



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: MAURICE WOLLIN: PUBLIC SCHOOL 4

DBN (i.e. 01M001): 31R004

Principal: MARC A. HARRIS

Principal Email: MHARRIS@SCHOOLS.NYC.GOV

Superintendent: JESSICA JENKINS

Network Leader: NANCY RAMOS

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
Marc Harris	*Principal or Designee	
Linda Sweeney	*UFT Chapter Leader or Designee	
Nicole Girellini/Chairperson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lisa Kubinski	Member/ Parent	
Lisa Valentino	Member/ Parent	
Melanie Barr	Member/ Parent	
Debra Jennings	Member/ Parent	
Denise Coppola	Member/ Parent	
Lauren Previte	Member/ Parent	
Susan Hunt	Member/ Parent	
Alice Braunstein	Member/ Teacher	
Diane Molloy	Member/ Teacher	
Kristen Ramirez	Member/ Teacher	
Giovanna Miller	Member/ Teacher	
Stacy Tobin	Member/ Teacher	
Melissa DAngelo	Member/ Assistant Principal	
	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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, all students in Grades 4 and 5 will demonstrate progress towards achieving state standards in ELA as measured by a 5% increase in the number of Grade 4-5 students performing at proficiency on the NYS ELA and a 5% increase in the number of Grade 4-5 students reading at proficiency level in June 2014 as measured by F&P assessments and compared to September 2013 F&P assessments.

Comprehensive Needs Assessment

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

Analysis of our Progress Report indicates that our gap in proficiency between general education students and students with disabilities has decreased. In addition, the significant number of general education students performing below proficiency has increased. We are therefore shifting our focus to increasing proficiency for all students in grades 4 and 5. NYS ELA scores indicate that only 36.7% of students tested last year performed at proficiency level. Average student proficiency was 2.7. While these results put us in the top half as compared to citywide performance, we fall in the bottom half as compared to our peer group. F&P assessments also indicate that 51.6% of grade 4 and 5 students are performing below proficiency level. Analysis of running records indicates that our students are fluent readers who are lacking in comprehension skills. Further analysis of F&P assessments for this year and TCRWP assessments for last year indicates that we begin to see a significant drop in student proficiency beginning in grade 3. Average proficiency for grades 1 and 2 over a 2 year period was 69% compared to average proficiency for grades 3-5 over the two years which was 30.08%.

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. AIS/LLI groups formed based on prior year's test results and current year's benchmark assessments
2. Visualizing and Verbalizing- Linda Mood-Bell
3. Close Reading Strategy
4. Soar to Success
5. Test Taking strategy group- Extended Day
6. Common core test prep

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

1. AIS teachers, Extended day teachers
2. All classroom teachers in grades 2-5 will implement V&V; training will be provided by Lindamood-Bell consultants throughout the school year
3. All classroom teachers in grades K-5; training provided by network specialist
4. Select classroom teachers and extended day teachers; turn-key training provided by staff members
5. Extended day teacher
6. All classroom teachers in grades 3-5

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

1. LLI Benchmark Assessments, F&P Reading level; unit assessments; state exam scores
2. F&P Reading level; unit assessments; state exam scores
3. Progress in student work samples studied during Inquiry Team meetings, F&P Reading level; unit assessments; state exam scores
4. STS Benchmark Assessments, F&P Reading level; unit assessments; state exam scores
5. State exam scores

6. State exam scores

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

1. November 2013 – June 2014
2. September 2013 – June 2014
3. October 2013 – June 2014
4. November 2013 – June 2014
5. November 2013 – June 2014
6. September 2013 – June 2014

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

1. Based on results of the state exam and September benchmark assessments, students will be identified for participation in the Leveled Literacy Intervention program. Three teachers working across all grades will pull-out 5 groups each day and see an additional group during extended time. LLI kits were purchased for each grade level. Additional teachers will receive turn-key training to take groups during extended day, as necessary.
2. All teachers in grades 2-5 will implement V&V daily for 15 minute blocks of time. Teachers will receive training in the program, onsite coaching, and additional support through a series of webinars over the course of the school year. Teachers will follow a pacing calendar to ensure that the program is fully implemented.
3. Teachers in grades K-5 will introduce the practice of close reading. It will be done regularly as part of the reading block. Workshops will be offered to teachers throughout the year and conducted by our Network Literacy Specialist. NYReady will be purchased for use with close reading in grades 1-5.
4. Soar to Success will be implemented for students performing significantly below grade level. It will be done either whole class or in small groups in select classrooms in grades K-5 and in extended time groups as needed. Turn-key training will be provided by staff members. We currently have multiple kits available for all grades.
5. This group will be established for students who are currently and consistently performing on grade level in classroom and F&P assessments, but who have not performed above the state scale cut-off indicating a need for AIS. Students will work in small groups to develop very specific reading strategies and skills that reflect the new state ELA test. They will also work on test taking strategies.
6. Common core test prep tasks and strategies are built into all ELA curriculum maps. In addition, grades 3-5 have a test prep unit designed to reflect new state ELA test. This unit is covered in the weeks leading up to the ELA exam. Ready NY books are used throughout the school year to prepare students as well.

