



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: EMANUEL KAPLAN 229
DBN (i.e. 01M001): 24Q229
Principal: DR. SIBYLLE AJWANI
Principal Email: SAJWANI@SCHOOLS.NYC.GOV
Superintendent: MADELENE CHAN
Network Leader: DIANE FOLEY

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
Sibylle Ajwani	*Principal or Designee	
Loretta Tumbarello	*UFT Chapter Leader or Designee	
Evelyn Vera	*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	
Joyce Woesthoff	Member/ Assistant Principal	
Samantha Gonzalez	Member/ Literacy Coach	
Sinead Kiernan	Member/ 1 st Grade parent	
Sarah Lee	Member/ 1 st and 5 th Grade Parent	
Josh Moosikasuwana	Member/ 2 nd Grade Parent	
Connie Pilato	Member/ SETSS Teacher	
Maritza Quito	Member/ 5 th Grade Parent	
Christian Rodriguez	Member/ Teacher 1 st Grade G and T	
	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ 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)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	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, all teachers will have effectively implemented the new school-wide Pearson Ready Gen and Expeditionary Learning Literacy programs with a strong focus on the common core standards and alignment of instructional shifts. Classroom observations and team meetings will reflect proper use of the program with alignment to the curriculum calendar and infusion of all components. 95% of teachers will show evidence of effective execution of the program from student performance on state and class assessments.

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 improve the instructional core across classrooms in literacy as a school team we reviewed our curriculum maps, pacing calendars, scope and sequence, student performance and data for the 2012-2103 school year and identified the need for a literacy program that was strongly aligned to the common core. Ready Gen and Expeditionary Learning were purchased to support our literacy curriculum and align it to the common core and instructional shifts.

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

Strategy: All teachers will participate in professional development sessions to enhance instruction in literacy

1. All teacher teams will attend a session on the use of accountability tools to identify analyze, and keep track of student progress through data including ARIS reports, NYC Performance tests, and class formative and summative assessments.
2. All teachers and related staff will attend a session on how to differentiate instruction during literacy with small group and individual strategy lessons.
3. Planning time for the creation of calendars for units of study to incorporate the skills listed in the common core will be made available to all
1. teachers.

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

1. Principal, Assistant Principals, Coaches, Data Specialist, Testing Coordinator
2. Principal, Assistant Principals, Coaches, Data Specialist ,Testing Coordinator
3. Coaches, Teacher Teams (Inquiry and Grade Level)

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

1. Analysis of Student progress through teacher records.
2. Through classroom observation of lesson plans, activities and student grouping
3. Execution of lessons and quality of student work observed through classroom visits. Teacher Teams will come up with best practices in implementing the literacy programs.

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

1. Throughout the school year, September 2013 – June 2014
2. Option 1 or 2 Danielson Observation Choice for school year 2013-2014
3. Danielson Visits for school year 2013-2014

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

1. Teacher Teams will attend Professional Sessions during mass preps, grade meetings or inquiry time.
2. Teacher Teams will attend Professional Sessions during mass preps, grade meetings or inquiry time
3. Principal and Assistant Principals will meet with individual teachers and teacher teams during inquiry time or preps.

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).

- Student of the month award ceremony conducted during monthly PTA meetings
- Principal's Award ceremony conducted two times a year during assembly periods

- PTA meetings are used to discuss common core standards and expectations for students in all subject areas.
- Home School connection newsletter sent home monthly and posted on school website.
- SLT meetings where the common core standards and mathematics shifts are discussed and identified for the parents.
- Open house week for parents
- Parent Teacher conferences
- Various parent workshops given throughout the year by Parent Coordinator, Testing Coordinator and ELL teachers
- PS 229's school website offers all information about our school including all notices sent home with students.
- Information back packed home to parents from teachers, PTA, Principal and Assistant Principals.
- School messenger phone calls

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, all teachers will have focused on building academic vocabulary in speaking and writing, across content areas, resulting in higher comprehension of complex text. 90% of students will increase their vocabulary knowledge in comprehension of pivotal and complex words as evidenced by their written work and increased reading levels.

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.

After analyzing the ELA results from 2013 (specifically 3.L4a, 5RL.4 and 6RL.4) and reading level results for all grades, clearly, improvement in this area is needed and will benefit our student population.

Instructional Strategies/Activities

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

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

1. Teacher Teams will meet weekly during SBO and common preps to focus on vocabulary strategies in our new curriculum.
2. Teachers will analyze student written work and track progress throughout year for increases in vocabulary skills.
3. Students will be taught strategies to determine or clarify meaning of unknown and multiple meaning words by using context clues.
4. Students will analyze meaningful word parts, and consult reference materials as needed.
5. Students will demonstrate understanding of word relationships, and nuances in word meanings.
6. Students will study domain specific words and phrases sufficient for their grade level and demonstrate independence in gathering vocabulary knowledge when finding unknown words or terms important to comprehension.

