



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**School Name:** PUBLIC SCHOOL 3 THE MARGARET GIOIOSA SCHOOL

**DBN (i.e. 01M001):** 31R003

**Principal:** JUDITH WILSON

**Principal Email:** JWILSON7@SCHOOLS.NYC.GOV

**Superintendent:** JESSICA JENKINS

**Network Leader:** JULIA BOVE

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

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

**Directions:**

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

| Name             | Position and Constituent Group Represented   | Signature |
|------------------|--|-----------|
| Judith Wilson    | *Principal or Designee   |           |
| Rosanne Aliberti | *UFT Chapter Leader or Designee  |           |
| Diane Norato     | *PA/PTA President or Designated Co-President   |           |
| N/A              | DC 37 Representative, if applicable  |           |
| N/A              | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
| N/A              | CBO Representative, if applicable  |           |
| Harry Rainbow    | Member/ Chair / UFT  |           |
| Nadine Drickel   | Member/ UFT  |           |
| Lisa DeAngelis   | Member/ UFT  |           |
| Marie D'Acunto   | Member/ PTA  |           |
| Rikki Grasso     | Member/ Secretary / PTA  |           |
| Stacey Goldstein | Member/ PTA  |           |
| Stacey Buscuti   | Member/ PTA  |           |
| Rosanna Marino   | Member/ PTA  |           |
|                  | Member/  |           |

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

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

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

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2014, there will be an increase in the measurable quality of student writing, as evidence by student growth of 3% on standardized ELA test scores, and an overall increase in the quality of student writing as evidenced by ReadyGen Module Performance 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.

After a careful analysis of standardized testing data, our Data Inquiry Team identified a trend of stagnant test scores among the population of the students at PS3 over the past 4 school years. While these scores remain high, they fail to evidence student movement.

### **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. Teacher's track data using systematic spreadsheets, assessing students on 5 different sub-areas of writing, to hone in on student weakness, and monitor progress.
2. Student's will take 2 ELA test simulations, scored by teachers, to again provide guidance as the speciif areas of weakness in sudent writing, and to monitor progress.
3. Grades K-2 will focus on consistent and coherent instruction in phonics and word study to strengthen pre-reading skills, as a precuroc to sophisticated test takers.

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

1. SchoolData Corp; Data Specialist
2. Data Specialist, Data Inquiry Team
3. Independent phonics consultant to provide professional development to staff

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

1. Identify struggling students in each of the key areas assessed; provide AIS / RTI accordingly
2. Identify struggling students in each of the key areas assessed; provide AIS / RTI accordingly
3. Identify struggling students in each of the key areas assessed; provide AIS / RTI accordingly

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

1. Throughout the 2013 – 2014 school-year
2. December 2013 – March 2014
3. Throughout the 2013 – 2014 school-year

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

1. ReadyGen; SchoolData Corp tracking spreadsheets
2. Ready New York (test prep material to supplement instruction and promote sophisticated test takers)
3. Recipe For Reading

### **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 are offered monthly and updates are provided during monthly PTA meetings. Our school website provides links to information regarding the changing CCLS learning standards, curriculum alignments and distribution of school wide information.

### **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 #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, there will be an increase in the measurable quality of student math performance, as evidence by student growth of 3% on standardized math test scores

**Comprehensive Needs Assessment**

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

After a careful analysis of standardized testing data, our Data Inquiry Team identified a trend of stagnant test scores among the population of the students at PS3 over the past 4 school years. While these scores remain high, they fail to evidence student movement.

**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. Develop a school-wide system of "I Can Checklists", to facilitate meaningful conferencing and next steps to advance student movement
2. Integrate the common-core aligned GoMath program as a new resource to facilitate higher order questioning in the classroom

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

1. Data Specialist; representative from each grade that serve as an instructional lead in a subject area
2. Math Ambassadors; participants in the Common Core summer training for GoMath

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

1. Identify struggling students in specific Common Core Math Standards; provide in-class re-teach through GoMath; provide AIS / RTI accordingly
2. Use HOT questions to challenge and assess students' higher order thinking in the classroom

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

1. Throughout the 2013 – 2014 school-year
2. Throughout the 2013 – 2014 school-year

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

1. Common-planning and grade meetings will be used to provide time for teacher's to collaborate on grade-wide iCan Statements.
2. Continued participation in the Common Core professional development program for select teachers; continued representation at the Math Ambassadors meeting to bring back new strategies and information to turnkey to staff

**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 are offered monthly and updates are provided during monthly PTA meetings. Our school website provides links to information regarding the changing CCLS learning standards, curriculum alignments and distribution of school wide information.

**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, we will continue to develop and implement a variety of extended-day and after-school programs and activities, to enrich and remediate the instruction done during the normal school day.

**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 data and performance on the Learning Environment Surveys for the past three years, the area of communication has weak results. After meeting our 2011-2012 annual goal of increasing our score to 80% of parents agree/strongly agree that their child’s school offers a wide enough variety of courses and activities to keep their child interested at school. As a school, our goal is to capitalize on the success of last year’s after-school programs to further boost our performance.

***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. Create a Saturday Academy to promote test-sophistication and preparedness for stat ezams
2. Create a Thursday After-School program, grounded in the arts, to highlight the relationship between core subjects and the arts
3. Extended-day program on Mondays and Tuesdays

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

1. Select teachers, as identified as “qualified” by per-session posting
2. Select teachers, as identified as “qualified” by per-session posting
3. All classroom and cluster teachers

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

1. Students who participate in the Saturday Academy will be compared with those students who did not participate, to identify trends in student growth, movement, and performance, to assess the overall effectiveness of the program
2. Students who participate in the Thursday After-School program will create weekly projects or participate in weekly activities to evidence their understanding of the link between the arts and core subjects
3. Students are recommended for extended day by classroom teachers for remediation in math and / or ELA

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

1. January 2014 – April 2014
2. Throughout the 2013 – 2014 school-year
3. Throughout the 2013 – 2014 school-year

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

1. Self-sustaining after-school program for test sophistication will utilize Curriculum Associates materials
2. Self-sustaining after-school program
3. Extended Day groups are created by the staff to place students with peers of similar needs and abilities so that teachers may focus on specific strengths and weaknesses

***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 are offered monthly and updates are provided during monthly PTA meetings. Our school website provides links to information regarding the changing CCLS learning standards, curriculum alignments and distribution of school wide information.

