



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S. 239Q
DBN (i.e. 01M001): 24Q239
Principal: ROBIN L. CONNOLLY
Principal Email: RCONNOL@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 Comprehensive Educational Plan (CEP), 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 CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

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 document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Robin L. Connolly	*Principal or Designee	
Jeanne Gausman	*UFT Chapter Leader or Designee	
Gladys Cucuta	*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	
Jamie Vetter	Member/ Administration; School Aides; Paraprofessionals	
Janet Penigian	Member/ Teacher	
Jennifer Imperati	Member/ Teacher	
Lisa Lopez	Member/ Parent Representative	
Edith Murillo	Member/ Parent Representative	
Warda Alghazali Maria Ramos	Member/ Parent Representative Member/Parent Representative	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
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, increase students' ability to navigate and comprehend complex texts and show evidence of their ability to support their thinking by citing evidence from the text through their (WAR) Writing About Reading tasks.

Comprehensive Needs Assessment

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

Based on our analysis of student work this year and last, we found students have difficulty writing about what they are reading especially in supporting their thinking with evidence from the text.

Instructional Strategies/Activities

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

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

1. Established a Curriculum Inquiry Team responsible to increase the rigor of the complex text and write questions to support the scaffolding of the text to further student comprehension.
2. Continue the work Inquiry teams on each grade to monitor the progress of the WARs and MFAs to assess strengths and weaknesses and then revise upcoming units with the assistance of the Curriculum team to continue to address those targeted areas of weakness.
3. Implement Guided Reading periods into programs to increase students' independent reading levels.
4. Broadband width permitting, use I Ready online to support students in navigating complex texts.
5. Continue Reading Recovery for first grade at-risk students and Leveled Literacy Intervention Programs for grade 2-5 at-risk students.
6. Support building teacher effectiveness through professional development opportunities.

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

1. Teacher and administrators that are part of curriculum inquiry team will revise during inquiry sessions.
2. All teachers that are part of an ELA inquiry team will meet 2x a week to analyze and discuss student work.
3. Administration scheduled all classroom teachers of ELA with guided reading periods
4. Reso A Grant will support increase of broadband width to enable the use of IReady. Teachers will be responsible for scheduling students to use the IReady program in class and monitor student progress.
5. Reading Recovery/ LLI teachers will implement the programs and monitor student progress.
6. Administration, Network, DOE, Literacy Coach

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

1. By the end of the year, all curriculum units in literacy/SS/Science will have been revised to support students' needs in relation to CCLS.
2. Inquiry teams will look at student work, identify needs and make revisions to instruction to support growth. Growth will be monitored by teachers and administration analyzing students' pre/post assessments.
3. A minimum of three running records will be conducted throughout the year to assess student growth in reading levels.
4. Progress of students using IReady will be monitored through an on-line baseline assessment and ongoing checks built into the program that gives teachers data on student progress.
5. Reading Recovery/LLI teachers regularly assess student progress and give monthly reports to administration during monthly RTI meetings.
6. Teacher effectiveness in literacy will increase based on informal and formal observations.

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

1. September 2013-June 2014; 2X a week
2. September 2013-June 2014; 2X a week
3. September 2013-June 2014; 3X a week
4. January 2014-June 2014; 2-3 students daily per class
5. September 2013-June 2014; daily
6. October 2013-June 1, 2014

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

1. Administration scheduled two periods of Inquiry work per week.
2. Administration scheduled two periods of Inquiry work per week.
3. Administration scheduled three periods of guided reading per week.
4. Through a Reso A grant the broadband width should be increased to support the IReady Program purchased with Microsoft Settlement software funds.
5. Administration budget and Cluster grant support the two RR/LLI teachers
6. Allocate funds to support professional activities, request calendar day changes, 3-Hours mandated by UFT contract

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).

Parent workshops on ELA CCLS during PTA meetings and school parent workshops

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
X						

List any additional fund sources your school is using to support the instructional goal below.
X –Microsoft Settlement funds

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, increase students mathematical content knowledge and problem solving skills as evidenced on their pre/post topic scores and problem solving activities.

Comprehensive Needs Assessment

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

Based on the results of the 2013 NYS Math Assessment, our students lack content knowledge and problem solving skills necessary to meet the CCLS in mathematics.

Instructional Strategies/Activities

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

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

1. Key teachers of mathematics in collaboration with administration aligned the EnVisions Mathematics Program with the City and State Instructional Shifts.
2. Problem-solving periods were added to math teachers' schedules to increase students' exposure to problem solving activities.
3. Math inquiry teams on each grade to analyze student work and identify needs and next steps.
4. Support building teacher effectiveness through professional development opportunities.

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

1. Teachers of mathematics and AP
2. Teachers of mathematics will implement a weekly problem-solving period in grades 2-5
3. Math inquiry team members
4. Administration, math coach and network math liaison

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

1. Teachers and administrators will analyze topic pre/post data and MFA's to monitor student progress
2. Teachers and administrators will look at student problem-solving work to determine strengths and weaknesses
3. Teachers and administrators will analyze topic pre/post data to monitor student progress
4. Informal and formal observations will be used to monitor teacher effectiveness in teaching mathematics

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

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

3. October 2013-June 2014; 2X a week
 4. September 2013-June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Use of allotted inquiry time
 2. Scheduled weekly Problem Solving Period
 3. Use of allotted inquiry time; 2X a week
 4. Per diem, use of calendar change days and 3-hour UFT mandated PD time

Strategies to Increase Parental Involvement

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

Parent workshops on Math CCLS during PTA meetings and school parent workshops

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, the percentage of students who are chronically absent will decrease from 21.3 % to 18% as measured on the Progress Report.

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.

Research shows there is a strong correlation between attendance and student academic performance. We believe that students who are in school less than 90% of the time impacts how they're learning outcomes. Based on the 2012-2013 Progress Report, 21.3% of our students were chronically absent with more than 19 days a year.

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.

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

1. Attendance Committee meets monthly to discuss those students who are chronically absent.
 - Chancellor's letter to parents of chronically absent students is sent home
 - Guidance and/or administration schedule meetings with parents of students who are chronically absent. In some cases, where there is no justified reason for continued absence, ACS may be called.
2. Activities to support good attendance are implemented.
 - Monthly PTA attendance awards
 - Monthly in school attendance party
 - PBIS Connolly Cash for perfect monthly attendance
 - Attendance is part of our PBIS responsibility behavioral expectation
 - PBIS Check In/Check Out with chronically absent students

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

1. Administration, Guidance Counselor and Parent Coordinator
2. PBIS Committee Members, PTA Executive Board, Guidance Counselor

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

1. Chronically absent student attendance will improve based on analysis of ATS absentee reports.

- 2. The number of students getting perfect attendance awards, parties and Connolly Cash will increase monthly.
- 8. Timeline for implementation and completion including start and end dates**
- 1. September 2013-June 2014
 - 2. September 2013-June 2014
- 9. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1. Time is allocated for monthly attendance meetings to take place during school hours.
 - 2. The PBIS team meets weekly during school hours

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).
 During PTA meetings address the importance and connection between attendance and academic success.

