a co-teacher during lessons in the students' homeroom classes.

aste response to question here:

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

Once parents have the opportunity to ask questions, consult about their child, and evaluate their choices, they are asked to fill out the Parent Survey and Program selection forms. The Translation Unit is used, if necessary. There are 3 main ways we ensure Parent Survey/Selection forms are distributed and collected. 1)Day of Registration 2) Make-Up Parent Orientation meetings 3)Parent-Teacher Conferences. During registration, there is an informal interview with the family and child. If we feel a child may be an ELL as a result of the LAB-R, we ask parents to also attend a Parent Orientation on the same day. This is the optimal time for parents to select a program because we can ensure the forms are returned and parents can ask questions as they make the best choice based on their child's language needs. In order to make an appropriate choice, we discuss the child's school history, language dominance, as well as academic language proficiency. Parents who are not able to stay the day of registration are asked to return on a future date for an orientation. They are given the appropriate materials to review at home-a brochure in their native language, if possible, and an entitlement letter. The day of the orientation they have already received a packet containing the Parent Survey/Selection forms and Entitlement letters, we are able to collect these documents as a packet at the Orientation. Since the default program for students is the Bilingual Education program, follow-up letters and contact is made for parents who are not able to attend the meeting. Parents who cannot attend the initial meetings are asked to attend make-up sessions. If this is also not successful, we utilize the day of Parent-Teacher Conferences to hold meetings. Our last resort is a telephone orientation. All outreach will be kept on file with Erin Kilbride, ESL teacher. During our parent orientation this year, At times, parents call her with questions prior to attending an orientation meeting. Copies of letters are maintained in the ESL teacher's classroom, while originals are kept in student cum folders.

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.

4. For students who, as indicated by last year's NYSESELAT scores, are entitled to continue ESL services, they receive continued entitlement letters. After scores are reviewed in August/September the ESL teacher distributes results to parents using the templates from the NYC Department of Education. Letters are sent in the parent's native language, if needed. Copies of these letters are stored with Erin Kilbride, ESL teacher. Lastly, students who pass the NYSESLAT from the prior spring receive non-entitlement letters.

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.

Even before the administration of the NYSESLAT, ATS is a resource we use to ensure that all current ELLs take the NYSESLAT each year.

All who are involved in the administration of the exam attend a training session for the Writing and Speaking subtests and are provided with a copy of the NYSESLAT Administration Manual. This is carefully reviewed to make sure all testing procedures are following according to NYS guide lines.

During the school year we continue to review all eligible students using the RLAT report. This provides a list of all students who are eligible for NYSESLAT. In addition, new admission reports are generated during the school year to monitor the admission of new students and to determine if transfer/newly admitted students are ELLs. At the time of testing, ATS is also used as a reference. We print the RLAT and YOS report that is used as a roster for each part of the test. When the documents arrive each one is matched to the list of names on this report. Additional documents are bubbled in for newly admitted students. All ELLs, regardless of admissions date takes the NYSESLAT.

Next, grouping and scheduling of testing occurs. Students are tested separately according to grade band or special needs. Students' IEPs, when applicable, are taken into account when forming groups to be tested together. NYSAA students are tested according to NYSESLAT administration directions as well. A schedule is then created to allot time for each section of the test and for each grouping of students. Reading, Writing, Listening are completed on different days. Speaking subtest is done with an ESL teacher from another school in our district. Administration and teachers are provided copies of testing schedules to ensure all students will be available during the scheduled testing days and times. Lastly, parents are informed via letter, in home languages,

when requested. This ensures students will be in attendance during the NYSESLAT testing window.

At the conclusion of the test, all documents are cross referenced with ATS reports, making sure all documents are accounted for and all students who are eligible were administered all parts of the assessment.

Finally, due to new procedures, the ESL teacher does not score the Speaking or Writing sections of her own students. An ESL teacher from another school comes to assist during these times.

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. [i](#)
In order to facilitate/organize the process of tracking parent options, we created a document to illustrate trends. This is stored in the ESL teacher's room where it is easily assessable and updated. In addition, the Parent Teacher Coordinator and school secretary are also provided with a copy of this document. When new students are enrolled, their information is added and compared with previous data. Therefore, trends are continuously reviewed as the school year progresses. Data from our previously enrolled ESL students' parent selection forms indicate that there are 3 requests for TBE as a first choice (1 Urdu and 1 Spanish, and 1 Chinese). We will continue to keep this information on file and when there are 15 or more students in consecutive grade levels that request a bilingual class, we will comply accordingly. Parents will be notified when this choice becomes available here at P.S. 128Q. At this time there is insufficient number of students to create a bilingual class.