***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.

Self-sustaining after-school program

**Goal and Action Plan #4**

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

***Annual Goal #4***

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

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

|  | Tax Levy | Title IA | Title IIA | Title III | Set Aside | Grants |
|--|----------|----------|-----------|-----------|-----------|--------|
|--|----------|----------|-----------|-----------|-----------|--------|

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

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.  
**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**  
 1.

***Strategies to Increase Parental Involvement***

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

***Budget and Resource Alignment***

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

|  | <b>Tax Levy</b> |  | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Set Aside</b> |  | <b>Grants</b> |
|--|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
|--|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|

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

|  |
|--|
|  |
|--|

### Academic Intervention Services (AIS)

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

***Description***

| <b>Type of Academic Intervention Service (AIS)</b>  | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b> | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|---|---|--|--|
| <b>ELA</b>  | Interactive writing; Math Manipulatives; Ward Reading Program; Computer-based phonics   | Pull out in small group; Push in one-to-one within the whole class                   | During the school day  |
| <b>Mathematics</b>  | Interactive writing; Math Manipulatives; Ward Reading Program; Computer-based phonics   | Pull out in small group; Push in one-to-one within the whole class                   | During the school day  |
| <b>Science</b>  | Interactive writing; Math Manipulatives; Ward Reading Program; Computer-based phonics   | Pull out in small group; Push in one-to-one within the whole class                   | During the school day  |
| <b>Social Studies</b>   | Interactive writing; Math Manipulatives; Ward Reading Program; Computer-based phonics   | Pull out in small group; Push in one-to-one within the whole class                   | During the school day  |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | Interactive writing; Math Manipulatives; Ward Reading Program; Computer-based phonics   | Pull out in small group; Push in one-to-one within the whole class                   | 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 *TA Schools Only* section

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).  
Teachers receive on-going support through grade-level planning times with their colleagues and inquiry team structure.

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

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

**SWP Schools Only**

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

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

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

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

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

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information

|  |                              |                          |
|--|------------------------------|--------------------------|
| District <b>31</b>                             | Borough <b>Staten Island</b> | School Number <b>003</b> |
| School Name <b>The Margaret Gioiosa School</b> |                              |                          |

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

|  |  |
|--|--|
| Principal <b>JUDY WILSON</b>                                       | Assistant Principal <b>Danielle Papa, Danka Amtzis I.A</b> |
| Coach <b>type here</b>   | Coach <b>type here</b>                                     |
| ESL Teacher <b>LUZ GONZALEZ</b>                                    | Guidance Counselor <b>PAMELA ROSENFELD</b>                 |
| Teacher/Subject Area <b>LIZ DESARO/KINDERGARTEN</b>                | Parent <b>LYNETTE GIAMMARINO</b>                           |
| Teacher/Subject Area <b>TARA CAPATOSTA/1<sup>ST</sup> GRADE</b>    | Parent Coordinator <b>LINDA MARONE</b>                     |
| Related Service Provider   | Other <b>CYNTHIA TAIBI</b>                                 |
| Network Leader(Only if working with the LAP team) <b>type here</b> | Other <b>type here</b>                                     |

### C. Teacher Qualifications

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

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

### D. Student Demographics

|  |            |                      |           |   |              |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) | <b>979</b> | Total number of ELLs | <b>12</b> | ELLs as share of total student population (%) | <b>1.23%</b> |
|--|------------|----------------------|-----------|---|--------------|

## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                                |   |
|-----------------------------|----|--|----|--------------------------------|---|
| All ELLs                    | 12 | Newcomers (ELLs receiving service 0-3 years) | 10 | ELL Students with Disabilities | 0 |
| SIFE                        | 0  | ELLs receiving service 4-6 years             | 2  | Long-Term (completed 6+ years) | 0 |

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

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

|               | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE           |     |      |     |     |      |     |     |      |     | 0     |
| Dual Language |     |      |     |     |      |     |     |      |     | 0     |
| ESL           | 10  |      |     | 2   |      |     |     |      |     | 12    |
| Total         | 10  | 0    | 0   | 2   | 0    | 0   | 0   | 0    | 0   | 12    |

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

|              | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Spanish      | 0 | 2 | 2 | 0 | 1 |   |   |   |   |   |    |    |    | 5     |
| Chinese      |   | 1 |   |   |   |   |   |   |   |   |    |    |    | 1     |
| Russian      |   | 1 | 2 | 1 |   |   |   |   |   |   |    |    |    | 4     |
| Bengali      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Urdu         | 2 |   |   |   |   |   |   |   |   |   |    |    |    | 2     |
| Arabic       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Haitian      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| French       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Korean       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Punjabi      |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Polish       |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Albanian     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Other        |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b> | 2 | 4 | 4 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 12    |

## 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) | 0 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    | 0     |

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

| NYSESLAT Modality Analysis |                   |   |   |   |   |   |   |   |   |   |   |    |    |    |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate         | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING        | B                 | 0 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    |
|                            | I                 | 0 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    |
|                            | A                 | 0 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    |
|                            | P                 | 0 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    |
| READING/ WRITING           | B                 | 0 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    |
|                            | I                 | 0 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    |
|                            | A                 | 0 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    |
|                            | P                 | 0 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    |