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

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

Goal and Action Plan #4

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

Annual Goal #4
 Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

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

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

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	<ol style="list-style-type: none"> 1. Reading Recovery (Grade 1) 2. Leveled Literacy Intervention 3. 50-minute Program 4. Title III ESL Program 5. Guided Reading Period 6. After School Program for Students not Recommended to Summer School 	<ol style="list-style-type: none"> 1. One-on-one instruction 2. Small Group 3. Small Group 4. Small Group 5. Small Group 6. Small Group 	<ol style="list-style-type: none"> 1. During the school day 2. During the school day 3. After school 4. After school 5. During the school day 6. After school
Mathematics	<ol style="list-style-type: none"> 1. Strategy Lessons 2. After School Program for Students not Recommended to Summer School 	<ol style="list-style-type: none"> 1. Small Group 2. Small Group 	<ol style="list-style-type: none"> 1. During the school day 2. After school
Science	<ol style="list-style-type: none"> 1. After School Science Program 	<ol style="list-style-type: none"> 1. Small Group 	<ol style="list-style-type: none"> 1. After school
Social Studies	<ol style="list-style-type: none"> 1. Small group instruction within classroom 	<ol style="list-style-type: none"> 1. Small Group 	<ol style="list-style-type: none"> 1. During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ol style="list-style-type: none"> 1. At-Risk SETSS 	<ol style="list-style-type: none"> 1. Small Group 	<ol style="list-style-type: none"> 1. During the school day

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

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

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

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			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.
At present, 100% of our staff is highly qualified. However, should this change, we will: <ul style="list-style-type: none"> • Have the pupil personnel secretary work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines. • Assign mentors to support struggling and un-qualified teachers. Have administration utilize the Open Market Hiring System or the ATR pool in order to find highly qualified common branch and/or special education teachers/ESL teachers.

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).
Strategies and activities for high quality professional development for teachers, principals, paraprofessionals and staff include: <ol style="list-style-type: none"> 1. Monthly network meetings for select teachers in ELA, Math, and Common Core State Standards to turn key to building staff 2. Monthly network meetings for Principal and Assistant Principals to turn key to building staff 3. Provide opportunities for teachers to attend NYCDOE professional development to turn to building staff 4. Professional Development provided by school administrators on the Danielson Framework to build teacher effectiveness 5. Literacy/math coaching sessions, demo lesson, and interclass visitations conducted by the literacy/math coach to build teacher capacity

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Our funds are used to support Academic Intervention Programs for all at-risk students in the school community.

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.).
Our pre-school students follow a common core curriculum aligned with the elementary school program to build a strong educational foundation.

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.
Administration has provided teachers with professional development in regards to Measures of Student Learning. Teachers are also active participants in the development of formative assessments used to measure benchmarks of student progress. Administrators conduct supervisory conferences with teachers in order to review student data and progress.

TA Schools Only

Use of Program Resources

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

N/A

TA Coordination with the Regular Program

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

N/A

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy at P.S. 239, is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

P.S. 239's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

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

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

P.S. 239Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 24	Borough Queens	School Number 239
School Name Police Officer Ramon Suarez School		

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 Robin L. Connolly	Assistant Principal Debra L. Rudolph
Coach Elisabetta Hampton	Coach
ESL Teacher Sammantha Lorenzoni	Guidance Counselor Jeannine Brugge
Teacher/Subject Area Meredith Helfenbein/ESL	Parent
Teacher/Subject Area Ms. Melecio/Grade One	Parent Coordinator Gloria Morgenstern
Related Service Provider Helen Friel/Speech	Other Janet Penigian/SETSS
Network Leader(Only if working with the LAP team) Diane Foley	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	705	Total number of ELLs	213	ELLs as share of total student population (%)	30.21%
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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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Push-In	4	2	4	5	5	4	0	0	0	0	0	0	0	24
Pull-out	1	1	0	0	0	1	0	0	0	0	0	0	0	3
Total	5	3	4	5	5	5	0	27						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	213	Newcomers (ELLs receiving service 0-3 years)	173	ELL Students with Disabilities	53
SIFE	0	ELLs receiving service 4-6 years	38	Long-Term (completed 6+ years)	2

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	173	0	33	38	0	18	2	0	2	213
Total	173	0	33	38	0	18	2	0	2	213

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	32	24	19	35	24	20								154
Chinese	3	4	0	0	0	0								7
Russian														0
Bengali	1					1								2
Urdu	1				1									2
Arabic	4	3	2	3	1	3								16
Haitian														0
French														0
Korean														0
Punjabi														0
Polish			1		1	2								4
Albanian						2								2
Other	2	5	7	2	4	6								26
TOTAL	43	36	29	40	31	34	0	0	0	0	0	0	0	213

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)	20	11	3	7	3	4								48

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	5	16	9	24	8	7								69
Advanced (A)	18	9	17	9	20	23								96
Total	43	36	29	40	31	34	0	0	0	0	0	0	0	213

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	29	3	1	0	!Und
4	17	12	0	0	
5	21	6	1	0	
6					
7					
8					
NYSAA Bilingual (SWD)				2	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	22	5	7	0	4	0	0	0	
4	5	2	12	0	2	0	0	0	
5	23	1	5	0	2	0	0	0	
6									
7									
8									
NYSAA Bilingual (SWD)							2		

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	5	1	19	0	4	0	
8									
NYSAA Bilingual (SWD)							1		

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.

1. Our school uses running records to assess our students in reading and the data revealed that more early reading intervention is needed. Further, the data revealed that the students in LLI achieved greater reading level gains across a school year versus those students receiving academic intervention in reading using the workshop model approach. Thus, we made the following program adjustments: Our RTI reading teachers are using Fountas&Pinnell's Leveled Literacy Intervention Program for students reading well below grade level. Further, we plan to provide our beginner ELL students with Fountas&Pinnell's Leveled Literacy Intervention support later on during this school year, once they have acquired basic language skills.

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

2.