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).

- Remind 101
- ELA Parent workshop series:
 - Common Core Standards for ELA
 - Close Reading with Text Annotation
 - Orton-Gillingham
 - Visualizing and Verbalizing
- EChalk- Post ELA reading strategies, literature links, current topics/skills, etc.
- Raz-Kids.com

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	X	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, all students in Grades 4 and 5 will demonstrate progress towards achieving state standards in Mathematics as measured by a 5% increase in the number of Grade 4-5 students performing at proficiency on the NYS Math and a 5% increase in the number of Grade 4-5 students scoring at proficiency end of year Math in Focus assessments as compared to September assessments.

Comprehensive Needs Assessment

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

Analysis of our Progress Report indicates that our gap in proficiency between general education students and students with disabilities has decreased. In addition, the significant number of general education students performing below proficiency has increased. We are therefore shifting our focus to increasing proficiency for all students in grades 4 and 5. NYS Math scores indicate that only 45.1% of students tested last year performed at proficiency level. Average student proficiency was 2.89. While these results put us in the top half as compared to citywide performance, we fall in the bottom half as compared to our peer group. Analysis of baseline Math in Focus assessments given in September indicates that only 23.5% of grade 4 and 5 students scored at proficiency level.

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
 1. V-Math for at risk students in grades 4 and 5
 2. Progress in Mathematics Program for at risk students in grades 2 – 5
 3. Instructional strategies of the Math In Focus program: pictorial, concrete, abstract, number bonds, bar models
 4. V&V with word problems
 5. Common core test prep
- 2. Key personnel and other resources used to implement each strategy/activity**
 1. AIS teachers; V-Math program
 2. Extended day teachers: Progress in Mathematics workbooks
 3. K-5 classroom teachers; Math in Focus program and materials; curriculum maps; off-site teacher workshops
 4. K-5 classroom teachers
 5. Grade 3-5 teachers
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Benchmark V-Math assessments, chapter assessments, state exam
 2. Progress in Math assessments, chapter assessments, state exam
 3. Math In Focus assessments, state exam
 4. Word problem assessments in MiF, V-Math, Math in Focus, NY Ready, and the state exam

5. NY Ready assessments, chapter assessments, state exam
4. Timeline for implementation and completion including start and end dates
5. November 2013 – June 2014
6. December 2013 – June 2014
7. September 2013 – June 2014
8. Beginning January 2014 – June 2014
9. September 2013 – June 2014
10. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Based on results of the state exam and September benchmark assessments, students will be identified for participation in the V-Math Intervention program. Two designated teachers will pull-out 4 th and 5 th grade groups of students three times weekly to participate in the program. These teachers will also work with extended day groups.
2. Extended day groups will be formed for students in grades 2-5 who are identified as being at-risk in mathematics and not currently receiving AIS. Teachers will use the Progress in Mathematics program to reteach and reinforce standards based skills taught through Math in Focus.
3. Classroom teachers will follow the Math in Focus program, emphasizing the use of pictorial and concrete representations, abstract, number bonds, and bar models for at-risk students. Teachers will participate in ongoing, off-site professional development to support their instructional practice.
4. Teachers will use V&V techniques to help students visualize, understand word problems. This will be approached in different classrooms at different times, based on the progression through the V&V steps.
5. Common core test prep tasks and strategies are built into the Math In Focus curriculum maps. Ready NY books are used throughout the school year to prepare students as well.