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

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

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

| New York State Regents Exam     |                            |                 |                             |                 |
|---------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                                 | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|                                 | English                    | Native Language | English                     | Native Language |
| Comprehensive English           |                            |                 |                             |                 |
| Integrated Algebra              |                            |                 |                             |                 |
| Geometry                        |                            |                 |                             |                 |
| Algebra 2/Trigonometry          |                            |                 |                             |                 |
| Math                            |                            |                 |                             |                 |
| Biology                         |                            |                 |                             |                 |
| Chemistry                       |                            |                 |                             |                 |
| Earth Science                   |                            |                 |                             |                 |
| Living Environment              |                            |                 |                             |                 |
| Physics                         |                            |                 |                             |                 |
| Global History and Geography    |                            |                 |                             |                 |
| US History and Foreign Language |                            |                 |                             |                 |
| Government                      |                            |                 |                             |                 |
| Other                           |                            |                 |                             |                 |
| Other                           |                            |                 |                             |                 |
| NYSAA ELA                       |                            |                 |                             |                 |
| NYSAA Mathematics               |                            |                 |                             |                 |
| NYSAA Social Studies            |                            |                 |                             |                 |
| NYSAA Science                   |                            |                 |                             |                 |

| Native Language Tests      |   |                        |                        |                        |   |                        |                        |                        |
|----------------------------|---|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|
|                            | # of ELLs scoring at each quartile (based on percentiles) |                        |                        |                        | # of EPs (dual lang only) scoring at each quartile (based on percentiles) |                        |                        |                        |
|                            | Q1<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>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.

The early literacy skills of our ELLs are benchmarked with the same assessments as our native English speakers with the exception of the Lab-R and the Spanish Lab-R. The Lab-R and the Spanish Lab-R are an informative essential piece in assessing the early literacy skills of our ELLs not only in English but also in Spanish for our Spanish speaking ELLs who are not able to score proficient on the English Lab-R. The Spanish Lab-R assesses the early literacy skills of the Spanish student in their native language but it gives us a glimpse into the native language skills of our native Spanish speaking ELLs. In Pre-k, our teachers use ESI-R which helps to identify children who might be at risk for a possible learning problem or delay. PS 3 utilizes TCRWP assessments. TCRWP Reading assessments help teachers identify which level of texts students can read independently, they provide an analysis of comprehension, miscues, and fluency. Reading assessments include concepts of print to assess each child's level of understanding, and sometimes misunderstandings of these conventions. In addition, these reading assessments include high frequency words and Letter/Sound identification. TCRWP also includes writing assessments which help our teachers in assessing student writing and developing teaching points. Data collected from TCRWP assessments are collected and entered into TCRWP Assessment Pro for analysis. The data helps identify at-risk students (including ELLs) and is used in planning and targeting students for small group instruction and/or intervention during AIS periods and/or extended day programs. The data collected also helps us make informed decisions about differentiating instruction for our students, including our ELLs, accordingly.

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

Our data patterns reveal that ELLs make steady progress with our Freestanding ESL program. Many students who are initially identified through LAB-R screening as beginners move towards advanced ELLS each year. While few test proficient on the NYSESLAT they all make significant progress, sometimes from beginner level straight to advance level. An analysis of the data patterns across proficiency levels on the LAB-R and the NYSESLAT shows that kindergarten has a greater concentration of beginner ELLs. Whereas grades one through five have lesser amounts in the beginner proficiency level. There's a lower number of advanced level students in the lower grades and a higher number of advanced level in the upper grades. The RLAT is used to collect the data of all our ELLs and it continues to show the progress that our ELLs are making.

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](#))

Although the NYSESLAT modality breakdown scores are as of this date not yet available, we do have the data available from the RLAT report which provides us with the raw scores on each of the four modalities. This data will help us make instructional decisions for our ELLs. Using the NYSESLAT data, she is able to identify strengths and weaknesses and address them through differentiated instruction. Therefore, ESL instruction will focus on differentiation within the Reading and Writing workshop to meet the needs of the students. This will include shared and guided reading as well as shared and guided writing practices. Students that are on the beginner proficiency level will focus on building basic language in English through thematic units such as school, family and foods across the content areas. Both beginner and intermediate students will build vocabulary and writing skills using "Words Their Way" and "Vocabulary Workshop" and will also build these skills through the use of authentic literature in all subject areas. Students at the intermediate levels will also work in small groups and receive guided reading and writing instruction. Students on the advanced proficiency level in the NYSESLAT will work on further developing their reading and writing skills within the Ready Gen Reading and Writing Workshops and through differentiated instruction aligned to the CCSS. In addition to data obtained from the RLAT, the ESL teacher meets regularly with the ELLs' classroom teachers to obtain additional data such as running records, periodic assessments, data from performance series, Ready Gen end of unit performance based assessments etc. The collaboration between the ELLs' classroom teacher and the ESL teacher will further assist in effective instructional planning for our ELLs.

4. For each program, answer the following:

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

4. a. Our analysis of the NYSESLAT results for our ELLs reveals that proficiency levels from the lower grades vary from the upper grades. For example we notice that the majority of the students at beginner and intermediate are in the lower grades. Then as ELLs move up to the upper grades, the majority of our ELLs are at either proficient or advanced levels in all domains of the NYSESLAT

except for writing. Although most of the upper grade ELLs are at the advanced level, the most difficult domain for most of our ELLs to reach proficiency is in the writing domain. When looking at the ELA State test results, ELLs also had the most difficulty with the writing section of the ELA. Most of our upper grade ELLs are at advanced proficiency on NYSESLAT and are administered the ELA and other

State tests in English only.

4. b. The school leadership and teachers are using periodic assessments to make instructional decisions for our ELLs. In addition, this data will be used to help track student growth and assist in making decisions about placement.

4.c. The Periodic assessments help the school learn how ELLs are performing. In addition, the periodic assessments also help predict how ELLs will perform on State tests. These assessments also help the school with tracking growth for our ELLs. The periodic assessment

also provide insight into what our ELLs know and can do which in turn help our teachers target instruction accordingly.

The native language instruction is provided by the ESL teacher in a variety of ways. There are bilingual glossaries and dictionaries readily available for the ELLs and the ESL teacher to utilize. The ESL teacher will also use the buddy system to pair newcomer

ELLs with

ELLs who speak the same native language as the newcomer but are either more English proficient or at an advanced English proficiency. This pairing helps the newcomers in many different ways. In addition, the ESL teacher and students use online translators.

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](#).)