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

1. Coaches, Teacher Teams (Inquiry and Grade Level)
2. Teacher Teams, Assistant Principals
3. Teachers, Coaches
4. Teachers, Coaches and Students
5. Teachers and Students
6. Students

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

1. Teacher Teams will come up with best practices in implementing vocabulary strategies.
2. Teachers will analyze student work with grade level teachers and keep track of student progress through data including ARIS reports, NYC Performance tests, and class formative and summative assessments.
3. Execution of lessons and reflection afterward by teachers on the strategy taught.
4. Student understanding of the lesson.
5. Student growth on classroom assessments
6. Student growth on ELA and Math exams

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

1. Inquiry time October 2013-MAY 2014
2. Inquiry time and grade meetings October 2013 – May 2014
3. Weekly throughout the 2013-2014 school year from October 2013-May 2014
4. Weekly throughout the 2013-2014 school year from October 2013-May 2014
5. Weekly throughout the 2013-2014 school year from October 2013-May 2014
6. During Test Prep Unit of Study April 2014-May 2014

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

6. Grade Inquiry Teams 1x/week

7. Grade Inquiry 1x/week and grade meetings 1x/month
8. Weekly literacy block for 2 periods
9. Weekly literacy block for 2 periods
10. Weekly literacy block for 2 periods
11. Two month unit of study

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).

- Student of the month award ceremony conducted during monthly PTA meetings
- Principal's Award ceremony conducted two times a year during assembly periods
- PTA meetings are used to discuss common core standards and expectations for students in all subject areas.
- Home School connection newsletter sent home monthly and posted on school website.
- SLT meetings where the common core standards and mathematics shifts are discussed and identified for the parents.
- Open house week for parents
- Parent Teacher conferences
- Various parent workshops given throughout the year by Parent Coordinator, Testing Coordinator and ELL teachers
- PS 229's school website offers all information about our school including all notices sent home with students.
- Information back packed home to parents from teachers, PTA, Principal and Assistant Principals.
- School messenger phone calls

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

By June, 2014 all our classroom teachers will have Smart Boards and know how to use them to increase implementation of our Pearson ReadyGen literacy program, Pearson Envision Mathematics program and all content area curriculums using media, non-print texts and other capabilities of this technology. 98% of teachers will show evidence of increased use of technology through classroom observations, effective planning and technology based instruction.

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.

Newly purchased standards based curriculums have extensive technology components. The Smart Board and knowing how to use this technology is an important tool since media skills and understandings are embedded throughout the standards. After analyzing and observing teaching in classes with skilled teachers in Smart Board use, the school's instructional cabinet thought it important to increase this skill and tool throughout the building.

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.

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

Strategy: All teachers will participate in professional development sessions to enhance instruction in use of the Smart Board Technology in correlation with implementing standards based lessons.

1. All teachers will participate in small group or individual Smart Board tutorials given by skilled staff.
2. All teachers will use the technology component of Envision, ReadyGen and others to the extent possible for them.
1. 3. Teachers will teach students (to the extent possible) to manipulate the Smart Board and use its media capabilities as much as possible.

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

1. Professional development from Smarteq and skilled staff in building.
2. Administration, through classroom observations and examination of lesson plans, will observe use of boards.
3. Execution of lessons and classroom visits will allow observation of implementation.

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

1. Attendance at professional development.
2. Classroom observations.
3. Questioning and observing students use the technology in the classroom.

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

1. Throughout the school year, September 2013 – June 2014
2. Throughout the school year, September 2013 – June 2014
- Throughout the school year, September 2013 – June 2014

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

6. Teachers will attend professional development during faculty conference, grade conference, teacher meeting times and full day professional development.
7. Each teacher has a Smart Board and lap top to utilize the technology components of our programs.
8. Administration will observe student knowledge through classroom observations.

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).

- PTA meetings are used to discuss common core standards and expectations for students in all subject areas, including integration of technology.
- Home School connection newsletter sent home monthly and posted on school website.
- SLT meetings where the common core standards are discussed and identified for the parents.
- Open house week for parents
- Parent Teacher conferences

- Various parent workshops given throughout the year by Parent Coordinator, Testing Coordinator and ELL teachers
- PS 229's school website offers all information about our school including all notices sent home with students.

Information back packed home to parents from teachers, PTA, Principal and Assistant Principals.

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

RESO 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.

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

1.

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

1.

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

1.

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

1.

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

6.

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
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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.

- 1. Strategies/activities that encompass the needs of identified subgroups**
1.
- 2. Key personnel and other resources used to implement each strategy/activity**
1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- 4. Timeline for implementation and completion including start and end dates**
1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
6.

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
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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	After School Program (Maspeth Town Hall) 37.5 Minutes ELL Extended Program Educational Paraprofessionals Funded Reading Headsprout Leap Frog/Leap Pads Foundations Wilson Learning Leaders	Small Group Small Group Small Group Small group, One to One Small Group Whole Group One to one Small Group Small Group One to one	After School Extended Time After School During The School Day During The School Day During The School Day During The School Day During The School Day Extended Day During The School Day
Mathematics	After School Program (Maspeth Town Hall) 37.5 Minutes Envision Reteach Educational paraprofessionals Learning Leaders	Small Group Small Group Small Group/One to one One to one One to one	After School Extended Time Extended Time During The School Day During The School Day
Science	Reading For Information	Small Group	Extended day
Social Studies	Reading For Information	Small Group	Extended day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	AIS and STH Counseling	Small Group and One to one	During The School Day and Extended Day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP) Template

PS 229 Emanuel Kaplan School

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:

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

P.S. 229Q, [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. P.S. 229Q staff and the parents of students participating in activities and programs, 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 Common Core State Learning Standards
- offering high quality instruction in all content areas; and 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;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits 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;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- 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:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year (e.g., Open School Week, Getting to Know You Conferences in early October, and parent workshops);

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; and

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 - 30 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. I will also:
 - 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-Teacher Association or serve to the extent possible on advisory groups.
 - 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; and
- always try my best to learn

The final version of this document will be distributed to the school community, will be posted on our school website and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