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).
<ul style="list-style-type: none"> • Remind 101 • Math Parent workshops: <ul style="list-style-type: none"> ○ Grade level parent workshops each term based on key concepts from the Math curriculum. Feedback data will be gathered to direct future workshops. ○ Common Core Standards and Practices in Math ○ Visualizing and Verbalizing in Math • Home-School Connection Letter • EChalk- Post Math strategies, internet links, current topics/skills, etc. • Think Central access for parents and students

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
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 overall student attendance will increase by 1.2 for an overall attendance rate of 95% as measured by the school Progress Report

Comprehensive Needs Assessment

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

The attendance rates for the past 3 years are as follows:

- 2012 – 2013 was 93.8%
- 2011 – 2012 was 95.1%
- 2010 – 2011 was 93.8%

Average student proficiency in ELA and Math for the past 3 years are as follows:

- 2012 – 2013 ELA 2.93 Math 3.26
- 2011 – 2012 ELA 3.08 Math 3.47
- 2010 – 2011 ELA 2.7 Math 2.89

We were unable to maintain the increase in attendance that was achieved during the 2011-2012 school year. There is a direct correlation between average student proficiency in ELA and Math and the attendance rates. Increasing student attendance is a high priority.

Instructional Strategies/Activities

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

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

1. New attendance slogan: *Be Cool. Pack the School.*

2. Monthly perfect attendance photos will be posted on eChalk and in the school lobby.
3. Recognizing the class with the best attendance each month.
4. Students with perfect attendance will be recognized at monthly assembly programs.
5. Parents will be updated on our progress toward our goal on eChalk.
6. We will continue to hold attendance raffles at each PTA meeting.
7. School personnel will continue to conduct outreach programs to parents with students who have chronic absenteeism.

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

1. All school personnel and parents.
2. Guidance/PTA
3. Guidance/PTA
4. Guidance/Assembly Teachers
5. PTA
6. Classroom Teachers/PTA
7. Guidance/Classroom Teachers

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

1. Weekly Attendance Summaries, Monthly class attendance, Individual attendance for at-risk and chronic students
2. Increase in the number of students repeating month to month and new students begin included
3. Increase in the number of students repeating month to month and new students begin included
4. Weekly Attendance Summaries, Monthly class attendance, Individual attendance for at-risk and chronic students and increase in the number of students repeating month to month and new students begin included

5. Increase in the number of students begin included in the monthly raffles
6. Increase in attendance for individual students.

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

5. September 2013 through June 2014
6. September 2013 through June 2014
7. September 2013 through June 2014
8. September 2013 through June 2014
9. September 2013 through June 2014
10. September 2013 through June 2014
11. September 2013 through June 2014

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

1. The School Leadership Team will design a new attendance slogan. The slogan will be posted in all classrooms and throughout the school building. It will be repeated daily during morning announcements and reinforced by all school personnel as appropriate.
2. Monthly, students with perfect attendance will be photographed in class groups. These photos will be displayed in the school lobby and on eChalk and changed monthly.
3. Monthly, the class with the best attendance will be photographed by SLT representatives. The photo will be posted on eChalk. The class will “host” the school mascot for the month and receive a treat from the PTA.
4. Students with perfect attendance will be recognized during monthly assembly programs.
5. Attendance data will be posted on the eChalk website on a monthly basis to keep parents informed.
6. The first raffle, for October attendance, will be held at the November 7th PTA meeting. Every Friday students with perfect attendance for the week will be given a raffle ticket to put in the class raffle box. This will begin in October. At the end of each month all tickets will be collected and combined for a drawing at the next PTA meeting. Prizes will include movie tickets, restaurant gift cards, and more.
7. Guidance counselors will track attendance for at-risk and chronic students. They will establish a relationship with parents and provide updates and support throughout the year. As necessary, they will provide at-risk counseling to these students.

Strategies to Increase Parental Involvement

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

1. Attendance newsletter on eChalk including updates on attendance rates and school incentives, school slogan, photos, informative articles/links, and resources
2. Attendance newsletter on eChalk including updates on attendance rates and school incentives, school slogan, photos, informative articles/links, and resources
3. Attendance newsletter on eChalk including updates on attendance rates and school incentives, school slogan, photos, informative articles/links, and resources
4. Attendance newsletter on eChalk including updates on attendance rates and school incentives, school slogan, photos, informative articles/links, and resources
5. Attendance newsletter on eChalk including updates on attendance rates and school incentives, school slogan, photos, informative articles/links, and resources
6. Parent attendance will be required to win the monthly attendance raffle at PTA meetings
7. Letters, phone calls, and meetings with counselors and school personnel

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.						
PTA Funds						

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- 2. Key personnel and other resources used to implement each strategy/activity**
- 1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 4. Timeline for implementation and completion including start and end dates**
- 5.
- 6. 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
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- 2. Key personnel and other resources used to implement each strategy/activity**

- 1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 4. Timeline for implementation and completion including start and end dates**
- 5.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Leveled Literacy Intervention Soar to Success	Small Group Whole class and small group	During the school day and during extended day
Mathematics	Vmath	Small Group	During the school day and during extended day
Science	Needs assessment does not indicate a need for AIS in Science	N/A	N/A
Social Studies	Needs assessment does not indicate a need for AIS in Social Studies	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk guidance provided by Guidance Counselors	Small group and one-to-one	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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.