After reviewing the universal screening data obtained from our ELLs the RTI team will meet with the classroom teachers to identify instructional grouping, to discuss the methods for implementing the strategy, to identify which strategies to implement and the frequency and duration of the interventions. The RTI team and classroom teachers will monitor progress and set goals for the next universal screening. The team will also list ESL instructional strategies to consider implementing to improve ELL student performance in the classroom.

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

The history and background of each ELL is obtained from HLIS, the initial interview and the parent orientation meeting. It is used to help gauge second language information about the ELL. We also use the scores and data obtained from the LAB-R to help us make informed instructional decisions for our ELLs. In addition, the ELL teacher being the expert in ESL, is very knowledgeable in second language acquisition as well as the linguistic differences of the languages of the ELLs she services, therefore she utilizes her expertise to plan accordingly and to meet the diverse needs of the ELLs.

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?

NOT APPLICABLE

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

The success of our freestanding ESL program is measured by annual student performance on the NYSESLAT. ELLs are expected to demonstrate progress in indicators and move from beginners toward advanced ELLs with the end goal being to reach proficiency. We adjust instructional approaches and teaching resources according to the needs of the students. In addition, school and state data has shown progress in our ELL population this also supports the findings that the ESL program has continuously been successful.

## 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](#).)  
All families are welcomed in the main office at the counter by the school secretary and/or parent coordinator. Upon registration for a new student, a complete packet is presented and explained. The ESL teacher explains and discusses the HLIS with the family. The ESL teacher then conducts an interview with the parent and child to determine the child's home language and the appropriate Home Language Identification Survey is given to the parent for completion. If a parent indicates translation services are needed or it is apparent that English is not understood, a pedagogue who speaks the family's language is asked to assist with the interview process and with completing the HLIS. PS 3 has Russian, Spanish and Italian speaking pedagogues available for translation assistance. If a parent speaks a language other than the language of the translation teachers in the school, an outside translator is used for assistance with interview and the completion of HLIS. As soon as the parent completes the form, the ESL teacher identifies the students who are eligible for LAB-R testing. This test determines English proficiency level. The LAB-R is administered within the first ten days of the student's school registration. If the child scores below proficiency on the LAB-R, he or she becomes eligible for state mandated ESL services. Students who score below proficiency and are Spanish-speaking students are also administered the Spanish LAB-R. The LAB-R and the Spanish LAB are administered to eligible students within the first 10 days of their enrollment.
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.  
After the administration of the LAB-R, within ten days of registration to the school, students who fall below the cut score, are entitled to ESL services. Parents are notified in writing in their native language, when available, with an entitlement of services letter and are invited to attend one of the parent orientation meeting. Translation services are arranged by the ESL teacher, with assistance from the parent coordinator. During the orientation, facilitated by the ESL teacher and parent coordinator, parents view the EPIC video which describes, in their native language when available, the three program choices. Discussion is held to address concerns and questions. The parent completes the parent survey and program selection forms with assistance if necessary. If the desired program is not available the principal is made aware. It is also noted that when we get an enrollment of 15 or more pupils with limited English proficiency in the same grade, all of whom have the same native language, which is other than English, we shall notify the parents that we will provide such pupils with Bilingual Education programs, such as TBE or Dual Language. It has not been typical that a parent selects a program not available at the school. Our Freestanding ESL Program is the parental choice at our school. Orientation meetings on a rolling basis as needed, they will be held throughout the school year to accommodate the parents of ELLs who arrive later in the school year. We also ensure parent outreach by scheduling one-on-one meetings, phone conversations, and providing translated information to provide information to them in a timely manner.
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 [\[see tool kit\]](#).)  
The school ensures that after the administration of the LAB-R entitlement letters are distributed and a parent orientation is scheduled. The ESL teacher schedules the parent orientations and ensures that there is translation assistance available for the meetings. The ESL teacher sends the entitlement letters home with the students and follows up with a phone call to the parents. The ESL teacher verifies receipt of the letters and clarifies any questions parents may have. During this phone call, the importance of attending one of the parent orientation meetings is also discussed. The ESL teacher photocopies all letters sent home, one for the ESL file, one for the ESL teacher's records and the ESL teacher also utilizes a checklist to ensure that all required letters and forms are distributed to the parents of all our ELLs. The Parent Survey and Program Selection Forms (in native language when necessary) are also sent home and a phone call is made to explain that these forms are to be filled out after viewing the informational orientation video and with assistance from the ESL teacher. They are then returned to the ESL teacher at the Parent Orientation Meetings. If there are any questions or assistance is needed, parents receive assistance with forms and surveys at the meeting. The Program Selection Forms and Parents Surveys are collected at the meeting and are then kept in the ESL Binder which the ESL teacher maintains. If a parent cannot attend any one of the meetings then a phone call is made to orientate the parent about the selection of the different programs available to ELLs and to assist the parent with any questions and/or concerns. The ESL teacher will also offer an alternative orientation meeting date and time that may be more convenient for the parent to attend. In

addition, if the parent cannot attend any of the orientation meetings then the parent is also notified that a program must be selected and that the forms must be returned to the ESL teacher, assistance is offered via telephone in completing the Parent Survey and Program Selection Form. If the forms are not returned, the ESL teacher follows up with a second notice and a phone call. She proceeds until all forms are returned for the file. All letters and documents received from parents are securely filed and stored in the ESL teacher's files. The RLAT is also used to distribute letters informing parents of the NYSESLAT results as well as entitlement or non-entitlement information. ALL continued entitlement letters records are securely filed and stored in the ESL teacher's file.

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.

Once students are identified as English Language Learners, through the HLIS and LAB-R results, entitlement letters are sent home. Parents are provided with an orientation meeting where parents decide the appropriate program choice for their child. The parents are well informed of the instructional programs and the details of each program at the parent orientation meeting. The video is shown in their native language if available and the instructional programs are also explained with the assistance of translators. Once the parents have selected the program for their child, a placement letter is sent home with the student and copies are made for the ESL file. Our parents' choice is Freestanding ESL and this is the current program at our school. Parents who choose another option are offered the option to attend a local school which offers their preference. However, we realize if 15 or more families opt for a choice our school does not currently offer, a preferred program must be considered to address the needs of our students and parents will be notified. Translation services are made available to communicate with parents, if our school staff cannot meet the families' needs.