As of the current school year, we are aligned with parent choice due to numbers of requests for TBE and Dual Language.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 1. (a) Our Freestanding ESL program provides instruction in English emphasizing English language acquisition. There are a total of 29 students this year. At P.S. 128Q we follow both a pull-out and push-in model and adhere to all CR Part 154 mandates. ELL's spend most of their day in an all-English homeroom and are brought together from various classes for English acquisition focused instruction.
 - (b) The scheduling of students depends on their grade and proficiency levels. Students are placed in groups of similar, but different grades (K, Grades 1-2, Grades 3-8 and Special Education (self contained class) and are of mixed proficiency levels. In addition, NYSESLAT 2013 results were utilized to provide even more insight on student history to find patterns to create the best possible subgroupings within an ESL class. NYSESLAT scale scores, and NYS test results were carefully examined for an overall picture of student abilities. NYSESLAT raw scores were used to fine tune groupings and determine students with similar needs. We only have a few students per grade, so that is why most students are participating in the pull-out model and are in ungraded and heterogeneous groups. Next year, we can continue to revisit numbers of students per grade to participate in the preferred push-in model by placing ESL students in the same homeroom class. The number of instructional minutes students receive are calculated by their proficiency levels determined by LAB-R and NYSESLAT exams. Beginners and Intermediates receive 360 minutes of ESL instruction, while their Advanced counterparts receive 180 minutes of ESL/ELA instruction

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)?
 2. The number of instructional minutes students receive are calculated by their proficiency levels determined by LAB-R and NYSESLAT exams. Beginners and Intermediates receive 360 minutes of ESL instruction, while their Advanced counterparts receive 180 minutes of ESL/ELA instruction. In September, classom teachers are given student schedules with students' proficiency levels, and amount of ESL periods per week the student will receive. In addition, the ESL provider signs out each ESL student from their homeroom using a sign out book with the period/s, names of students, and pull out/push in model. This way, we can keep track of students' mandates.

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.
 3. Several factors are considered when planning for those instructional minutes. ESL instruction is based on the idea that students require development of BIC's and CALP's. Therefore, students receive both language and content instruction. In the beginning, LAB-R and NYSESLAT results are used to determine the linguistic needs of the students. In addition, grade level standards outlined in the Common Core State Standards are used to provide a framework for content instruction. ESL lesson plans and learning experiences are aligned with these standards and expectations at each grade level; therefore Language Arts lessons include topics from Science and Social Studies during our our ESL periods. We feel the for language development: standards, goals, mulitdimensional assessment and flexible grouping. Content lessons are based on grade-level curriculum and language instruction is centered around linguistic demands/functions of a topic. P.S. 128 is implemented the ReadyGen reading program this school year. This program is aligned with the Common Core Learning standards for reading and writing. The ESL teacher is aligning her units of study with the Ready Gen units the students are working on in their homerooms. We are focusing on vocabulary development, close reading of the text and applying reading skills in our writing. Students are taught both academic functions (analyzing, describing, comparing/contrasting, etc...) and social functions (agreeing/disagreeing, giving instructions, expressing feelings, etc...). Language lessons provide a way for grammar instruction to be taught within a natural, meaningful context. A variety of assessments are used to track progress and drive instruction. We use data from NYSESLAT,

LAB-R, ELA, Math, and ECLAS as formal assessments as well as informal assessments-running records, conference notes, and portfolios. Often we look at these assessments to create goals in all areas of language development for our ESL students.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

In order to ensure that ELLs are appropriately evaluated in their native languages we follow the following procedures. When Lab-R is administered to eligible students and the results are hand scored, we identify ELL students who are not proficient in English and we administer Spanish Lab-R to them.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We analyze data from multiple sources of information: formal reports: Lab-R (newcomers), NYSESLAT , RNMR and RMSR. In addition to that our ELLs participate in ELL Periodic Assessment which measures their progress in reading, writing and listening. Throughout the school, our ESL teacher collaborates and exchanges information from classroom teachers about ELLs performance in their classes. The teachers share informal and formal observations, teachers notes (conferences), observations from read alouds, turn and talks, independent work, running records, benchmarks and other assessment, and look closely at ELL students' development of oral language, listening, reading and writing. There is an ongoing exchange of information and a support system among classroom teachers and ESL teacher. In addition, rubrics from Mary Capellini's book: *Balancing Reading and Language Learning* provide benchmarks for each proficiency level. These indicators/benchmarks are used when considering appropriate text for a particular proficiency level as well as next steps/lessons for students to focus on in terms of English grammar skills needed to move to next proficiency level.