2012-13 NYSESLAT Data Analysis

School Totals

Overall Proficiency Results

	K	1st	2nd	3rd	4th	5th	Totals
B	0	2	0	9	2	3	16
I	7	12	4	13	6	7	49
A	33	16	20	12	15	17	113
P	3	4	2	4	8	6	27
Totals	43	34	26	38	31	33	205

*Note: B=Beginner I=Intermediate A=Advanced P=Proficient

Breakdown by Grade

	K	1	2	3	4	5
(+) Progress						
B→I	6	3	1	0	1	0
B→A	13	5	2	0	1	0
B→P	1	0	0	0	0	0
I→A	5	7	4	9	3	4
I→P	0	1	0	1	0	0
A→P	2	3	2	3	8	6
(-) Growth						
I→B	0	0	0	2	1	0
A→I	1	1	0	2	1	3
A→B	0	0	0	1	0	0
No Change						
B→B	0	2	0	6	1	3
I→I	0	8	3	11	4	4
A→A	15	4	14	3	11	13

*Note: B=Beginner I=Intermediate A=Advanced P=Proficient

2012-13 NYSESLAT Data Analysis

Progress Chart by Grade

	K	1	2	3	4	5	Overall
Averages							
(+) Progress	62.8%	55.9%	34.6%	34.2%	41.9%	30.3%	43.3%
(-) Growth	2.3%	2.9%		13.2%	6.5%	9.1%	5.7%
No Change	34.9%	41.2%	65.4%	52.6%	51.6%	60.6%	51%

Overall Analysis

Student Progress (91/205=44.3%)

78/86% - General Education Students

13/14% - Students with Disabilities

B→I		11			12.1%
B→A		21			23.1%
B→P		1			1.1%
I→A		32			35.2%
I→P			2		2.2%
A→P		24			26.3%

Decline/Negative Growth (12/205=5.9%)

6/50% - General Education Students

6/50% - Students with Disabilities

I→B		3			25%
A→I		8			66.7%
A→B	1			8.3%	

No Change (102/205=49.8%)

80/78% - General Education Students

22/22% - Students with Disabilities

B→B		12			11.8%
I→I			30		29.4%
A→A		60			58.8%

Overall

44.3%	(91)	Demonstrated Progress
49.8%	(102)	No Change
5.9%	(12)	Negative Growth (I→B, A→I, or A→B)

27/205 completely scored out of ESL = 13%

24/89% - General Education Students

3/11% - Students with Disabilities

B→P (1) I→P (2) A→P (24)

Breakdown by Grade

Kindergarten - 3

Grade 1 - 4

Grade 2 - 2

Grade 3 - 4

Grade 4 - 8

Grade 5 - 6

Students with Disabilities Overall Analysis

13/41 (13.7%) Demonstrated Progress

22/41 (53.7%) No Change

6/41 (14.6%) Negative Growth (I→B, A→I, or A→B)

3/41 completely scored out of ESL = 7.3%

General Education Students Overall Analysis

78/164 (47.5%) Demonstrated Progress

80/164 (48.8%) No Change

6/164 (3.7%) Negative Growth (I→B, A→I, or A→B)

24/164 completely scored out of ESL = 14.6%

Student Progress Analysis

Overall, our NYSESLAT data from 2012-2013 indicates that 44.3% (91/205) of our ESL students demonstrated progress and moved up one or more proficiency levels. 36.2% (33/91) of those students were at the Beginner level, 37.4% (34/91) were Intermediate ELL learners and 26.4% (24/91) were Advanced ELL learners. Our Intermediate ELL learners demonstrated the greatest success in moving up from one proficiency level to the next and our Advanced ELL learners made the smallest amount of growth. 13% (27/205) of our students scored out of ESL and have been identified as being Proficient in English. The majority of these students were Advanced ELL learners in grades four and five. Our data also reveals that 49.8% (102/205) of our students did not move from one level of proficiency to the next. The majority of them were Advanced ELL students in kindergarten and second grade. The data also revealed that 5.9% (12/205) of our students moved down one or more proficiency levels. 75% (9/12) of these students were Advanced ELL learners. Upon further analysis, the grade that had the most number of students that demonstrated negative growth was third.

Upon further analysis, forty-one students with disabilities are currently also ELL students. 13.7% (13/41) demonstrated progress, 53.7% (22/41) did not move up from one proficiency level to the next and 14.6% (6/41) moved down one or more proficiency levels. Lastly, of the thirteen students that demonstrated progress, three of them are now English Proficient.

Comparative Analysis (May 2012→May 2013)

The data revealed that we decreased the percentage of ELL students moving up at least one proficiency level (beginning intermediate, or advanced) to the next by 8.9% (53.2%→44.3%). The data also revealed that we decreased the percentage of students that are now English proficient by 11% (24%→13%). Upon further analysis, the percentage of ELL students moving down from one proficiency level to the next decreased very slightly by 0.1% (6%→5.9%). Lastly, the data revealed that the percentage of ELL students that remained at the same proficiency level based on their NYSESLAT scores from the year prior increased by 9% (40.8%→49.8%).
Paste response to question here:

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](#))

3. The patterns across the NYSESLAT modalities will affect many instructional decisions we make during this coming school year. Our data across all grades reveal that there is gap between the proficiency scores in listening and speaking versus reading and writing. This data has helped us select our instructional focus, which emphasizes high quality discussions in all content areas to push students to respond to and extend each other's ideas.

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?

4a.

ELA – Grade Three

- 27% (33/124) LEP (Limited English Proficient) students were tested. 3% (1) scored Level 3, 9.1% (3) scored Level 2, and 87.9% (29) scored a Level 1.
- The English Proficient students outperformed those that are LEP by 26.6%.
- In terms of gender, 0% (0/19) LEP males scored Level 3 versus 7% (1/14) of the LEP females. Thus, the LEP females outperformed the LEP males by 7%.

ELA – Grade Four

- 27% (29/106) LEP (Limited English Proficient) students were tested. 41.4% (12) scored Level 2, and 58.6% (17) scored a Level 1.
- The English Proficient students outperformed those that are LEP by 14.3%.
- In terms of gender, none of the students (male/female) scored a Level 3.

ELA – Grade Five

- 23% (28/121) LEP (Limited English Proficient) students were tested. 4% (1) scored Level 3, 21% (6) scored Level 2, and 75% (21) scored a Level 1.
- The English Proficient students outperformed those that are LEP by 16.5%.
- In terms of gender, 4.5% (1/22) LEP males scored Level 3 versus 0% (0/6) of the LEP females. The LEP males outperformed the LEP females by 4.5%.

ELA – Grades 3-5 (Overall)

- The English Proficient students outperformed the LEP students by 19.6%.
- In terms of gender for LEP students, 2.94% of the LEP females scored Levels 3 & 4 versus 1.78% of the males. Thus, demonstrating a 1.16% variance between genders.

NYSAA – ELA

- Two ESL students took the NYSAA in ELA and both scored a Level 4, which demonstrates that they exceeded NYSAA Standards in ELA.

Math – Grade Three

- 30% (38/129) LEP (Limited English Proficient) students were tested. 10.6% (4) scored Level 3, 18.4% (7) scored Level 2, and 71% (27) scored a Level 1.
- The English Proficient students outperformed those that are LEP by 14.7%.
- In terms of gender, 5.9% (1/17) LEP females scored Level 3 versus 14.2% (3/21) of the LEP females. Thus, the LEP males outperformed the LEP females by 8.3%.

Math – Grade Four

- 29% (31/108) LEP (Limited English Proficient) students were tested. 6.5% (2) scored Level 3, 38.7% (12) scored Level 2, and 54.8% (17) scored a Level 1.
- The English Proficient students outperformed those that are LEP by 14.3%.
- In terms of gender, 5.9% (1/16) LEP females scored Level 3 versus 14.2% (1/15) of the LEP females. Thus, the LEP males outperformed the LEP females by 0.41%.