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.

Students identified as ELLs, are administered the New York State English as a Second Language Test in the spring. The ESL teacher also uses the REMS report on ATS to determine NYSESLAT eligibility in addition to the RLER. In the spring, the ESL teacher, the IEP teacher and the SETSS teacher administer all four components (listening, speaking, reading and writing) of the NYSESLAT to all eligible ELLs. A schedule is created and strictly adhered to in order to ensure that all FOUR components are administered according to the state mandated dates and deadlines. The schedule also includes dates for make-ups, these dates also strictly adhere to the state dates and deadlines. Students who score below proficiency continue receiving ESL services. Students who score at or above proficiency on the NYSESLAT are considered former ELLs.

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. 

Our school monitors trends in the parental choice by reviewing past program choices. The trend in program choices for our school has always been Freestanding ESL. We have been able to fully meet the needs and requests of our families. After reviewing past and current Program Selection Forms and Parent Surveys the results have showed the trend at our school is that 100% of our ELL families choose Freestanding ESL as their program of choice. Our program model of freestanding ESL has fully met the needs of our parent requests. All documents sent to and received from parents are kept in the ESL teacher's files, including parent choice letters and records.

# 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])?

PS 3 provides English language learners with English as a Second Language Program in grades K through 5. A fully certified ESL

teacher provides the instruction. The teacher provides the instruction five days a week. The program is a “push in/pull-out” model of ESL instruction. Students scoring at a beginner level and an intermediate level will receive the mandated 360 minutes in 50 minute blocks (8 times a week) of ESL instruction. Students scoring at the advanced level will receive the New York State mandated ESL instructional time for 180 minutes per week consisting of 50 minute periods (four times a week). The language of instruction is English. The students come from different linguistic and cultural background and speak the following languages at home: Russian, Spanish, Chinese and Urdu. For beginner and intermediate ELLs, who require more minutes of ESL, the ESL teacher

will use a push-in model to support the learners in the classroom while avoiding missing class work.

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)?

The ESL teacher’s schedule is able to accommodate the minimum mandate of our ELLs during the regular school day and students are grouped by grade and then by proficiency levels in order to provide the most effective instruction. Students who are at beginner and intermediate levels receive 50 minute periods (8 times a week) of mandated ESL instruction. Students who are advanced level are provided with 180 mandated minutes per week in 50 minute periods (4 times a week). ELLs have also been invited to participate in our extended day program which provides additional instruction, beyond the mandate. The ESL teacher ensures the mandates are met and reports to the assistance principal during monthly ESL meetings. At PS 3, in our Freestanding ESL model the ESL teacher provides native language support to all ELLs by using support materials such as the internet, picture clues and bilingual glossaries and dictionaries. In addition, a student's native language is embraced and nurtured through ongoing classroom activities, providing classrooms with student native language literature, and celebrating schoolwide diversity. The ESL teacher will also use the buddy system to pair newcomer ELLs with ELLs who speak the same native language as the newcomer but are either more English proficient or at an advanced English proficiency. This pairing helps the newcomers in many different ways. In addition, the ESL teacher and students use online translators.

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.

The ESL teacher at PS3 ensures that the ESL curriculum reinforces the Common Core Learning Standards of each particular grade level. The ESL teacher also provides ESL services embedded in content area instruction. Content area instruction is delivered by the classroom teacher as well as the ESL teacher. Content area instruction is delivered by using cooperative learning, partner work, differentiation and modeling. We use balanced literacy and the workshop model is utilized for instruction in all content area instruction. In ELA instruction, PS 3 uses the workshop model for reading and writing. Reading and Writing units are used for teachers to apply in the classroom. Literacy units are taught using a variety of leveled children’s books. Guided reading groups, strategy lesson groups, differentiated group instruction, and partnerships are used throughout content area instruction. ESL teacher supports classroom teachers in all the content areas targeting the speaking, listening, reading and writing components of a lesson. When the ESL is pushing in or pulling out, she supports instruction through vocabulary development and multi-sensory differentiation and content area instruction by the ESL teacher is mainly done through scaffolding. The classroom teachers as well as the ESL teacher utilize photo libraries, turn and talk, partnerships, word study, and multi media arts to enhance the lessons for English language learners. Guided reading groups, strategy lesson groups, differentiated group instruction, and partnerships are used throughout all the content areas. ESL teachers support classroom teachers in all the content areas targeting the speaking, listening, reading and writing components of a lesson. ESL teacher focuses on small group instruction and emphasizes the vocabulary of the content being taught, she also uses scaffolding strategies. The ESL teacher also utilizes modified language structures and visual aids in content area instruction. Mathematics instruction is delivered using a the workshop model. Modeling, guided practice and independent practice. The ESL teacher uses manipulatives and focuses on Math

terminology and vocabulary to enhance the math instruction for ELLs. The curriculum used for math instruction is Everyday Math and it includes games, hands on activities, the use of manipulative materials and assessment portfolios which all aide in supporting ELL instruction. Everyday Math is a workshop model that includes instructional strategies that aide in differentiated instruction. This math program is designed to assist the classroom teacher and the ESL teacher in meeting the challenges of a multilingual classroom. ELL support is embedded in each lesson and ELLs are provided with a brief lesson summary, vocabulary list, and an example or illustration. This support will further enhance the understanding and learning of our ELL students. In addition, in order for teachers to further support language development for English language learners, Go Math lessons have ELL language support embedded into every lesson. The classroom teacher and the ESL teacher also enhance their math lessons by using drawing, writing, discussions, and instructional technology to further support ELLs. English language learners benefit from the effective use of a variety of methods and approaches. In order to effectively address the needs of our ELL students, the classroom and ESL teacher uses scaffolding techniques to assist ELLs with Science and Social Studies instruction. The teachers demonstrate activities and strategies through teacher “think alouds” and modeling, they provide the students with clear language, content, and learning strategy objectives, they tap into prior knowledge and build background, they use visuals and manipulatives, teachers also explicitly teach key vocabulary. In addition they adjust speech as necessary, they use cooperative learning methods which further promotes language development through peer interaction. ESL teacher provides differentiated instruction in small group setting.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
To ensure that ELLs are appropriately evaluated in their native language our ESL teacher ensures that the following assessments are administered in their native language if necessary: LAB-R in Spanish, NYS Math test for grades 3-5 and NYS Social Studies and Science test for grade 4.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The ESL teachers provides instruction to address the needs of the ELLs in all four modalities through the daily mandated services. The ESL teacher also uses the RLAT for an initial analysis and monitors progress accordingly. The ESL teacher also collaborates with the RTI team and classroom teachers in obtaining additional data to appropriately evaluate the ELLS. The ESL teacher uses data (formal and informal) to ensure that her instruction is effective and that instruction is meeting the needs of the ELLs in all four modalities of English acquisition. The data used is ELA periodic assessment which includes running records, performance series, REady Gen End of unit assessments and NYS Test Simulation.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