6. How do you differentiate instruction for ELL subgroups?

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

a. At the moment there are no SIFE students in PS/IS 128. However, our plan for a potential SIFE student would include developing academic literacy skills in native language (if possible) and English, building background knowledge needed to handle grade appropriate curriculum, teaching content knowledge in native language (if possible: content area picture dictionaries/ technology based learning), intensive ESL learning leading to mastery of English language.

(b) Necomers are our largest population. Students of all proficiency levels participate in an academically rigorous program. All students are expected to participate in grade-level lessons, and are exposed to grade level content, regardless of their proficiency level. We accomplish this by differentiating instruction based on proficiency level and needs. Beginners and intermediates are placed in flexible groups (heterogeneous and homogeneous), so they can listen to the modeled language of more advanced students while completing tasks within the zone of proximal development. Examples of differentiation at the beginner and intermediate levels are evident in all areas of language development. Oral/Aural strategies such as providing language stems and barrier games for speaking and listening provide students with a scaffold, while requiring students to communicate in order to complete a meaningful task. During Writing, students use various scaffolds such as sentence builders, mapping, and cloze activities. Reading scaffolds include: age-appropriate picture books, story mapping, anticipatory guides (both picture and words), shadow reading, rereading, preview a story in the NL, as well as Directed Listening/Reading-Thinking activities. These strategies provide Beginners and Intermediates with support while challenging them to learn content, problem solve and think critically appropriate to their grade level.

Another way to make information comprehensible is by choosing materials from a variety of sources. Students are encouraged to use their native language as a reference point for learning new concepts. They may rely on a classroom buddy or print material in their own language. We have even "translated" our alphabet with post-its for Arabic students correlating the English and the Arabic letter equivalents. They are taught to look for connections, such as cognates, in their home language while gaining proficiency in English. We do this because understanding content is just as important as language development. When materials are not available in the native language, technology plays a role in making content comprehensible-images, games, and web quests are a way we support comprehension of content material.

Newcomers are serviced for the time allocated as per their proficiency level. Native language support in the form of the same

native language buddies, picture dictionaries, content area glossaries and native language texts is provided to all newcomers. Strong emphasis is placed on visual thinking strategies (VTS) and multisensory language approach. In addition, classroom charts and word walls present in the ESL classroom and ELLs' homerooms are rich in pictures and photographs to provide additional support to the newcomers. Picture book read alouds are accompanied by charts and picture flashcards that support students' linguistic and content area development. In addition, students are provided with typed up copies of all mentor texts.

(c) Most students who fall into the category of ELLs receiving services from 4-6 years are in the 4th grade self-contained class. A majority of the ESL mandates are using the push-in model. Therefore, together with the Special Education teacher, lessons will be planned to remedy these areas of need we will focus on. In particular writing skills and reading skills that target decoding and comprehension, combined with principals of success from Closing the Achievement Gap (FIGURE 4-2, page 16). According to the authors, 4 key elements for school success for this subgroup are: 1) Engage students in challenging, theme based curriculum to develop academic concepts. 2) Draw on students' background-their experiences, cultures, and languages. 3) Organize collaborative activities and scaffold instruction to build students' academic English proficiency. During reading, we can utilize strategies from the PRIM reference book as well as effective strategies from Kaylene Beers-When Students Can't Read. Foundations/Wilson lessons can support/reinforce decoding development. Group activities -barrier games, projects, and tasks that involve problem solving can motivate as well as trigger conversations that incorporate a variety of language that lead to development of oral/aural proficiency.

d) At present, do not have any long term ELLs. However, if we did, we would carefully examine all previous data to see where the student needs support. Would use data from NYSESLAT, NYS Math, ELA.

e) We continue to support those students who have achieved proficiency in English, or former ELLs, by establishing a system of articulation between the classroom teacher and the ESL teacher. They discuss the students' strengths and weaknesses and jointly decide on the best strategies in the four modalities to ensure continued growth in English. Interactive word walls, rich in pictures and visuals charts are displayed in the ESL classroom and in the students' homerooms and they reflect current units of study in reading, writing, vocabulary and word study instruction. Rich in content and vibrant language read alouds are accompanied by charts and picture flashcards that support students' linguistic and content area development. Students are provided with typed up copies of all mentor texts.