Math – Grade Five

- 25% (31/124) LEP (Limited English Proficient) students were tested. 7% (2) scored Level 3, 16% (5) scored Level 2, and 77% (24) scored a Level 1.
- The English Proficient students outperformed those that are LEP by 9.2%.
- In terms of gender, 0% (0/7) LEP females scored Level 3 versus 8.3% (2/24) of the LEP females. Thus, the LEP males outperformed the LEP females by 8.3%.

Math – Grades 3-5 (Overall)

- The English Proficient students outperformed the LEP students by 14.3%.
- In terms of gender for LEP students, 5% of the LEP females scored Levels 3 & 4 versus 10% of the males. Thus, demonstrating a 5% variance between genders.

NYSAA – Math

- Two ESL students took the NYSAA in Math and both scored a Level 4, which demonstrates that they exceeded NYSAA Standards in Math.

NYS Science – Grade Four

- 29% (30/105) LEP (Limited English Proficient) students were tested. 80% (24) scored Levels 3 & 4, 16.7% (5) scored a Level 2, and 3.3% (1) scored a Level 1.

- The English Proficient students outperformed those that are LEP by 9.3%.

- In terms of gender, 68.75% (11/16) of the LEP male students scored Levels 3 & 4 versus 85.7% (12/14) of the LEP females. The LEP females outperformed the LEP males by 16.95%, which is significant.

NYSAA Science – Grade Four

- One ESL student took the NYSAA in Science and scored a Level 4, which demonstrates that he exceeded NYSAA Standards in Science.

4b. The ELL Periodic Assessments for the 2012-2013 and for the 2013-2014 school years were not administered.

4c. Native language is used and supported through peer partnerships with students of the same native language, bilingual and picture dictionaries, realia and graphic organizers. EnVision mathematics materials in Spanish are utilized to provide native language support. Our school library gives our students access to a variety of native language literature. Further, our teachers provide native language support, if available, by translating the content as a scaffolding technique, if necessary.

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](#).)

5. The RTI team meets at our school meets monthly. During these meetings we discuss and review students across all grade levels that are receiving RTI interventions and/or are being recommended for Tier II/Tier III interventions. Tier II interventions are provided by trained personnel (i.e. Leveled Literacy Specialist/SETSS teacher) outside the classroom for fifty minute sessions, four-five times per week. Tier III interventions are provided by our Reading Recovery Specialists who work with individual students from grade one outside the classroom five times per week for thirty minute sessions. The school uses Fountas and Pinnell Running Records, math pre/post topic test data, pre/post summative tasks, and teacher conference notes to guide instruction for ELLs. Further, the data is used for RTI screening and ongoing progress monitoring and reporting.

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

6. A child's second language development is taken into consideration with respect to many instructional decisions at our school. We support our students' primary language throughout the day in all kinds of learning situations through proficient bi-literate teachers and students, if available. Our teachers, with the help of the students, are also careful to provide concrete instruction in order to help second language students learn and retain curriculum concepts. Further, the curriculum units that we have developed in ELA take a very thematic instructional route, which provides a welcoming and challenging curriculum for all students, regardless of ability, developmental language proficiency, or skill level. America in conflict, animal conservation, child labor, and rainforests are just a few examples of our curriculum units that are context-rich, high-interest, and interactive.

A child's second language development is also greatly considered when our teachers organize and conduct small group instruction, partner reading, and cooperative learning activities in order to promote active learning in all content areas.

Appropriate homework and ongoing assessment options, like our-in-class activities, also take into account our students' widely differing English language proficiencies. That means alternatives might include completing the assignment in the primary language, reporting orally, writing via illustrations, etc...

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?

7. Our school does not have a dual language program.

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

8. We evaluate the success our ELL programs through an analysis of data from a variety of data sources. This data is analyzed periodically by administration and teachers. We analyze running record levels, periodic assessment data, NYS exam results, pre-post

unit assessments in reading, writing, and mathematics. Instructional practices are modified based on our evaluations. We also evaluate our ELL programs through informal/formal observations, walkthroughs, teacher feedback, and by reviewing and analyzing data that reflects student achievement and is later discussed during cabinet meetings. They are also reviewed and analyzed during grade conferences and common planning sessions that are conducted by our literacy coach to determine each program's effectiveness and student success.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. Upon registering their child at P.S. 239, parents and/or guardians must complete the Home Language Identification Survey (HLIS) with the assistance of a certified ESL teacher. The ESL teacher evaluates the HLIS and informally interviews the parent and the child in English and in the native language to determine eligibility for LAB-R testing, either using the DOE's over-the-phone translation service or through a certified bilingual teacher if the native language is Spanish. The ESL teachers who are responsible are Sammantha Lorenzoni, Laurie Dentale, and Meredith Helfenbein, who is also our certified bilingual teacher in Spanish. If the child is eligible for testing, Sammantha Lorenzoni, the ESL Coordinator, will administer the LAB-R within ten days of the student's admission date. Students who are identified as entitled to ELL services are immediately placed in the appropriate class by an assistant principal in consultation with the parent in their native language, if available. Student placement is based on the following criteria: LAB-R results, students' academic performance, language proficiency, and school history. Students who are entitled and are native Spanish speakers are administered the Spanish LAB to determine their proficiency in their native language, within the first ten days of school. LAB-R and Spanish LAB grids are hand-scored and scores are kept on file at the school.
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.
 2. Parents of those students who are identified as entitled to ELL services are notified via a formal Entitlement Letter in the parents' preferred language and are invited to attend a Parent Orientation that acquaints parents with three types of ELL programs facilitated by a licensed pedagogue. This orientation is conducted within the first ten days of the student's enrollment. During the orientation, parents watch a DVD in their preferred language which describes the following programs in detail and are informed regarding the effectiveness of them based on research: Transitional Bilingual Education, English as a Second Language (ESL), and Dual Language. Parents complete a Parent Survey and Program Selection Form and their choice is documented for our records so that if fifteen or more parents in two contiguous grades of the same native language choose Transitional Bilingual Education, we will begin the process of creating a TBE program in that language. Parent Orientations are on-going throughout the school year and are offered during AM and PM hours to accommodate the parents' work schedules. Agendas and attendance sheets from these meetings are kept on file. In order to ensure that this process is completed within the first ten days of the students' admission to the school, the ESL teachers who assisted the parents in completing the HLIS will evaluate the HLIS during registration and will show the parent orientation video to parents of potential ELLs.
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 [\[see tool kit\]](#).)
 3. ESL teachers complete an Entitlement Letter for each new student identified as needing ELL services based upon their LAB-R