A. We have no SIFE students, however if we were to receive SIFE students we would address the needs of SIFE students by providing them with additional instruction during the extended day program. They would also be provided with AIS, differentiated instruction and plentiful opportunites for extra support to help them meet their goals.

B. Newcomers are immersed in content and literacy experiences within their balanced literacy instruction in the classroom and additionally supported through ESL. In their first year, ELLS in testing grades do not take the state ELA exam, but are required to take the content area exams. Within the first year, newcomers in testing grades are exposed to the content and structure of the state exams to help them adjust to the demands of the state testing program. Within regular classroom instruction, students are supported as readers and writers daily.

C. For ELLs who have been receiving services for four to six years, students are identified for AIS services available within the school day as well as during extended day. ELA skills are targeted using item skill analysis and classroom teacher data.

D. For ELLs who have received services for more than six years, often the Pupil Progress Team is involved in examining the

individual

needs and schedules more intensive and regular services. Parents are an intricate part of the process which can at times lead to at-risk special education services.

E. Many of our ELLs are reaching proficiency as measured by the NYSESLAT exam. For students who are reaching proficiency

on

the NYSESLAT, students will receive support for the New York State English Language Arts, and other standardized tests during the Extended Day Program. They also receive support from SETTS teacher who provides AIS during AIS periods. Former ELLS are encouraged to participate in all the academic intervention programs provided by the school. In addition, the

following testing accommodations are available for ELLS and for former ELLs for up to two school years immediately after they have achieved proficiency on the NYSESLAT: Time Extension (All Exams), Separate Location (All Exams), Bilingual Glossaries (All Exams except Foreign Language), Simultaneous Use of English and Alternative Language Editions (Not Allowed for English Language Arts & Foreign Language Examinations) - For State examinations for which the Department provides written translations, Oral Translation for Lower Incidence Languages (Not allowed for English Language Arts & Foreign Language Examinations)and Writing Responses in the Native Language (Not allowed for English Language Arts Examinations). Our school provides testing accommodations to proficient ELLs on all NYS ELA and content-area assessments (i.e., Mathematics, Science and Social Studies). Districts/schools must make all necessary arrangements to make these accommodations available for LEP/ELLs who need them. We determine which accommodations they receive by following the NYS approved accommodations that are found on the NYSED.gov website and will also be found in the School Administrator's Manual (SAM) for each respective test.

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?  
Our school currently has no ELLs-SWDs but some of the instructional strategies we would utilize are: use of graphic organizers, Collaborative Strategic Reading, and Classroom Peer Assistance. We would also provide small group targeted instruction such as AIS. We will use the data collected for ELL-SWDS to group accordingly. We also use strategies such as pairing a stronger English speaker to model the language for the less proficient ELL-SWD. We also provide the ELLs-SWDs more time on a task with small groups.
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?  
Our school currently has no ELLs-SWDS but they would be provided instruction in the least restrictive environment. We would offer diverse programming including self-contained classrooms as well as co-teaching classrooms.

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

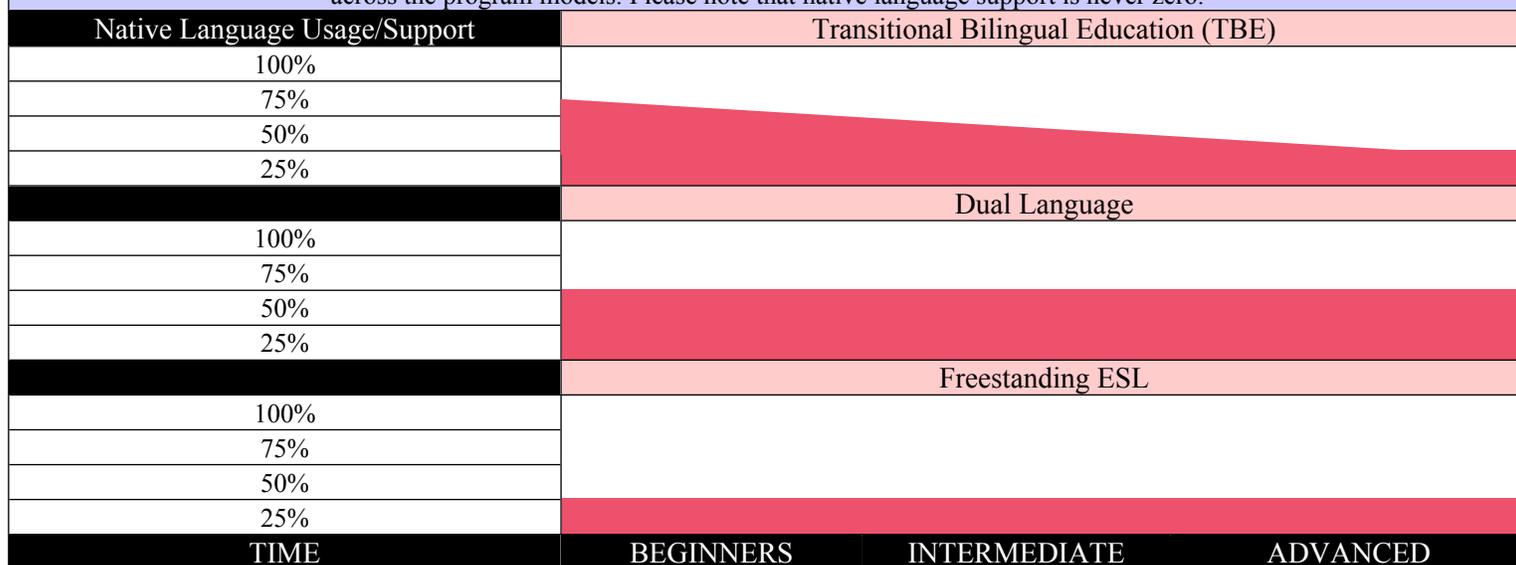
|   | <b>Beginning</b>     | <b>Intermediate</b>  | <b>Advanced</b>      |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction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