Classroom data is collected, analyzed and discussed at teacher team meeting. Data from baseline assessment, mid-unit assessments, PBA, benchmarks assessments, Running Record data are all used to track the progress of our former ELLs.

In addition, former ELLs are provided with extended time and separate locations when taking the NYS exams for 2 years after achieving proficiency on NYSESLAT.

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?

Currently SWDs who are ELLs are provided access to the same curriculum and materials general education students are afforded. IEPs, discussions at IEP meetings, data from PPT and RTI model drive instruction for these students. In addition, the Special Education teacher and ESL teacher co-teach during the students' ESL mandated instructional minutes. In addition, there is articulation before lessons are delivered to determine lesson objectives, reading objectives as well as language objectives. The self-contained class is using the ReadyGen reading program as well as GoMath this school year.

Our ELLs with disabilities are provided with visual word walls, bilingual picture dictionaries, content area glossaries, I pads and computers with preloaded translators and visual dictionaries.

Explicit ESL instruction is delivered through our pull out program.

Our ELLs with disabilities are provided with instruction that develops oral language and will help them handle the language and

the knowledge demands of the common core curriculum.

For ELL SWD students who score below the accepted benchmarks, a strong core instruction (Tier1) is provided, accompanied by rigorous interventions. Some interventions that provide access to academic content and accelerate English language development include:

- building background knowledge (previewing key concepts and challenging vocabulary, drawing on students' home languages when possible –glossaries, buddies)
- close and interactive reading aloud (pretaching vocabulary, sentence structure and concepts, including relevant multicultural literature)
- Storytelling using wordless books
- Teaching intensive vocabulary instruction (study words, word parts, word sorts, word families, words with multiple meanings)
- Teaching vocabulary learning strategies (visual cues, TPR, realia)
- Language frames for speaking and listening (conversational prompts and accountable talk charts)
- Shared classroom experience writing
- Dialogue journals
- Reading thematically related texts, across genres
- Modified guided reading
- Reading responses incorporating art, music, drama and poetry
- Shared reading
- Teaching students multiple ways to show what they are understanding and learning (oral, written, role play and drawing)
- Making connections between ELLs' home language and English (cognates, highlighting similarities and differences between syntax, spelling, punctuation in home language and English)

8. How does your school use curricular, instructional, and scheduling flexibility to

IEPs PPT meetings RTI model

IEP meetings,

articulation between general ed/special education teacher

CC curriculum followed by SWD Go Math and Ready Gen provide scaffolding based on students academic and language profile.

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?

Planning curriculum, instruction and scheduling starts with the individual needs of students and their IEPs. A collaborative team of teachers and school administrators meets and analyzes the general education curriculum and students individual needs, strengths and weakness. Our school uses differentiated instruction as a method of helping ELL-SWDs to experience success and attain their IEP goals and proficiency within the least restrictive environment. Teachers in our school use flexible grouping in order to enable diverse ELL-SWDs to achieve success. For instance, teachers begin with a whole class mini-lesson followed by small group or pair work. Grouping and regrouping is an ongoing process and is adjusted constantly to individual needs and goals of our ELLs-SWDs.

In addition, due to flexible scheduling, some of our ELLs-SWDs attend math class with their general education peers when possible. This was determined by last year's NYS math scores. Students require more support in ELA, therefore, remain in their 12:1 class during reading and writing instruction.

Supplemental reading, writing and language instruction is provided to our ELL-SWDs in our morning and Saturday programs, extended day, in addition to a rigorous ESL program.

Our ELLs- SWDS have access to and can participate in after activities. Our school offers after school physical education programs.

Whenever possible our ELLs-SWDs participate in art, gym and music classes during the day in the least restrictive environment.