score. A copy is retained in a binder in the ESL office, and another copy is placed in the student's cumulative record. A binder is also kept for copies of the Parent Survey and Program Selection form, which are reviewed for accuracy and signature. Parent choice is documented and trends are recorded over time. In order to ensure that this process is completed within the first ten days of the students' admission to the school, the ESL teachers who assisted the parents in completing the HLIS will evaluate the HLIS during registration and will show the parent orientation video to parents of potential ELLs, those who are eligible for LAB-R testing. We explain to the parents that if the child is entitled to English language services, the three programs in the video are available in New York City, and we answer any questions parents may have about the programs and/or video. We also assist if they have any questions about completing the Parent Survey and Program Selection form, to ensure that these documents are fully completed and accurate. At the beginning of the school year, the ESL teachers analyze the RLAT report and identify those students who are entitled to continuing English language services and those who are proficient in English, based on their NYSESLAT scores. Students who are identified as beginner, intermediate or advanced receive Continued Entitlement Letters. A copy is retained in a binder in the ESL office, and another copy is placed in the student's cumulative record. Students who are identified as proficient receive a Non-Entitlement/Transition Letter. A copy is retained in a binder in the ESL office, and another copy is placed in the student's cumulative record.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

4. ELL students are placed in classrooms which will be serviced by an ESL teacher in a small group setting. The classes are comprised of ELLs and non-ELLs. Parents are notified via a Placement Letter in English and in their native language. Placement of these students is facilitated by the Assistant Principal of the grade level in conjunction with the parents in their native language. The majority of our parents speak Spanish, as does our Principal, one Assistant Principal and Parent Coordinator. If the home language is other than Spanish, a qualified translator or the over-the-phone translation service is used. To honor parent choice for those parents who select TBE or DL programs, the ESL teachers first inform the parents that if fifteen or more parents of the same home language in two contiguous grades select TBE, the school will begin the process of opening up a TBE program. The ESL teachers then confer with the parents about current TBE or DL programs in their language at other schools in New York City. The ESL teachers contact the school that the parent is interested in and arrange for transfer of the student to that school so that parent choice is honored.

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.

5. English Language Learners (ELLs) are then assessed annually with the New York State English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT is administered by our five certified ESL teachers, implementing the students' mandated testing accommodations and are organized into small testing groups to maintain an optimal testing environment. The five ESL teachers are Ms. Lorenzoni, Ms. Helfenbein, Ms. Dentale, Ms. Warren, and Ms. Kozyk. The ATS report used to determine NYSESLAT eligibility is the RLER (Revised LAB/NYSESLAT Eligibility Roster). The Speaking modality is scored by an ESL teacher who is not their regular teacher during the school year and their performance is recorded on Appendix D (Speaking Score Sheet for Individual Administration) for each student and then transcribed onto the official exam grids. For the other modalities, a school-wide schedule is organized across several days so that students are tested first in Listening, then in Reading, and lastly in Writing. Further, the schedule allows for at least a one-day break between each modality.

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. 

6. The majority of parents in our school have chosen Freestanding ESL. During the 2012-2013 school year, 11 kindergarten parents chose TBE, 8 for Spanish, 1 for Chinese, 1 for Bengali and 1 for Arabic; 13 kindergarten parents chose Dual Language, 7 for Spanish, 2 for Nepali, 1 for Chinese, 1 for Polish, 1 for Urdu and 1 for Arabic. In grade one, one parent chose TBE for Chinese and one for Spanish. In grade four, one parent chose TBE for Nepali. Conversely, 49 parents out of the 76 students who were found to be eligible for English language services on the LAB-R in the 2012-2013 school year chose Freestanding ESL. The majority of our parents want their children to be in a classroom in which English is the primary language used. Therefore, our ESL program aligns with our parent requests.

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])?
 - 1a. The ESL teachers utilize a push-in model during Reading, Writing, Guided Reading, and/or Word Work to provide ELLs with individualized differentiated instruction. The students are homogeneously grouped by proficiency level to maximize servicing across all grades.
 - 1b. The students are homogeneously grouped by proficiency level to maximize servicing across all grades. Administration programs the five ESL teachers to ensure that the mandated instructional periods are provided according to proficiency level. Four ESL teachers each service one entire grade level and two grade levels are serviced by one ESL teacher. The students are heterogeneously grouped with English dominant students to allow students to hear and converse with native language speakers of English. However, within these classes the students are grouped by proficiency levels in order to maximize ESL teacher services. Two common preps a week have also been built into their schedules so that the ESL teachers can collaborate with classroom teachers for planning purposes and to discuss specific students' needs. We also have a congruence schedule in place so that teachers can meet on a regular basis throughout the year to discuss student progress and plan accordingly.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 2. Beginner and intermediate students receive 400 minutes a week of ESL instruction with an emphasis on shared reading and interactive writing to help them develop their oral language and promote their reading and writing skills. The ESL teachers in grades K-5 push-in at least four times a week for guided reading and four times a week for reading, writing or word work, which is determined by student needs.

Advanced students receive 200 minutes of ESL and 200 minutes of ELA weekly in order to promote continued growth in writing, which remains an area of need based on our NYSESLAT data. The ESL teachers in grades K-5 push-in four times a week for writing or guided reading.

Native language support is present in our ESL program through the use of native language texts for cross-cultural learning, realia, dictionaries/glossaries, visual aids, and partnerships between ELLs of the same native language to support them academically and socially as members of our school community.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 3. For ELA, our ESL teachers support Beginner and Intermediate students using a push-in model during Common Core-aligned curriculum designed by our school in Reading and Writing periods. ESL teachers modify this Common Core-aligned curriculum to meet the needs of our students using ESL strategies. During Reading and Writing, the ESL teachers provide students with small-group instruction using a variety of lesson structures, including cooperative group learning, class discussion, close reading and independent application. This supports learning in the four modalities in English as they learn new literacy skills and strategies. The ESL teachers also incorporate shared writing and interactive writing during strategy lessons to enrich language development for beginner and intermediate students. Strategy lessons for advanced students focus on organization, development and style or voice. During a Guided Reading period, two guided reading lessons are conducted based on student reading levels. For students at reading levels A-H, a modified guided reading approach is utilized. This is an interactive approach to improve comprehension and affords students the opportunity to listen as the teacher models fluency by reading aloud the text. Further, the teacher presents the culturally-relevant text through a group discussion connecting the content and language structure to the students' personal lives through the use of realia and conducting a picture walk. During all ELA instruction, the ESL teachers

scaffold learning via visuals, realia, TPR, and graphic organizers.

During instructional periods when the ESL teacher is providing Word Work instruction in Grades K through 2, our school utilizes Fountas and Pinnell curriculum. This program provides students with phonological-phonemic awareness, phonics, and spelling intervention strategies.

During instructional periods with Math is taught, our school delivers content area instruction using the workshop model where there is a gradual release of instruction during the minilesson so that content is first explicitly modeled and explained for students and then the students are given the opportunity to try out the strategy taught under the guidance of the teacher. During the work period small group differentiated instruction is provided based on assessed student needs. In addition, there is a period of small group instruction. The language of instruction is English, with materials available in Spanish as needed. Further, there is a period of problem solving. These three approaches allow for instruction to meet the demands of the Common Core Learning Standards.