- 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 229
School Name Emanuel Kaplan		

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 Dr. Sybille Ajwani	Assistant Principal Gina Mascia
Coach Catherine Sirianni	Coach Samantha Gonzalez
ESL Teacher Dora Bettencourt	Guidance Counselor Lisa Ryan
Teacher/Subject Area Christine Coughlin/ESL	Parent Huijun Guo
Teacher/Subject Area Jennifer Amare/ESL	Parent Coordinator Mary Messina
Related Service Provider Jude Ohrtman	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1556	Total number of ELLs	119	ELLs as share of total student population (%)	7.65%
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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	1		5	1	1	1	3							12
Pull-out	1	2		1	1	2	1							8
Total	2	2	5	2	2	3	4	0	0	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	119	Newcomers (ELLs receiving service 0-3 years)	96	ELL Students with Disabilities	29
SIFE	1	ELLs receiving service 4-6 years	23	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	97	1	11	23		18				120
Total	97	1	11	23	0	18	0	0	0	120

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
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	5	9	8	10	9	7	6							54
Chinese	16	9	5	2	5	4	5							46
Russian					1									1
Bengali			1	1		2	2							6
Urdu														0
Arabic		1			1									2
Haitian														0
French														0
Korean	1	1	1											3
Punjabi					1	1								2
Polish		1												1
Albanian														0
Other	3					1	1							5
TOTAL	25	21	15	13	17	15	14	0	0	0	0	0	0	120

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)	5	5	4	1	9	7	3							34

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)	0	8	7	4	5	4	3							31
Advanced (A)	20	8	4	8	3	4	8							55
Total	25	21	15	13	17	15	14	0	0	0	0	0	0	120

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	9				9
5	6	1		1	8
6	9	2			11
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	6	1	3						10
5	3	1	1	1	3				9
6	8	1	1		1	1			12
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		4		4	1			9
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.
At P.S. 229 we have formal and informal assessment. Formal assessment includes standardized testing, performance based assessment, running records and unit or teacher made tests. At P.S. 229Q, the main written and oral translations are done in Chinese and Spanish. We can also have it done in Korean or Bengali when necessary. The information was generated from ATS and is also supported by emergency cards and the Home Language Identification surveys. The Parents' Bill of Rights is distributed in various languages and signs are posted indicating availability of translation services. Informal assessment incorporates observation, small group activities and evidence of student work. Each student has a folder and the assessment can be found in that folder. The folder is passed along from grade to grade so that the classroom teacher or ELL teacher can see the growth of the student. ARIS can also be used to examine data.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across proficiency level show that we don't have many students scoring beginner. In grades two and five, there are more intermediates than advanced and in grades three and six there are more advanced students.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
After reviewing the NYSESLAT scores, and noticing that most of our students struggle in the modality of reading and writing, we make sure that we try and service our students during their reading and writing periods. We discuss the results with their teachers and work together closely to try and meet a goal set for them.
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?

The data patterns across proficiency level show that we don't have many students scoring beginner. In grades two and five, there are more intermediates than advanced and in grades three and six there are more advanced students. When looking at our data, some of the ELLs who took the Math and Science State Tests in their native language, did better, some did not.
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](#).)
Proficiency levels from the NYSESLAT, their reading levels when they are assessed in the classroom and the LAB-R if they are new admits are used to determine grouping and instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?
We make sure that a child's second language development is considered in our instructional decisions by providing additional scaffolding, emphasizing vocabulary and language structure. We also provide time for oral language practice and building background knowledge.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We are an A school and 51.9% of our ESL students scored in the "75th growth percentile or higher" which earned points for closing the achievement gap.

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](#).) All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) assisted by a trained pedagogue. This survey lets school staff know, what language the child uses at home. A certified ESL teacher is present during the informal oral interview in English or in their native language when possible. Our teachers and our paraprofessionals, Ms. Coughlin, Mrs. Amare and Ms. Bettencourt, who speak Spanish, Ms. Tong and Mrs. Sui, who speak Chinese, Mrs. Haq, who speaks Bengali, Ms. Samuel who speaks Arabic, Ms. Markowski, who speaks Polish and Mrs. Oh, who speaks Korean are the pedagogues who assist parents with their HLIS from and conduct an informal interview. If the HLIS indicates that a child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R) within ten days of enrollment by a certified teacher. Performance on this test determines the child's entitlement for English language development support services.
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.
A student enters the public school system. The parent and child are interviewed by a certified ESL teacher. If the HLIS that is filled out on them states that another language other than English is spoken at home, the student is then administered the LAB-R within the first ten days of entering the school. If the student fails and the home language is Spanish, he/she will be given the LAB in Spanish. The parent is then notified that their child is entitled to services. The ESL Department holds an orientation within the first ten days of school, informing parents of all the possible programs their child is entitled to. All three programs are mentioned and explained through the use of a video and a Guide for Parents of English Language Learners handouts is given to the parents in their native language. There are the Bilingual programs (Transitional Bilingual Education and Dual Language) that strengthen students' native language development and content knowledge while they transition to English. These programs must include the necessary English as a Second Language (ESL), Native Language Arts (NLA), and English Language Arts (ELA) instructional units. There is the English as a Second Language (ESL) program that uses various strategies, sometimes with native language support, so students develop language and content knowledge in English. These programs must include the necessary ESL and ELA instructional units. We explain to the parent that if there are 15 or more students of the same language in the same grade or close in grade, a bilingual or bridged-bilingual class can be made. If we do not have sufficient students to form such a class, we talk about a school close by that may be able to accommodate the program of their choice. The parents usually opt for ESL instruction. Once a parent has made a decision on the Parent Selection Form, this information is then entered into ELPC screen on ATS.
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](#)].)
If the student fails the LAB-R, an entitlement letter (in their native language when possible) is sent home inviting them to attend, the orientation meeting. The original HLIS of students that failed the LAB-R is kept filed in the ESL Department. A copy is filed in the student's cumulative record. To ensure that the parents understand all three program choices, the first official interaction with the parents of ELLs is the parent orientation session program placement options which is presented with clarity and objectivity (parents that do not attend the orientation meeting, are called to reschedule an individual meeting with an ESL teacher or a video in their language is sent home). A video orientating parents of newly enrolled ELLs into the New York City school system of their program choices and their rights to choose is made available in English, Spanish, Chinese, Russian, Korean, Urdu, Bengali and Arabic. We also have Urdu, Spanish, Chinese and Korean translators available in the school.
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.
The criteria used to place identified ELL students in our instructional program is the "Parents Survey and Program Selection"