Our school uses technology: computers, projectors, smart boards, student i-pad to make new rigorous content accessible to all ELLs-SWDs. Using technology gives our ELLs-SWDs opportunity to learn at the own comfort level, pace and modality of their choice.

flexible scheduling push in with advanced students create homogenous groups advanced students are working with more rigorous and BI with more

articulation with para and classroom teachers for teachers to support students in targeted skills in reading writing math:

All IEP goals are reviewed by all teachers who work with SWDs

ongoing communication with parents conducted explaining student progress and targeted areas students are working on

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

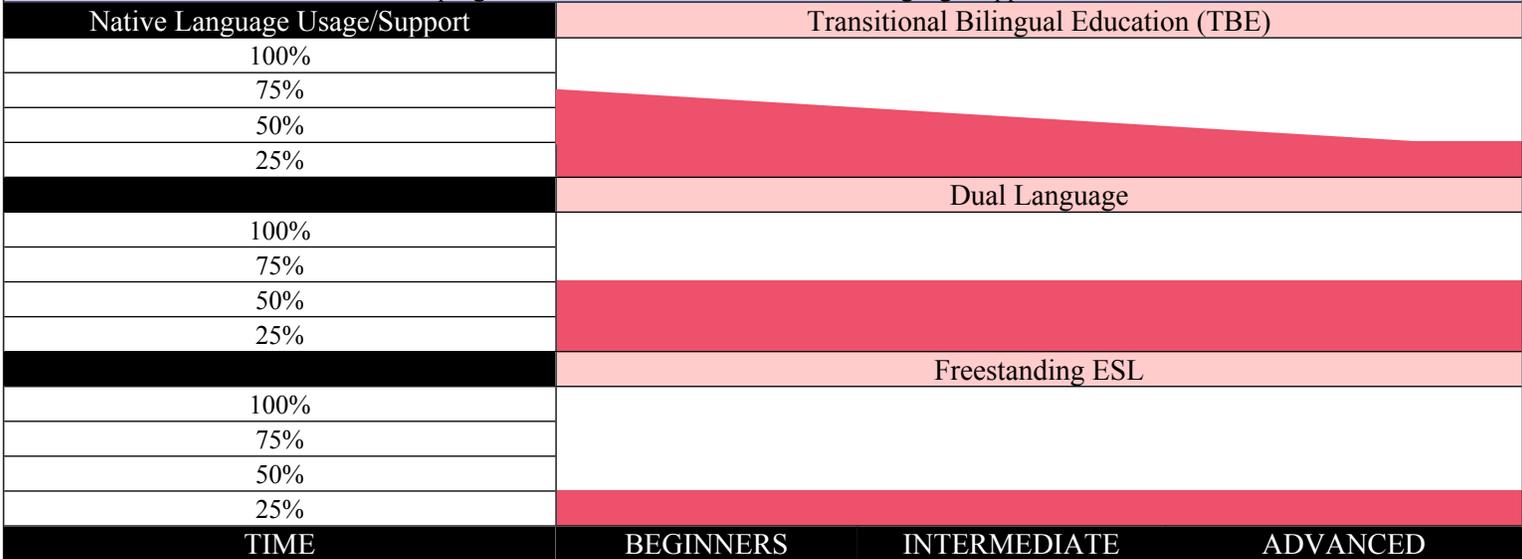
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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.

Targeted intervention services are provided in several ways: Using classroom data in all subject areas, differentiated instruction and the RTI model. During PPT meetings, the progress of ELLs are discussed. ELLs who are performing in the bottom third of their class are offered AIS services for ELA and Math. AIS is a cycle of 6-8 weeks of service where students are given baseline assessments, mid cycle assessment and end of cycle assessments to determine success of the AIS service. English is the language of instruction.

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 ELLs are making steady gains in all areas as indicated by the 2013 NYSESLAT results. However, we are aiming to improve performance on the 2014 state Math and ELA exams. Some of our students will be taking the ELA for the first time. We will look for ways to meeting the needs the needs of our students by constantly monitoring progress and looking for next steps when students achieve a benchmark. Goals will be created and monitored in the following ways:

NYSESLAT/running records,

communication with parents, even for transitional ELLs

Benchmark to post test current students who are proficient receive extended day

revisiting goals according to Fountas and Pinnell levels

meeting benchmarks

For math students are given PBA assessments, Benchmark Assessments and Assessments that align with the current math units in forms of pre-assessments, mid unit assessments and end of unit assessments. Grades K-5 are using assessments from the GoMath program, while Middle School students use the Glencoe Math program.

For Social Studies: students in middle school are assessed using a PBA in October and are reassessed in June. In all grades, students are assessed according to current social studies unit using teacher created assessments.

Teachers review data is ongoing during a unit as baseline data, mid unit data and performance tasks are analyzed.