During instructional periods when Science is taught, our school delivers content area instruction using the workshop model where there is a gradual release of instruction during the minilesson so that the content is first explicitly modeled and explained for students and then the students are given the opportunity to try out the strategy taught under the guidance of the teacher. During the work period small group differentiated instruction is provided based on assessed student needs.

During instructional periods when Social Studies is taught, our school delivers content area instruction using the workshop model where there is a gradual release of instruction during the minilesson so that the content is first explicitly modeled and explained for students and then the students are given the opportunity to try out the strategy taught under the guidance of the teacher. During the work period small group differentiated instruction is provided based on assessed student needs.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. Our ELL students are appropriately evaluated in their native language through the Spanish LAB as well as formal NYS assessments which are offered in the students' native languages, if available. We also provide glossaries/bilingual dictionaries as instructional supports during the school day and if necessary for their use on informal/formal assessments.
 5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 5. We ensure that ELLs are appropriately evaluated in Speaking and Listening during academic class discussions throughout the year. Reading and writing modalities are evaluated throughout the year through pre tasks, benchmark assessments, and summative tasks at the end of each unit of study.
 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).
6. Instruction is differentiated for the following subgroups:

6a. Our instructional plan for SIFE students will incorporate intervention and emotional support from our guidance counselor. These students will receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. We will provide the students with a supplementary reading intervention program based on their reading needs during the school day, which would be in addition to them receiving ESL services based on their proficiency level. Our school has two such programs, which are Reading Recovery and/or Fountas & Pinnell Leveled Literacy Intervention System depending on the students grade and reading level. They will be invited to attend our 50 minute small-group program Tuesdays and Wednesdays where they will participate in Imagine Learning, which is a computer-based one-on-one instructional program. In addition, they will be invited to attend our Title III Extended Day Program to augment their reading and writing skills.

6b. The ELLs in our school that are here less than three years (newcomers) receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. Emotional support is provided by our guidance counselor to help them effectively embrace our school culture during the month of September. This program focuses on improving

students' vocabulary through direct instruction. The activities scaffold their learning of new words with Bloom's taxonomy. Further, K-2 students receive Fountas & Pinnell curriculum during the word work block, which occurs three times a week. These students also attend our 50 minute small-group program on Tuesdays and Wednesdays. They are also invited to attend our Title III Extended Day Program to augment their academic skills.

6c. Our 4-6 year ELLs receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. Within the mandated instructional time these students receive small group instruction in writing, which has been identified as their major area of weakness. Further, strategy lessons are conducted daily to address their individual writing goals. These goals strongly emphasize elaboration, maintaining focus, and sentence variety. These students are also provided with a supplementary intervention program to support their reading needs based on their reading levels. The supplementary intervention programs that are offered Reading Recovery/Fountas & Pinnell's Leveled Intervention System, depending on the students grade and reading level. These students also attend our 50 minute small-group program Tuesdays and Wednesdays. The students are also invited to attend our Title III Extended Day Program to augment their academic skills.

6d. Long-Term ELLs will receive the mandated number of minutes per week of ESL instruction based on their proficiency level and in accordance with NYS CR Part 154. We will provide these students with a supplementary intervention program to support their reading needs based on their reading levels. The supplementary intervention programs that are offered are Reading Recovery/Fountas & Pinnell's Leveled Intervention System, depending on the students' grade and reading level. These students will attend our 50 minute small-group program Tuesdays and Wednesdays.

6e. Former ELLs are monitored closely and on an as-needed basis may continue to receive the mandated number of minutes per week of ESL instruction based on their academic/language needs. These students also receive supplementary reading intervention to support their reading needs based on their reading levels. The supplementary intervention programs that are offered are: Reading Recovery/Fountas & Pinnell's Leveled Intervention System, depending on their grade and reading level. These students attend our 50 minute small-group program Tuesdays and Wednesdays. Lastly, they are provided with the testing accommodations that are allowable by the state and are used consistently throughout the school year.

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?

7. Our classroom teachers have been trained to employ a variety of ESL strategies to make content comprehensible to enrich language development and differentiate learning for ELL students. The following are some of the instructional approaches and methods that are utilized: preteaching new vocabulary, visual support and realia, technology tools, interactive writing, shared reading/writing, graphic organizers, writing prompts, flexible grouping based on academic needs and language support, use of manipulatives, real-life experiences and field trips. In mathematics, the students are also provided with math materials in their native language. Our school library also offers a wide selection of native language literature to support content area instruction. Teachers of ELL-SWDs use grade-level materials aligned with the Common Core and utilize instructional strategies to make complex texts accessible to all students, such as reading comprehension days prior to having students answer and discuss close reading text-dependent questions.

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?

8. Our school employs curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWD's within the least restrictive environment by providing a variety of supports. In terms of scheduling flexibility, we provide push-in ESL support to meet the needs of these students. EnVisions Math includes intervention components which are incorporated into math instructional periods throughout the week. Guided Reading and strategy lessons are additional curricular supports that also facilitate the diverse needs of these students in all content-areas.