form. Although “Free-Standing English as a Second Language” has been the parents’ preference in the last few years, during the meeting, parents are informed explicitly that with fifteen or more students of the same native language a bilingual class of instruction can be formed. They are also informed that a bridged class is possible. Furthermore, if a parent is interested in a bilingual program or dual language program and our school does not offer one, they are informed of a school nearby that has the program and the ELLProgramTransfers@schools.nyc.gov are contacted for assistance with placement. Lastly, the parent is informed that their choice of program is for the school year. The Free Standing English as a Second Language Program offers all instruction in English. Once a child has been determined whether they are beginner, intermediate or advanced, they are placed into an appropriate classroom on their age level where other ELLs are present.

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.

To ensure that an ELL student takes all four sections of the NYSESLAT, rosters are prepared by grade. The rosters have columns for each of the modalities. When a teacher administers the NYSESLAT, the column is checked off to make sure that the child has been tested in all four modalities.

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. 

After reviewing the Parents’ Survey and Program Selections for the past two years, the program selection is aligned with the parents’ choice. Parents in our community request, Free-Standing English as a Second Language. Out of thirty-three Parent Survey and Selection forms no parent opted for transitional bilingual or dual language instruction. The program offered by our school is aligned with the parents’ request. One-hundred percent of the parents have chosen, Free-standing English as a Second Language. The three different ELL instructional programs are described in detail at our Parent Orientation meetings. We explain to the parents that if there are fifteen or more students of the same language in the same grade or close in grade, a bilingual or bridged-bilingual class can be made. If we do not have sufficient students to form such a class, we suggest a school close by that may be able to accommodate the program of their choice. The parents usually opt for ESL instruction. All meetings are translated into the major languages of our community, which are Spanish, Chinese, Bengali and Korean.

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])?

The preferred organizational model used in P.S. 229 is the “push-in” model. The ELLs are placed in regular instructional classes grouped by proficiency level with a certified common branch teacher and an ESL certified teacher that pushes-in or pulls-out for the time required by the proficiency level of the students in the class. The ESL teachers organize their push-in schedule during reading, writing or math. We participate in the ReadyGen literacy program developed by Pearson to address the ELA Common Core standards. The program includes 90 minutes of literacy daily from grades K-5. ReadyGEN engages students with complex text and its academic language through the use of units of study designed around text sets at each grade level. Students are asked to extract and employ evidence from text, and use text sets to understand evidence within and across texts to support writing. It builds knowledge through theme-based units of study that balance literacy and informational text. Sixth grade participates in Expeditionary Learning for 90 minutes daily. In addition, grades K-5 have 60 minutes and grades 3-6 have 75 minutes of Envision Math. The ESL teacher pushes in either four or eight times per week for 45 minutes depending on the students' proficiency level. The ESL teacher may pull-out four times per week to fulfill the NYS CR Part 154 mandated number of units of ESL. For “push-in or “pull-out”, beginner and intermediate levels are grouped together. Advanced and proficient students are grouped together. The ESL teachers meet with the classroom teacher to discuss the needs of their ELLs. They devise goals for their students and use various strategies to try and meet their target goals. For “push-in” or “pull-out”, beginner and intermediate levels are grouped together. Advanced and proficient are grouped together. The ESL teachers meet with the classroom teacher to discuss the needs of their ELLs. They devise goals for their students and use various strategies to try and meet their target goals.

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)?

Students are grouped according to the LAB-R and/or NYSESLAT and their reading level when assessed. Beginning and Intermediate students receive 360 minutes a week of ESL instruction. Advanced students receive 180 minutes a week of ESL instruction with an additional 180 minutes per week for ELA instruction. The ESL instruction is differentiated as per the proficiency levels in order to meet the needs of all our ELL students. All of our ELL students receive the same rigorous curriculum as monolingual students. The ESL teachers meet with the classroom teacher to plan together. They use the same teaching points from ReadyGEN or Expeditionary Learning.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In our free-standing English as a Second Language model, the content area is delivered in English. Dictionaries, glossaries, student pairing (same native language), charts, highlighting text books and learning leaders are used to make content comprehensible and enrich language development. Our goals are to provide academic subject area instruction in English using ESL strategies and methodology, to incorporate ESL strategic instruction in every lesson and within the content areas and to assist students in achieving the state-designated level of English proficiency for their grade by the third year of ESL services considering that there is no interruption in their academic year and that their cognitive ability does not interfere with their ability to learn. To engage ELLs above the beginner level in developing grade-level content, the teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Teachers use learning activities that connect new content to students' prior knowledge.