30-minute parent meetings with ELLs who are performing at bottom third of class.

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

Ready Gen and Go Math programs are new to PS 128 this school year. The rationale for using these programs is to provide our students with a rigorous program to meet the demands of the Common Core. The ReadyGen program prepares our students by exposing all students to more complex text while providing opportunities to develop deeper understandings of what they read. During ReadyGen lessons students participate in activities where they need to refer to the text for evidence, answer high order thinking questions, as well as participate in class discussions centered around a text. Go Math is aligned to the Common Core standards and provides students with opportunities to develop their critical thinking skills in math and apply their skills to the everyday world. Students are encouraged to speak, listen, read and write during mathematics lessons. SMART board and technology facilitate these lessons by allowing for multiple ways to deliver content to students of varied learning styles.

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

None of the services 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 afforded equal access to all school programs. Students who did not pass the previous year's ELA and Math exams are invited to attend the Extended Day program by the second week of September. Students are notified by letter (in home language, if necessary), if student is eligible for this program. The Extended day program is every Tuesday and Thursday from 2:30-3:20. Tuesdays are devoted to ELA and Thursdays are devoted to Math instruction. Instruction during this time is driven by classroom data. In the Middle School, students are invited by content area teacher depending on needs of students. When an ELL requires additional support following a particular lesson, they are invited to extra help. This also occurs on Tuesdays and Thursdays from 2:30-3:20. Sports programs are available and students are allowed to choose to participate during after-school hours., extra help at 2:30-3:20 Lunch and learn tutoring sessions are provided by ESL teacher for students who need assistance with class projects, homework, preparation for tests in content areas. ELLs participate in Project Friend, the annual science fair, and book fairs that encouraged for parents to come and buy books to support reading at home.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials;

list ELL subgroups if necessary)?

Workshop model, Ready Gen provides opportunities for shared, guided and read alouds. Leveled library and bilingual books in students native languages. ReadyGen provides a Scaffolded Learning piece that teachers can use to support beginning ELLs during a particular Module. Go Math lessons have been created around the RTI model with different tiers of intervention considered. GoMath includes on-line references that teachers can use for students who are need of additional support. The ESL classroom has a SMART Board and document camera for group activites and lessons. Students are pulled out for support in completing performance tasks.

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

Students are always enouraged to use their native language when necessary. The ESL classroom has access to bilingual dictionaries and bilingual books. In addition, Google Translate is used when needed to clarify for students or write a lesson's objective. Students also use Google Translate when working on word work/vocuabulary. Laslty, students use each other as resource, when possible.

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

Students are grouped according to grade level and grade bands K, 1-2, 3-4, 5-8. Materials and resources that are used reflect the standards at a particualr grade level by aligning with grade level curriculum. Students in Grades K-5 are using ReadyGen and Go Math while attending ESL classes to support the students' current units and lessons that are ongoing in students' homerooms. Code X is being used in Grades 6-8 and align with students' current unit of study in homeroom classroom. Although students are at different proficiency levels, all students are working toward grade level stanards. Pull out sessions and extended day is devoted to Grades 3-8 students who have not psses the previous year's ELA/Math state exam. We also include those students in Grades 3-8 who are new arrivals to the US. We utilize this time for acuisiton of the English language as well as Common Core support in Reading/Writing/Vocabulary Development.

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.

For newly enrolled students we attempt to provide assistance in the Native Language as possible. Much of our staff is fluent in other languages ranging from: Spanish, Arabic, Greek, Italian, Chinese, and Polish. Students are introduced to staff members who are fluent in students' native languages. This staff member provides an orientation for the student on where to find their classroom/s, nurse's office, restrooms and as well as important information about the daily flow of the school day. New students are also paired with student/s who speak the same native language. This student helps assimilate the new student to their daily schedule, following classroom routines and assists the student to participate in classroom activities.

18. What language electives are offered to ELLs?

In grades 6,7,8 students learn Spanish.

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)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. At PS 128 we provide opportunities for professional development. This year, our school has begun professional development during teacher's lunch periods called Lunch and Learn. Staff members are provided opportunities to turnkey information they have learned at PDs. ESL teacher as well as General Education teachers from Grades K-5 to meet, discuss new curriculum and discuss ways to scaffold lessons to meet the needs of ELLs or ELLs-SWDs.