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

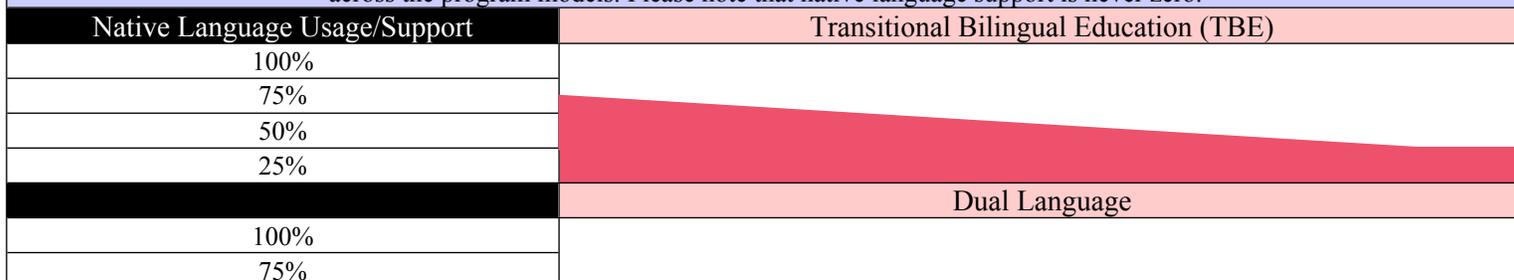
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.
9. Our school provides our ELL students with two supplementary reading programs. They are Reading Recovery and Fountas & Pinnell's Leveled Literacy Intervention System, which are contingent on students' reading level. During a Guided Reading period, two guided reading sessions are conducted based on reading level. Further, contingent on the student's grade level, they can receive Fountas and Pinnell curriculum during Word Work. EnVisions Math is the program model used in our math classes. This program utilizes daily problem-based interactive math learning followed by visual learning strategies to deepen conceptual understanding by making meaningful connections for students. English is the language of instruction for all of the targeted intervention programs listed above, however native language support is provided for Spanish-speaking students in Math. Native language literature and glossaries are also accessible to ELL students to support their literacy development in English. Fifty minutes and Title III are two additional interventions that our school offers to support our ELL students in all content areas.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. We have found that our current program is effective in meeting the needs of our ELLs after analyzing our Spring 2013 NYSESLAT data. Based on the cut scores for proficiency in each of the individual modalities, our students passed most often in Reading and Writing.
11. What new programs or improvements will be considered for the upcoming school year?
11. Some new programs and improvements that we will be implementing are ReadyGen for Grades K and 1, as well as building a separate guided reading period, four times a week, into the schedule for Grades K through 5. As of last year, we adopted Envision Math, as our school's math curriculum. We have also incorporated close reading of complex texts into our reading/writing instructional periods. In addition, we now use Fountas & Pinnell during word work in grades K through 2.
12. What programs/services for ELLs will be discontinued and why?
12. The programs that have been discontinued are Everyday Math, Foundations, and Comprehension Toolkit. We have found that these programs were not successfully meeting the needs of our ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. Equal access to all school programs is granted to our ELL students to promote their academic success. Our ELLs (0-3 years) benefit from receiving, Fifty Minute Extended Day Program, and our Title III After-school Program, which incorporates My Access! (technology-based writing tool) and Imagine Learning. These intervention programs are all conducted in English. Our ELLs (4-6 years) also have access to these intervention programs. Our Long-Term ELLs (completed 6 years) receive priority for all of the intervention programs above, and receive guidance support, if needed.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. The instructional materials used to support our ELLs (0-3 years, 4-6 years, and those that completed six years) during Reading and Writing periods and all content area instruction include the following: visuals, realia, math manipulatives, bilingual/picture dictionaries, manipulatives, maps and charts, video/DVD collections, graphic organizers, and hands-on science materials.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. In our ESL program, native language support is delivered through peer-partnerships in Reading and Writing periods with students of the same native language. Bilingual and picture dictionaries, realia and graphic organizers are also integrated to support language growth. In mathematics, EnVisions Math materials in Spanish are utilized to provide native language support. Our school library gives our students access to a variety of native language literature. Further, our teachers provide native language support, if available, by translating the content to serve as a scaffolding technique, when necessary.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
16. All of the materials are grade level appropriate and the students are grouped by grade level when they receive intervention

support. Our beginner ELLs that are in the upper grades (3-5) are supported with materials that are low level/high interest, based on their reading levels and their reading interests.

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.

17. We provide a Jumpstart Kindergarten Orientation Session in June that is designed to inform parents of incoming kindergarten students about our school and its programs. We review parent surveys and program selection forms to determine trends of parental choice for program offerings. Our guidance counselor also meets with all newly enrolled ELL students to provide them with social support and to introduce them to peers of their native language from other classes.

18. What language electives are offered to ELLs?

1. We do not have language electives because this program option is not applicable in the elementary schools.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1. The ESL push-in teachers and classroom teachers of ELLs will continue to attend off-site professional development sessions offered by our Network Support Specialists, and the Office of English Language Learners to support their professional growth and provide a differentiated approach to the classroom curriculum. Our school has an ESL instructional lead teacher that attends PD sessions offered by our Network and/or the Office of English Language Learners. Then, the instructional lead teacher is responsible to turn-key the strategies and topics covered to all teachers of ELLs.

2. Professional development offered to teachers of ELLs in supporting ELLs as they engage in the CCLS include literacy coaching focused on ESL strategies, professional development days focused on making complex texts accessible to all learners, and grade level planning days to develop questioning on complex texts that include scaffolded/bridging questions.

3. Our guidance counselor meets with all teachers of fifth grade ELLs to provide them vital information so that they can make informed decisions regarding middle school and avails herself to clarify questions and follow-up with middle school issues that may arise on an individual basis.

4. Our entire school staff, which includes administration, literacy coach, ESL teachers, common branch and special education teachers, paraprofessionals, guidance counselor, all related service providers, secretaries and parent coordinator that work with ELLs will receive professional development in order to fulfill the minimum mandate of 7.5 hours. Bimonthly Grade Conferences and Professional Development days from September through January will be conducted by members of administration to address research-based strategies to promote academic literacy, questioning and discussion techniques, and integrated literacy through ReadyGen or through our homegrown Common Core curriculum. We will seek approval from the DOE and our parent community to have two half-days of professional development. To date, they have been approved and are scheduled for October 31st and December 5th. We also have in-house mentors and instructional lead teachers who provide consistent support and professional development to all teachers. From February to June, our focus will be on testing accommodations to make assessments more comprehensible for ELLs and curriculum development to promote differentiation for ELLs during mathematics workshop. All agendas, attendance sheets, minutes, and handouts for these sessions are filed in-house and are accessible to all staff.

D. Parental Involvement

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

1. Parents play a vital role in the decision-making for selecting programs for their children. We provide parents with orientation sessions throughout the year that describe the various programs being offered as well as the Language Allocation Policy. The orientation workshops take place as needed when newcomer ELL students register at our school. A DVD in nine languages provides parents of newly enrolled ELLs with information to choose educational options for their children. The parents are provided with student expectations and general educational program options. A Spanish interpreter is provided during all orientation meetings.

In June 2013 we provided a Jump Start workshop designed to inform parents of incoming kindergarten students about our school and its programs. We reviewed parent surveys and program selection forms to determine trends of parental choice for program offerings. We also hosted a 'Meet the Teacher' Week from September 16-20 to provide parents in all grades with an overview of our initiatives, goals, objectives, and student expectations.

Our Title III program includes a parent-component in order to support parents of ELLs. We offer classes to support their English proficiency skills, develop and/or enhance their computer skills, and provide workshops that address academic-related issues such as: homework, state assessments, and/or on the ARIS Parent Link.

Parents are invited to join their child's class on school-organized field trips, as well as to writing celebrations, and other school functions organized by our Parent Coordinator throughout the school year. Parent-Teacher Conferences offer parents the opportunity to see their child's classroom and discuss curriculum and progress with classroom, ESL and AIS teachers.

2. We will be reaching out to local agencies and Community Based Organizations to provide workshops and services to ELL parents.

3. We evaluate the needs of the parents by reviewing and analyzing the Learning Environment Survey completed by all parents. We have established a Learning Environment Survey Committee made up of administrators and teachers to address the parents' needs as stated in the completed surveys. The school works closely with the PTA to identify and address the needs of the parents.

4. Our parental involvement activities allow parents to become more aware of the choices available to them, the programs being used to address their child's academic needs, and activities they can do with their children to promote their learning. Bilingual monthly newsletters are sent home via backpack to communicate with parents.

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.