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

ELLs who speak Spanish and fail the LAB-R, receive the Spanish LAB. Also, ELLs who are in the country two years or less receive all content area state exams in their native language or through a translator to exceed state standards. Native language support is delivered through dictionaries.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
P.S. 229 features holistic learning and teaching. Our ESL program utilizes methods and techniques, concepts, skills, strategies that are integrated rather than taught in isolation. Listening, speaking, reading and writing skills are developed in a cyclical rather than linear fashion and are therefore evaluated by the teacher in formal or informal assessment contexts throughout the year.
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).

For SIFE students, programming and instruction is adjusted for them. When possible a SIFE student receives support in their native language to help them understand the text. A packet has been created that includes an alphabet chart with corresponding pictures, a newcomer survival baggie containing words and pictures of themes that are necessary for the child to survive the everyday school environment. They are closely watched to make sure that they are included in classroom work especially small group and hands-on activities.

For students with less than three years of ESL services and with beginner and intermediate proficiency levels the academic, emphasis is placed on acquiring vocabulary and shared experiences. These ELL classrooms have evidence of functional prints (labeling of classroom), large diagrams with important terms, theme word walls, use of pictures next to directions and evidence of group work. These students are also mandated for the Title III extended day. In ELL Extended Day, “On Our Way to English” is used which addresses the four modalities of language. Classes are limited to 10 students so the teacher can focus on the needs of the individual students. The ELLs receive literacy and math support from a certified ESL teacher. If a student is a newcomer, he or she may take content-standardized tests in his/her native language if available.

Our plan for ELLs receiving service four to six years depends on the student’s needs. When they are reading, the students will be grouped. When they are writing, they will be grouped in areas of need (vocabulary, fluency, comprehension, etc.). Item analysis is interpreted and weaknesses are targeted. All instruction will be differentiated based upon areas of need. Students will work with Leap Pads as well. Constant reinforcement of basic English vocabulary will be present in every mini lesson. A reading specialist also addresses newly proficient ELLs four to five times a week for forty-five minutes. Peer tutoring is also used by having our sixth-grade students help with individual students. Learning Leaders, who are volunteers work with individual students as well.

For our long-term ELLs, if we see that their weaknesses in reading and writing is what is keeping them from passing the NYSESLAT, an Early Bird program is designed for them to work on various skills in reading and in writing.

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?

The ELL SWDs use grade-level text. For self contained classrooms, we have Pearson’s Reading Street. It offers ELL SWDs the same Common Core experiences as the regular education students to ensure that the state mandated tests on grade level do not come as a total surprise to the students. The instruction is differentiated by varying background and vocabulary development, varying modes of reading the material and varying the amount of the text read at a time. Furthermore, this program provides scaffolding and support. It has English Language Development Readers with visuals to provide all ELL access to the same content. Content in the readers is scaffolded according to language proficiency level. It provides guidance on instructional strategies designed to prepare English Language Learners for standardized tests. The Wilson Reading System is also being used by teachers with SWDs and we have SGI twice a week for fifty-five minutes.

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?

Depending on the severity of a student's disability, there are two instructional plans for ELLs identified as having special needs at P.S. 229Q. One model is the ICT Program. This program integrates general education students with special education students in a reduced class registrar. In these classes there is a special education teacher, a general education teacher and a paraprofessional. The ESL teacher pushes in whenever possible and works within the classroom or pulls out. The other model is the self-contained special education class. In the program the ratio is 12:1:1 (twelve students, one special education teacher and one paraprofessional). Here, the ESL teacher pushes in. In both programs, the curriculum is scaffolded and adapted to address the individual needs of special education students.

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

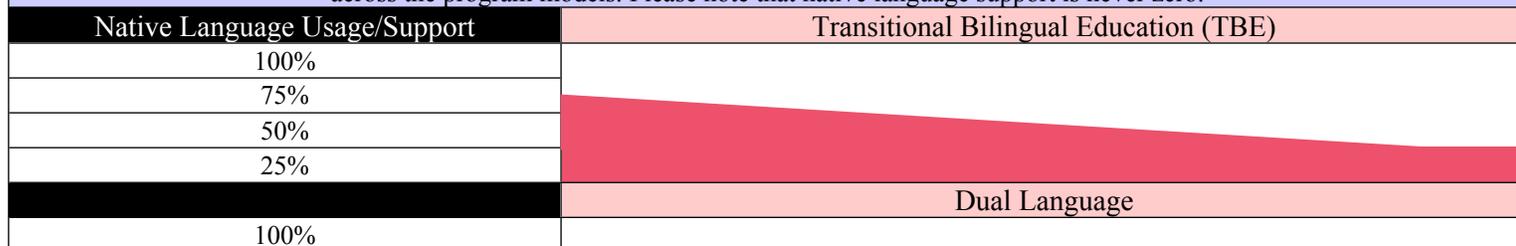
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

B. Programming and Scheduling Information--Continued

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.

Based on students' NYSESLAT scores, ELA exams, and teacher's classroom data, students will be grouped in areas of need (vocabulary, fluency, comprehension, etc.). Item analysis is interpreted and weaknesses are targeted. Students that fall in the lowest 1/3 of the population will have intense reading instruction that includes SGI, guided reading and Wilson Reading system for SWDs. The strategies used for ELLs include modeling, audiovisuals, semantic mapping, graphic organizers, and explicit vocabulary development in the content areas. There is the use of Leap Pads and comprehension workbooks from Continental Press during Extended Day. The ELL students also participate in Title III funded after-school program, Early Bird and summer school. Peer tutoring is also used by having our sixth grade students help with individual students and Learning Leaders work with individual students as well.