We have had 2 Lunch and Learns during October 2013. Topics so far covered were ReadyGen/ GoMath Overview by Assistant Principal Eva Petroleka. Teacher's met to discuss the components of the new programs. In addition, we analyze the differentiation provided by these programs and discussed some alternate ways to differentiate for ELLs for the first units of each program. The next Lunch and Learn is scheduled for October 17, 2013 and will be provided by 2 staff members from Grade 3 and 5. They will be sharing the information learned from a previous PD they attended. Special Education teacher including SETSS and self-contained will be in attendance. In addition, the ESL teacher will attend to provide ESL support.

2. ELL professionals are given every opportunity to enhance their knowledge in the field of Teaching English as a Second Language. The Office of ELLs conducts workshops that reflect current needs in the area of English as a Second Language instruction. The administration encourages its' teachers of ELL's to take advantage of all professional development opportunities related to ESL pedagogy and compliance. The ESL teacher will routinely check e-mails from the Office of ELL's for professional development that pertains to the needs of P.S. 12Q.

After analyzing the data for our ELL's we found we need the greatest support in the areas of ELL's who are recent arrivals in the upper grades and Early Childhood ELL's. Therefore, when we receive e-mails from the Office of ELL's we search for workshops that match the needs of our school. We have a growing population of students who are recent arrivals and would like opportunities to learn new strategies to help them catch up academically with their peers. This will increase the confidence they feel in their homeroom class as well as lessen anxiety when they are required to take state tests after one year of schooling in the U.S. In addition, workshops related to Early Childhood ELL's are of interest to us. Workshops attended by the ESL teacher are a benefit to all classroom teachers. One way to provide staff development to personnel at the school is by turn-keying new strategies teachers learn at workshops they attend. Every Wednesday, our students are dismissed at 2:30, while teachers spend the 50 minute block in professional development. This time can be utilized to support staff in the area of ELL's.

As soon as the school year begins, teachers need data to differentiate instruction in the ELLs in their classrooms. One way we do this is to provide teachers with the indicators of the various proficiency levels. This year when teacher receive their ELL's schedule, they also received data regarding the student's proficiency level. In addition, teachers were informed of the NYSESLAT results and how they can use this information to determine a student's strengths and weaknesses.

Additional ongoing support and professional development will take place at P.S. 128Q as well. We have an increasing number of ELL's in our classrooms. They come to us with diverse educational backgrounds and needs. The goal for our ELL's is to work side by side their classmates to participate in tasks that meet the demands of the CCLS. Teachers have voiced a need support to find ways to provide academic rigor and ensure classroom participation for even our Beginner ELL's.

Topics to be covered: ELLs and the new proficiency indicators. Using Engage NY as a resource as it relates to the CCLS and ELL's. The Universal Design for Learning allows an entry point for all learners, regardless of ability. Subtopics will include: scaffolding, chunking information, using reading levels to choose appropriate text for ELL's, as well as using native language support as a means of demonstrating comprehension. Lastly, using Protocols in the classroom will benefit ELL's by providing them with routine and ensuring there is time allowed for participation and using the language learned during lessons.

Lastly, there is a Classroom Teacher/ESL Teacher Communication form distributed to each teacher with ELL's. The purpose of the form is to provide a way for teachers to communicate needs/concerns and to align ESL instruction with topics being taught in the classroom. Topics on the form include: writing units to be covered, reading skills to be addressed, and other concerns teachers may

have regarding the ELL's in their classroom. Teachers can also indicate if they would like to schedule a meeting to review progress and goals.

3. Our study group using Title III funding has been designed to assist teachers in the Middle School. Trainings will include ways to incorporate native language in the content classroom, using appropriate level texts (reading level and proficiency level), and the importance of protocols. Kaylene Beers' book-When Students Can't Read and Mary Cappelini-Balanced Reading and Language Learning will be used as reference texts. US Citizen, Yes Preparing for Citizenship by Ronna Magy will be used as a model for modifying reading for Beginner ELL's in Middle School. The Beginning Level Pages provide ways to use pictures and simple sentences for Beginners to comprehend text and content. We have modified text for Middle School students using this model and we have textbooks in English, Arabic and Spanish for students to use. This will support teachers to deliver content in students' home language.

4. . In order to ensure teachers fulfill the 7.5 hours of Jose P training, we review teachers' transcripts and professional development history. Training will be provided on a needs basis and records of hours are kept on file in the office with the secretary. Training will occur during after school hours, study group, grade level meetings, conference days.