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

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

At PS 3, we provide intervention for ELLs in ELA, Math and other content areas during the regular school day, in our Extended Day Program and in our AIS periods. Classroom, SETTTS and ESL teachers work with students in small differentiated groups to provide intervention services and support. Teacher partnerships are formed to address the individual needs of targeted students. Both academic and language needs are addressed and supported through a variety of lessons and activities. ESL and SETTTS teachers provide intervention services for students who need additional support in ELA, Mathematics, and in all the content areas. Some of the strategies students work on are decoding, comprehension, critical thinking and expressive language. They also work on vocabulary in the content areas (Science and Social Studies). The intervention provided helps students in language acquisition and language development. To provide math intervention services the ESL, AIS and classroom teachers reinforce basic concepts to teach a combination of skills. Smaller groups allow teachers to explicitly and consistently use hands-on, demonstrations, language support and logs so that students get a better understanding of the concepts needed to perform each task.

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

As is evident in the results of the State ELA, Math and NYSESLAT, our current program is effective in meeting the needs of our ELLs.

The annual NYSESLAT results are evidence of the progress our students are making in language development.

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

N/A

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

N/A

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

All students share the same opportunities here. All English Language Learners are offered equal access to all school programs by invitation, recommendations, and purposeful request. By looking at the number of ELLs that participate in our school curricular and

extracurricular programs, it is evident that ELLs are welcomed, encouraged and involved in all school programs. ELLs participate in book clubs and literacy circles. ELLs are also involved in many of our arts. They receive music enrichment classes and participate in musical theater and performances several times a year. ELLs also participate in chorus, dance and drama. ELLs participate in ballroom dancing and are a part of our dance troupe. They're also involved in our sports programs such as swimming and track.

When students are unable to spare the expense of the self sustaining after school, the PTA has reserve funds to assist so all students can participate.

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

The ESL teacher utilizes a variety of instructional materials to address the various needs of our ELL population. Materials include Words Their Way, Foundations, Writing Fundamentals, My Sidewalks (Intensive Reading Intervention Program), Vocabulary Workshop, GO MATH. Native language materials used are picture dictionaries, bilingual dictionaries, internet, picture clues and native language literature. Instructional technology materials include educational websites such as Starfall, Apple computers and laptops, Smart boards and Senteos in their classrooms. Content area materials include but are not limited to a leveled library, non fiction and fiction books. Author Studies, Poetry, Folktales, Fables and Fairytales, biographies, autobiographies, Time for kids and Science Weekly. Also, Native language literature.

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

At PS 3, in our Freestanding ESL model the ESL teacher provides native language support to all ELLs by using support materials such

as the internet, picture clues and bilingual glossaries and dictionaries. In addition, a student's native language is embraced and nurtured through ongoing classroom activities, providing classrooms with student native language literature, and celebrating schoolwide diversity. The ESL teacher will also use the buddy system to pair newcomer ELLs with ELLs who speak the same native language as the newcomer but are either more English proficient or at an advanced English proficiency. This pairing helps the newcomers in many different ways. In addition, the ESL teacher and students use online translators.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?  
The ESL teacher ensures that mandated services appropriately support our ELLs needs by grouping accordingly to meet the needs of our ELLs. The ESL teacher also ensures that resources correspond to the ELLs ages and grade levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
Our school provides opportunities for school tours throughout the school year to parents of all new students including ELLs that request it. This is usually done by the Parent coordinator but we will start to include to include the ESL teacher in the tours so that she may serve as an interpreter if needed and also address any concerns or questions.
18. What language electives are offered to ELLs?  
Not applicable
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

We have no dual-language programs.

### 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. In order to enhance our staff's instructional practices regarding the ELL students, professional development workshops will be held

on professional development days to ensure that ELL strategies are shared with all teachers who work with ELLs. These workshops

will be held on Wednesdays during Professional Development and during our monthly lunch & learn meetings. Related services providers, assistant principals and paraprofessionals participate in professional development that is relevant to ELLs.

Our PD sessions include aligning Common Core Standards to the ESL curriculum, focusing on ESL methodologies and best practices.

The topics chosen for PD will help classroom teachers address the needs of ELL students in their classrooms. In addition, teachers

are invited to request attendance at professional development sessions (for ELLs) they find on the network website and or on Protraxx.

2. Teachers are provided professional development opportunities, within our network, through workshops which include training in ESL with Common Core Standards. They are also offered opportunities to attend OELL PD and citywide ESL events.

3. ELLs will experience a departmentalization in the fifth grade which will assist with the transition into middle school. The students

will move from between classes to different teachers. Each teacher works closely with the ESL teacher to provide graduating ELL students and their families any additional support and/or resources to help assist them with any needs or concerns that may arise during this transition. The Parent Coordinator and the school psychologist also provide support to our ELLs and their parents during this transition.