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

From the evidence on the School's Progress Report 2012-2013 we can attain that our ESL program is effective. 51.9% of our ELLs scored in the "75th growth percentile or higher" which earned points for closing the achievement gap.

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

P.S. 229 will continue participating in a Federal Funded Project for the year called Developing English Language Literacy through the Arts (DELLTA), It will target fourth and fifth grade ELLs and it is a collaborative action inquiry that will look at what the nature of teaching theater is and in what ways does it influence second language acquisition in ELLs. It will incorporate: standard-based arts instruction, clear language objective and formative assessment strategies. We now have use of "Safari Montage" (educational videos). For the upcoming year, we will continue a three-month Early Bird support program in reading and math for long-term ELLs.

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

The parent English classes are shortened due to lack of funds.

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

P.S. 229 is a barrier-free school that prides itself on its collaborative school climate, welcoming all special needs, diverse populations (ELLs), gifted and general education students. The ELLs are grouped within the general education if the student requires it. We have no self-contained ESL classes. The ELLs participate within the same rigorous academic standards, cluster programs, special arts (Dancing Classroom by American Ballroom theater company, Ballet Tech, Recorder Programs, DELLTA, and Midori and Friends), school government, and various school events). They also participate in an after-school program and summer school. Information about the programs available is provided in the students' native language.

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

There are various computer programs ELLs have access to while in school. A newcomer has the chance to use Rosetta Stone in English to help develop vocabulary. A website students use is Starfall. Using Starfall helps in areas of phonics, letter recognition and reading fluency. Students in Kindergarten, Grade One, Two and Three learn computer skills once a week, while those in Fourth, Fifth and Sixth grade have computer class twice a week. Students are encouraged to use computers in their classroom to do research and type reports which is part of their Writing Workshop. Students are encouraged to participate in answering questions in all content areas using the Smart Board. This not only provides them with learning new technology but gives them the opportunity to express themselves despite their level of proficiency. The teacher when teaching content area uses TPR and demonstrates what the project/experiment will be about and what is expected. Charts are used. An ELL child is paired with English speaking students and when possible someone who speaks their native language to make sure that he/she understands what is expected of them in that class. With the use of a Smart Board, the teacher makes content-area subjects more realistic and engaging. For ELLs SWD, paraprofessionals are assigned to specific students on a daily basis offering assisted instruction in their native language in all subject areas. ELL students who received a level 1 or 2 on Math and Science State exams receive small-group instruction that takes place in school two days a week for 55 minutes.

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

When an ELL is placed in the classroom for the first time, the teacher tries to sit the child where his/her language is spoken by another child. Parts of the classroom are labeled. A list of expressions is given to each child in their native tongue with the translation into English to help them with simple everyday requests. It is also used to test newcomers in content areas and to assign paraprofessionals for ELLs SWDs. We have picture dictionaries and provide materials that have instructions and words in

both languages.

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

Required services, supports and resources correspond to the ELLS age and grade levels. ELLS are grouped according to grade age appropriate unless a student was held over. Students in the lower grades utilize pictures, acting, phonics, color coded activities and rhymes to learn vocabulary. In the upper grades, instructional support is embedded within the reading program, the smart board and online technology that support ELL students. Furthermore, academic and content specific vocabulary is learned and reinforced through various multimedia experiences.

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.

When a newcomer enters the school, the ESL teacher informs the classroom teacher and the student is paired with a "buddy" to help them become more comfortable in their new environment. Dictionaries are provided by the ESL teacher and books may be available in their native language. When working with older students, the student is encouraged to write in his/her native language so the work is produced and the ELL teacher finds a way to have the writing translated.

18. What language electives are offered to ELLs?

N/A – Our elementary school does not offer a language elective at this time.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

The ESL teachers attend the same staff development sessions, as do the classroom teachers. Staff development sessions are intended to help pedagogical staff improve student achievement in English proficiency, math and other content areas in order for students to meet New York City and New York State content and performance standards. All teachers attend professional development and share a common preparation period with their grade counterparts to devise strategies to help ELLs reach the standard in English and content areas. In addition the ESL teachers will also provide the five-mandated workshops for all teachers on different aspects related to English Language Learners. Teachers attend ESL workshops given by the Network where they learn about the latest research and Common Core Learning Standards to support our ELL's. This year the region/Network provided a series of workshops with Shirley Rouse-Bey. These workshops are planned with the opportunity to turnkey to their peers. Furthermore, the extended-day ELL teachers under Title III participate in three professional developments. Topics that will be addressed during these professional development sessions are as follows: Scaffolding instruction for ELLs to facilitate knowledge and understanding of academic vocabulary in Ready Gen, analyzing data for the school year and review and share DELTA's goal: students will explore asking higher order questions that lead to small group discussions using a bank of phrases and journaling.

The teachers of Grades Five and Six are able to departmentalize for literacy, mathematics and science in preparation for life as middle school students. They are allowed to visit the middle school with their students and also receive information about middle schools that they can share with the students and parents.