I

D. Parental Involvement

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

1. At P.S. 128 we encourage and witness parental involvement starting at the initial interview and parent orientation. Parents even take the initiative to bring translators with them during parent/teacher meetings. When speaking with parents, we notice that most of them are concerned about their child's education and are willing to participate in any way they can. During the first months of school we have scheduled workshops on following dates: September, November 2, December 15.

Topics to be covered: September we begin with an orientation for parents, an introduction to P.S. 12Q and our procedures and expectations. This also allows for introductions and their roles in the school environment. We emphasize to ELL parents they are important in the education of their child and there is staff to assist them during the school year. In the month of November, we held a meeting about the CCLS and provided oral translations, if requested. In December, we will hold a training for parent about navigating ARIS and how to interpret the information. Again, oral translations will be provided upon request. Parents will be notified via written invitation, translated if needed.

2. Support for ELL parents is mainly done by the Parent Coordinator at P.S. 128Q, Melissa Phillips. We do not partner with outside Community Based Organizations.

3. Parents' needs are determined by Parent Coordinator and PTA by creating surveys with possible topics for workshops.

4. Parents in our school are as data driven as we are. We provided ARIS training to our parents, so they can understand the assessments and how to interpret them. In addition, parents were informed of the new standards and expectations as outlined by the CCLS. Oral translations were provided on a need by need basis.

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: 24Q128 School Name: Juniper Valley

Cluster: 4 Network: 406

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

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

During the intake process, parents are provided with the preferred language form found on the NYC Department of Education website. Questions about school/parent communication are translated into 11 languages. We are able to gather additional information from speaking with parents while they complete the HLIS.

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.

Kindergarten (2 ELL's)- 1 group of parents prefer English/Polish. One parent prefers oral and written communication in Polish.
Grade 1- (4 ELLs). 2 parents prefer communication in English. 2 parents prefer English or Arabic
Grade 4- (7 ELL's) 4 English 3 Spanish. Parents who chose English also speak Arabic and Urdu, and Spanish.
Grade 5- (1 ELL) Polish-both oral and written communication in Polish
Grade 6- (4 ELL's) 1 English 3 Arabic. The 3 Arabic parents (fathers) will also communicate with the school in English. The student's parent who chose English also speaks Chinese
Grade 8-(2 ELL's Both sets of parents prefer communication in Arabic. However, the fathers of both students speak some English and will communicate with the school in English when possible.

We have created a document that encompasses the options of the parent as indicated on the Parent Survey/Selection form as well as language preference form found on the DOE website. The parent coordinator has a copy of this document. Teachers are made aware if there is a parent who requests communication in their native language.

Part B: Strategies and Activities

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

If needed, written translations are done for school wide documents, PTC, holiday schedules, for example. Before documents are sent home, available staff translate documents and return for copies to be made for families who request alternate translation of documents. If a particular teacher needs something translated, we provide that as well. Most translations are done in-house by the staff of P.S. 128Q. We have staff who are fluent in Spanish, Greek, Arabic, Polish and Chinese. All work together and provide translations when needed. One parent has provided Romanian translations when needed.

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.

Most oral translations are needed during conferencing with parents or during the initial intake. As stated earlier, we are fortunate to have staff who speak the languages of our families. However, when an oral translation is needed and a particular staff member is not available, we rely on the Translation Unit for assistance. At times, Polish parents have volunteered during Parent Teacher conferences as well.

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>.

According to the Chancellor's Regulations, there are 30 days to determine the language needs of parents and a responsibility to maintain a record of this information. At the moment of intake, we determine language needs of parents on the HLIS and on the Preferred Communication form provided by the NYCDOE. This information is compiled and added to the existing document created by the ESL teacher. We refer to this document when determining the oral language needs when providing the Parent Orientation, holding parent meetings such as IEP or PTC. In addition, we use this information when preparing to send notifications home to parents as well: IEP meeting, PTC meetings, as well as entitlement letters. We have staff members whom can provide translations—oral and written when needed. However, if a time occurs when staff is not available, we rely on the Translation Unit, via the phone to provide important information to parents. We also translate important documents and signs for parents. For example, our school provides parents with a copy of the Bill of Parent Rights and Responsibilities, in various languages, which includes their rights regarding translation and interpretation services. In addition, our Parent Coordinator's office displays a sign indicating the availability of interpretation services.