4. All our teacher will receive 7.5 hours of ELL training through our staff development which will be held throughout the school year

during designated professional development days and/or periods. The ESL teacher and assistant principal arranges for ESL training for teachers in need of ESL hours each school year. Training may be in the school or may be offered at various workshops offered within our network. Records of the ESL PD will be kept on file including agendas and sign-in sheets.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Parent Teacher Conferences is an event in our school where parental involvement and attendance is very high. Other parental involvement events in our school are Parent Orientations for newly arrived ELLS. We also have General Parent Orientation Meetings which are held at the beginning of the school year for all parents including parents of ELLS, during these meetings State standards, assessments, school expectations, general program requirements will be discussed. PS 3 also provides a classroom teacher orientation day as well as opportunities for our student parents to partake in classroom observations during a regular school day. In addition, parental activities include Family Literacy Night, Everyday Math Night, Multicultural Fair, Spring festival of The Arts, Bookfairs and other schoolwide events. The Parent Coordinator also holds on-going parent workshops, conducts parent surveys and is a liaison to community based organizations such as JCC, YMCA and NYC Public Library. The Parent coordinator also assists parents by providing information to resources that will help parents obtain services needed. Parents are also taught how to use ARIS Parent Link on an ongoing basis. Translation services are available throughout the school year to meet the needs of our ELLs and their parents.
  2. Our Parent Coordinator is a liaison between our parents and community based organizations such as JCC, YMCA, NY Public Library and she refers parents to these organizations for various services including ESL classes. The parent coordinator provides all the above stated information in translated versions whenever available.
  3. Surveys and Questionnaires are sent home to evaluate the needs of our parents. The Parent coordinator ensures that she is readily available to answer any questions or concerns that parents may have. In addition, the Parent Coordinator assists parents by providing parent workshops, conducting surveys and by serving as a liaison to community based organizations such as JCC, YMCA and NY Public Library. The Parent Coordinator also provides parents with information to resources that will help meet the needs of the parents. Furthermore, the Parent Coordinator also assists in providing translation and interpretation services needed by parents.
  4. Parental involvement activities such as Parent Orientation Meetings address the question and concerns that parents have and provide vital information to parents. Parent Teacher Conferences also provide parents with important information and provide opportunities for parents to voice any concerns or question they may have. Interpreters and translation services at these events and other events and activities also helps meet the linguistic needs of the 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.

Paste response to question here:

## Part VI: LAP Assurances

**School Name: THE MARGARET GIOIOSA SCHOOL**

**School DBN: 31R003**

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

| Name (PRINT)      | Title                    | Signature | Date (mm/dd/yy) |
|-------------------|--------------------------|-----------|-----------------|
| JUDITH WILSON     | Principal                |           | 1/1/01          |
| DANKA AMTZIS      | Assistant Principal      |           | 1/1/01          |
| LINDA MARONE      | Parent Coordinator       |           | 1/1/01          |
| LUZ GONZALEZ      | ESL Teacher              |           | 1/1/01          |
| LYNETTE GIAMARINO | Parent                   |           | 1/1/01          |
| LIZ DESARO        | Teacher/Subject Area     |           | 1/1/01          |
| TARA CAPATOSTO    | Teacher/Subject Area     |           | 1/1/01          |
|                   | Coach                    |           | 1/1/01          |
|                   | Coach                    |           | 1/1/01          |
| PAMELA ROSENFELD  | Guidance Counselor       |           | 1/1/01          |
|                   | Network Leader           |           | 1/1/01          |
| CYNTHIA TAIBI     | Other <u>AIS TEACHER</u> |           | 1/1/01          |
|                   | Other                    |           | 1/1/01          |
|                   | Other                    |           | 1/1/01          |
|                   | Other                    |           | 1/1/01          |

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

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

DBN: **31R003** School Name: **THE MARGARET GIOIOSA SCHOOL**

Cluster: **6** Network: **602**

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

**Part A: Needs Assessment Findings**

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

The ELL contact person will use data gathered from various sources to determine the written translation and oral interpretation needs of parents. These include the following: Part 3 of the HLIS, School Emergency Cards and information provided by the Parent Coordinator. In addition, parents will have opportunities to request written, as well as oral translation and interpretation services, for the entire school year. Furthermore, the school ELL contact person, in collaboration with the school Parent Coordinator, will ensure that all parents are provided with appropriate and timely school correspondence in a language they request.

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.

As per Part 3 of our Home Language Identification Surveys, we have found that twenty four families in our school have requested that all school correspondence be translated into six different languages: Twelve of these families have requested Spanish, Korean, Italian, and Russian speaking interpreters to be available for Parent Teacher Conferences. The ELL contact person notifies the school community about parents' interpretation needs through professional development sessions offered throughout the school year, as well as during School Leadership meetings.

## Part B: Strategies and Activities

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

The correspondence that comes from the school will be translated by fully licensed bilingual DOE teachers, administrators and paraprofessionals working in the school.

Samples of the school correspondence to be translated:

- a. Report Cards
- b. School newsletter
- c. Trip notices
- d. Letters from teachers
- e. PTA letters
- f. School Notices

For lower incident languages, the DOE Translation and Interpretation Unit will be contacted and translated correspondence will be sent electronically.

All school correspondence will be forwarded to the ELL contact person at least one week prior to distribution. This will ensure that all parents who request translations are provided with appropriate and timely information in a language they can understand.

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.

The oral interpretation services will be provided for the following events:

- a. Parent Teacher Conferences
- b. ELL Parent Orientation
- c. Phone calls from teachers regarding students' academic progress
- d. IEP conferences
- e. PTA Meetings
- f. Parent Workshops

Oral interpretation services will be provided by fully licensed bilingual DOE teachers, administrators and paraprofessionals working in the school. In addition, we also have parent volunteers.

Funds allocated from the Translation and Interpretation Budget will be used for lower incident languages.

Fully licensed bilingual DOE staff from the other schools will be hired for lower incident languages.

The School will directly contact the DOE Translation and Interpretation Unit for over-the-phone translation services for IEP conferences.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

- Signs in each of the covered languages will be posted near the primary entrance to school.
- Signs will indicate the availability of interpretation services.
- Signs will notify parents that copies of translated versions of The Bill of Parent Rights and Responsibilities are available in the Main Office.