We have an on-going inquiry-based model of professional development for all staff. The principal, supervisors, literacy coach, math coach and reading specialist look are the strengths and weaknesses of individual teachers and group them for professional development in the domains of Charlotte Danielson's Framework for teaching that their indicators showed need. The professional development is carried-out during citywide mandatory dates, monthly faculty conferences, grade conferences and extended day. The following areas have been addressed in professional development:

- ** Sensitivity to culturally and linguistically diverse student and parents.
- ** Recent research in ESL education and language and acquisition.
- ** ESL methodologies for teachers serving ELLs including content-area instruction.
- ** Native language and ESL instruction

These professional developments support the staff in meeting the mandated 7.5 hours of ELL training, as per Jose P. Teachers maintain their own record of requirement hours and a copy is kept in their respective teachers file. The school secretary also keeps a file of signed rosters and agendas of professional developments given in a school year.

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?

P.S. 229Q Parent Involvement Policy was designed upon careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The PTA and Parent Coordinator provide many opportunities for parents to get involved in the school. For example, there is a PTA meeting once a month and translators are available. Parents are asked to participate in Picture Day, Pumpkin Patch, Candy Sale, Book Sale, Craft Fairs and the Supermarket Bonanza. The PTA newsletter is translated into other languages. At present, the PTA has a parent website for easier parental communication. The school also offers many events that encourage parental involvement such as “Go Green Night,” “Math Night” and “International Night”. Under the Title III program the ELL parents and guardians have the opportunity to attend 32 hours of parent English classes. A certified teacher teaches these classes. Instructional materials such as adult ESL workbooks are utilized. Our parent coordinator will help create a welcoming school environment and host parent workshops, trips and meetings on issues of interest to all parents. For example, a Homework Help Workshop – Dial-A-Teacher, Learning Leaders Workshop – Learning Leaders Liaison, and Parenting Workshops. The ESL teachers also hold workshops for the parents. They have a holiday ELL workshop for parents to get together. They get free raffles and sing English songs guided by an ESL teacher. The workshops are from an hour to two hours and refreshments are served. In addition, the ELL teachers conduct an orientation session for parents of newly enrolled ELLs after completing ten days of school and then as needed through the school year. Parent Orientation sessions address program eligibility, program requirements, suggestions and activities to help with parent-child interaction and progress in the learning of English, state standards, assessment and school expectations. The Parent coordinator and the ELL Coordinator work closely together in order to reach immigrant parents in their native languages through written or oral translations. The “Villager” publications are translated into Chinese and Spanish and any other relevant material pertaining to outreach and notification will be translated in other languages other than English (Spanish and Chinese). We have The After-School Corporation (TASC) that offers an after-school program in our school. We also have classes for the adults in our community. We have visits from the Maspeth Library to inform the parents of their services. The needs of the parents are evaluated by parents surveys available in different languages and requests made during school meetings. For example, orientation, open-school week, parent-teacher association meetings, and parent-teacher conferences. Parents are invited to become part of the school community. The Parent Coordinator encourages and supports: school leadership team, class parents committees, Learning Leader Program, PTA meetings, PTA workshops, Publication of “The Villager” (translated into Chinese and Spanish), Parent-Teacher conferences, Math Night, Go-Green Night, Open School week, class trips, International Night, PHD Night, Band and special program performances, and ELL classes for parents. All relevant material pertaining to outreach and notification will be translated as needed in other languages other than English.

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: 24Q229 School Name: Emanuel Kaplan

Cluster: 2 Network: 4

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.

The assessment was conducted by looking at four different variables: LAP, CEP, The Home Language Report and parents suggestion on the emergency cards.

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.

In P.S. 229, there are languages other than English being spoken by the parents. However, most of the parents communicate in English. Our intent is to provide written translations in the languages with the greatest percentages to aid communication and promote parental involvement. Presently we have Spanish, Chinese, Bengali, Burmese, Arabic, Urdu and Polish for written translation. The information was generated from ATS and is also supported by emergency cards and the Home Language Identification surveys. The Parents' Bill of Rights is distributed in various languages and signs are posted indicating availability of translation services.

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.

We plan to translate:

1. The P.S. 229 Villager, a monthly newsletter that communicates information about the school's academic programs and events during and after school.
2. The Kindergarten Orientation Packet
3. Weekly or monthly notices on school activities or events for example, "Getting to Know You" (open school week), information on standardized test taking, math night, the science fair, etc.

Written translation is done through the use of various teachers or para-professionals that speak one of the languages needed. In P.S. 229Q, we have Spanish, Chinese, Urdu, Bengali, Arabic, Polish, and Burmese translators.

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.

1. We will provide language (Bengali, Urdu, Polish, Chinese, Spanish, Arabic, and Burmese) para-professionals during Meet the Teacher, Parent/Teacher conferences, PTA meetings and other events as needed.
2. We will provide oral interpretation before, during and after school hours and by phone calls in any of the languages needed. If there is a language in which we are unable to provide translation for, we will use the Language Translation Unit 718-752-7373.

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

1. Primary language spoken by the parent of each student will be determined within 30 days of enrollment and will receive assistance if needed.
2. Timely provision of translated documents will be provided including important notices and students' report cards.
3. Timely provision of oral translation in groups or one to one meetings will be provided.
4. A copy of the Bill of Parent Rights and Responsibilities is available to parents in their native language.
5. A sign of the translation provided by our school is posted by the entrance of the school and in the main office.
6. To ensure that that parents in need of language assistance services are not prevented from reaching the school's administrative offices due

to language barriers, the security officer or the first staff member contacted should determine the language of the parent or visitor and locate a translator within the building by contacting the main office. If the translator is not present in the building, the Interpretation Services Unit at will be called.