Part VI: LAP Assurances

School Name: Police Officer Ramon Suarez

School DBN: 24Q239

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Robin L. Connolly	Principal		
Ms. Debra L. Rudolph	Assistant Principal		
Ms. Gloria Morgenstern	Parent Coordinator		
Ms. Sammantha Lorenzoni	ESL Teacher		
	Parent		
Ms. Helfenbein, ESL	Teacher/Subject Area		
Ms. Melecio, Grade One	Teacher/Subject Area		
Ms. Hampton	Coach		
	Coach		
Ms. Jeanine Brugge	Guidance Counselor		
Ms. Diane Foley	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: _____ **School Name:**

Cluster: _____ **Network:**

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.

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.

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.

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.

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>.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information

Name of School: P.S. 239

DBN: 24Q239

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: 80

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: 8

of certified ESL/Bilingual teachers: 3

of content area teachers: 5

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:

- Extended Day P.M. Program (Tues. & Wed.) 3:30-5:00 p.m.
- Parenting Class: Lifeskills through Literacy (Tues. & Wed.) 3:30-5:00 p.m.

This Title III program has been designed to support our school's instructional goals and clearly addresses vital areas of need that our English Language Learners have in Grades 3-5. Science is a content-area need that supports the NYC's instructional initiatives aligned with the Common Core Learning Standards. Further, the 2012 NYSESLAT results and other data sources have helped us discover that our intermediate and advanced ELL students made the least amount of gains in terms of English-Language acquisition and need more structured communication activities in order to promote the integration of speaking, listening, reading, and writing in ways that reflect natural language use. Further, this data also revealed that 33% (77/233) of our students who were mostly at the intermediate and advanced proficiency level did not move from one level of proficiency to the next on the NYSESLAT exam due to their reading and writing skills; thus requiring them to remain at the lower proficiency level. An analysis of student work based on Writing on Demands and published pieces have also confirmed that our students' writing skills are an area of need in Grades 3-5.

We will form one beginner and three intermediate/advanced classes. This program has been designed to service approximately 80 students and will start in January and end in April. Each daily session will be for one hour and a half and run for approximately twenty-two sessions. The students will receive supplemental services from four common branch teachers and three fully-certified ESL teachers who will co-teach with every class for a minimum of 90 minutes a week (two 45 minute sessions) in order to provide rigorous ESL strategies that will enhance and support their learning of Science content. The ESL teachers will co-teach and use the following scaffolding strategies: conversational prompts, graphic organizers, TPR (Total Physical Response), word banks, visuals, and Shared Reading and Writing with the ESL students in order to build their knowledge of the science content.

For the advanced/intermediate students, the ESL teacher will continue to use rigorous ESL strategies, with a strong emphasis on Writing. Interactive Reading and Writing, story maps, and POWER (Prewriting, Organizing, Writing, Escaping, and Rewriting) will be used to guide English Language Learners and empower them as writers in conjunction with a technology tool called MY Access!

A supervisor must be hired and their salary has been incorporated into the budget since it is the only after-school program that has been organized for 2012-2013 school year.

We will invite approximately 20 newcomers who are at the beginner proficiency level in grades 3-5 so

Part B: Direct Instruction Supplemental Program Information

that we can organize one class to address their academic needs. These students will use Imagine Learning in order to strengthen their language development and build a foundation that will support their understanding of Science. Further, we will invite approximately 60 intermediate and advanced proficiency level students in grades 3-5 and organize three additional classes (one per grade level) who will receive instruction using a technology tool called MY Access! to support our students writing needs/goals. This technology tool includes supplemental resources that will only be used during this after-school program to build their second-language literacy skills, in conjunction with grade appropriate science curriculum topics.

In order to promote their content knowledge in Science, topics have been selected in alignment with the NYC Scope and Sequence by grade level. The students in Grade 3 will be introduced to the concept of an ecosystem. Grade 4 will focus on foundational skills associated with the scientific concepts of variation and adaptation. Grade 5 will be exploring aquatic ecosystems.

ELL students in Grades 3 through 5 who are newcomers and at the beginner proficiency level will receive instruction using the research-based computer program called Imagine Learning, which is correlated to the English Language Development Standards. This technology tool customizes the language support they will receive because the instruction is individualized through an automated adaptive curriculum. English language learners will use the computer to navigate through a variety of authentic communicative experiences. The students will listen and see new words to enhance their vocabulary, and locate and review words they have previously stored by category in a word book. To augment the students' listening and speaking skills, they will learn songs to encourage experimentation with the English language, watch video clips to learn common conversational phrases, and record the newly learned phrases and listen to their own recordings. This program also teaches the students to recognize and read sight words to foster their independent reading skills. First-language support is another important feature that students can access and strategically remove as they become more familiar with the English language.

ELL students in Grades 3-5 who are at the intermediate and advanced proficiency level will receive writing instruction using a web-based instructional tool called MY Access! This multi-functional program is aligned with NYS standards, and provides cross-curricular writing opportunities in science in order to link writing skills and content area knowledge. The teachers will guide the students through pre-writing activities, and review exemplar papers using the prompts available in order to write persuasive, literary, expository, and informational genres. Their writing will also be assessed by the teacher on an ongoing basis and through the instant diagnostic feedback provided by this web-delivered program.

The students will have a variety of self-assessment tools accessible to them to support their writing needs such as: writing checklists, rubrics, word counter, word bank, and MY Editor. MY Editor provides individualized grammar support. Further, an online portfolio is maintained for every student that includes their drafts, revisions, and feedback. These portfolios are accessible to school administrators and classroom teachers to further assist them with the writing process and to align instruction with the students' targeted writing goals and needs.

Part C: Professional Development

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

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

Begin description here:

Professional development will be coordinated by the principal, assistant principals and literacy coach. The professional development provided will address the needs of the staff in order to build their capacity to implement the NYS ESL standards, and meet the academic, emotional, and social needs of the students. An Imagine Learning consultant will provide the teacher of beginner proficiency level students with one-three hour session of professional development at our school. A staff developer from My Access! will provide those teachers of intermediate and advanced learners with one full day of training at our school (approximately six hours). This all-day training session will show the teachers how to strategically group students, customize writing assignments, and set measurable and achievable writing goals in order to support student success.

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:

The Parent Involvement component of this program will provide our ELL Parents with sessions on Tuesdays and Wednesdays, which will be taught by a licensed common branch teacher. The duration of each session will be for one hour and a half and run for approximately twenty-two sessions. This class will be geared to adult beginning learners of English. Basic language skills will be the primary focus in order to help adult learners acquire communication and literacy skills necessary to function in everyday situations. Learning will be scaffolded to support their acquisition of conversational skills in English as well as learn the expected social behaviors of their new culture. In addition, several sessions will be conducted in the computer lab to familiarize them with technology resources such as Acuity, ARIS, and My Access! to support their students' academic learning. Further, web-browsing that emphasizes links to educational products, homework help, and health and safety are some additional topics that will be covered.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <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		