As per an agreement with New York State Education Department, all schools will be required to develop and submit a new Title III Application every other year.

For the 13-14 school year, schools may continue to use, modify, or revise the 12-13 Title III Application.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: Emanuel Kaplan School PS 229Q DBN: 204

This school is (check one): conceptually consolidated (skip part E below)
 NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 50

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 5

of certified ESL/Bilingual teachers: 5

of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 229's Title III program provides approximately 50 English Language Learners with supplemental instruction in an After-School Program and an Early Bird Program. The After School Program will service ELLs in grades 1-6. There is one 1st grade class for beginners, one 2nd grade class for beginners and intermediates, one 3rd & 4th grade class for intermediates and one newcomers group that meet two times a week, Tuesdays from 3:15-4:30 and Thursdays from 2:30-4:30 for 39 sessions from October through April. The focus of the instruction will be literacy and math using ESL strategies and the group size will be maintained at 10 or fewer students per teacher. The Early Bird program will begin in January. It will serve 5th and 6th grade long-term ELLs meeting two times a week from 7:00am-8:00am for 24 sessions. The focus will be reading, writing and math. In addition, there is an Early Bird for 3rd grade from October to April at no cost to Title III. A group of five 3rd grade ELLs will meet three times a week from 7:00am-8:00am. The focus will be reading for comprehension and teaching writing skills. Materials used in the after-school and Early Bird Programs are "On Our Way to English", "Ladders to Success on the New York Standards, Reading", "Empire State NYSESLAT" by Continental Press and "Spectrum Writing", a commercial program with skill and sequence progression aligned to state and national standards.

Part C: Professional Development

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

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

Begin description here: P.S. 229's Title III Professional Development Program will focus on providing teachers with the opportunity to look at the school and make suggestions for bettering the ELL supplementary program. Teachers participating in the professional development workshops and trainers will be paid at the per session rate. Each workshop will be two hours long. These professional development sessions will be facilitated by school administrators and ESL teachers.

Teachers working in the supplementary programs with ELLs will receive three two-hour professional development sessions after school from 3:00 P.M. – 5:00 P.M. Topics that will be addressed during these professional development sessions are as follows:

1. Two-hour professional development session devoted to supporting former ELLs. (Nov.— Ms.

Part C: Professional Development

DelGrosso – AIS)

2. Two-hour professional development sessions devoted to learning English through songs (April -- Mrs. Coughlin)
3. Two-hour professional development sessions will be devoted to referring ELLs to Special Education (June -- Ms. Politis -- School Psychologist)

Part D: Parental Engagement Activities

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

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

Begin description here:

P.S. 229's Title III program will provide ELL parents and guardians with an opportunity to attend 30 hours of parent English classes. A certified ESL teacher will teach these classes. Instructional materials such as adult ESL workbooks will be utilized during class. Our parent coordinator will help create a welcoming school environment and host parent workshops and meetings on issues of interest to parents. For example, a Homework Help Workshop -- Dial-A-Teacher, Learning Leaders Workshop -- Learning Leaders Liaison, Parenting Workshop -- Parent Coordinator and Guidance Counselor. The ESL teachers also hold workshops for the parents. They have a Holiday ELL Workshop for parents to get together and share. They sing English songs guided by an ESL teacher. The workshops are from an hour to two hours and refreshments are served. In addition, the coordinator will provide information about our ELL services in the school and work closely with the ELL coordinator in order to reach immigrant parents in their native languages through written or oral translations.

The "Villager" publications will be translated into Chinese and Spanish and any other relevant material pertaining to outreach and notification will be translated in other languages other than English (Spanish and Chinese).

Part E: Budget

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

Allocation Amount: \$17,348

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	17,215.52	<p>After School ELL Grades 1-4</p> <p>(Teachers)*(Sessions)*(hours)*(rate)=</p> <p style="padding-left: 40px;">(4) (19) (1.25) (\$50.19)=</p> <p>\$4,768.05</p> <p style="padding-left: 40px;">(4) (20) (2) (\$50.19)=</p> <p>\$8,030.40</p> <p>Early Bird ELL Grades 5-6</p> <p>(Teachers)*(Sessions)*(hours)*(rate)=</p> <p style="padding-left: 40px;">(1) (24) (1) (\$50.19)=</p> <p>1,204.56</p> <p>Total cost of \$14,003.01</p> <p>Parent English Classes</p> <p>(Teachers)*(Sessions)*(hours)*(rate)=</p> <p style="padding-left: 40px;">(1) (30) (1) (\$50.19)=</p> <p>Total cost of \$1,505.70</p> <p>Participating teachers – Professional Development</p> <p>(Teachers)*(Sessions)*(hours)*(rate)=</p> <p style="padding-left: 40px;">4(3)(2)(\$50.19)=\$1204.56</p> <p>Facilitators – Professional Development</p> <p>(Teachers)*(Sessions)*(hours)*(rate)=</p> <p style="padding-left: 40px;">1(3)(2)(\$50.19)= \$301.14</p> <p>Total cost of \$1505.70</p>

Part E: Budget

		<p>Payroll Secretary</p> <p>(Secretary)*(Sessions)*(hours)*(rate)=</p> <p>(1) (13) (0.5) (\$30.93)=</p> <p>\$201.05</p> <p>Total cost of \$201.05</p>
<p>Purchased services</p> <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	132.54	Workbooks for parent English classes and copies.
<p>Supplies and materials</p> <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	17,348	