P.S.4R, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards. This school-parent compact is in effect during school year 2013-2014.

School Responsibilities

P.S. 4R will:

1. Utilize the research based programs, Orton-Gillingham and Visualizing and Verbalizing along with a balanced literacy curriculum and Math In Focus as a base line for high quality curriculum. P. S. 4R will integrate this with classroom technology, a hands-on Science program, standard based Social Studies, Physical Education, and the arts to ensure a well-rounded, flowing learning environment.
2. Schedule PTC twice during each school year in November and March. Additional ongoing conferences are held as the request of parent and/or teacher.
3. Provide parents with the following reports on child's progress:
 - Report cards distributed in November and March with final report cards sent home on the last day of school.
 - Curriculum conferences with classroom teachers in early fall.
 - Formal notification regarding possible holdover in January.
 - Acuity data available to parents as each is provided with a user password.
 - ELA, State Math, and Science scores distributed upon receipt by school.
 - Parent/Teacher requested meetings.
 - Parent/teacher reports made by phone, e-mail, notes and scheduled appointments.
4. As delineated above, parents have access to staff during PTC both formally and informally throughout the school year.
5. Provide parents opportunities to observe and participate in their child's classroom during Open School Week, traditionally held in the early Fall of each year.
 - Encourage parents to participate in Publishing Celebrations, Science Fair, class trips, read to the class as a guest reader, and assist in classroom projects.
6. Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.
7. Involve parents in the joint development of any school-wide program plan (for SWP schools), in an organized, ongoing and timely way.
8. If applicable, hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a home language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in Math and English Language Arts.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in Section 200.56 of the title I.

Parent/Guardian Responsibilities

We as parents will support our children’s learning in the following ways:

- supporting my child’s learning by making education a priority in our home by:
 - making sure my child is on time and prepared every day for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- volunteering in my child’s classroom;
- participating, as appropriate, in decisions relating to my children’s education;
- participating in school activities on a regular basis;
- promoting positive use of my child’s extracurricular time.
- staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child, through email or by mail and responding as appropriate;
- serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Leadership Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school’s discipline policy;
- expressing high expectations and offering praise and encouragement for achievement.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards.

Specifically, we will:

- Do homework every day and ask for help when we need to.
- Read at least 30 minutes every day outside of school time.
- Give to our parents or the adult who is responsible for our welfare all notices and information received from school every day.

Name	Signature	Date
School – Print Name		
Parent(s) – Print Name		

Student (if applicable)- Print Name

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 31	Borough Staten Island	School Number 004
School Name Maurice Wollin Elementary		

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 Marc Harris	Assistant Principal Suzanne DiMitri
Coach type here	Coach type here
ESL Teacher Mariele Covino	Guidance Counselor Cindy Valle
Teacher/Subject Area Kathy Oehm/ Kindergarten	Parent type here
Teacher/Subject Area Jen Mondone/4th grade	Parent Coordinator Cecilia Saccomagno
Related Service Provider Ruby Freeman/speech	Other Lori Sotnick, AP
Network Leader(Only if working with the LAP team) type here	Other Melissa Grandner D'Angelo, AP

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently	0	Number of certified NLA/foreign language	0	Number of teachers who hold both a bilingual extension and ESL	0

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	768	Total number of ELLs	14	ELLs as share of total student population (%)	1.82%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) K 1 2 3 4 5 6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Push-In	1	1	1											3
Pull-out				1	1	1								3
Total	1	1	1	1	1	1	0	6						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	11		2	3		2				14
Total	11	0	2	3	0	2	0	0	0	14

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Freestanding English as a Second Language
Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1		1		1	1								4
Chinese	1													1
Russian		1												1
Bengali														0
Urdu														0
Arabic		1	2											3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian			1		1									2
Other				1	1	1								3
TOTAL	2	2	4	1	3	2	0	14						

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)	2													2
Intermediate(I)	2	1		1	1									5
Advanced (A)		2	2	2	1	2								9
Total	4	3	2	3	2	2	0	0	0	0	0	0	0	16

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1				1
8									0

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

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

Native Language Tests		
	# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

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

1. Classroom teachers utilize Fountas and Pinell, running records, conference notes and teacher observations to assess the early literacy skills of K-5 ELLs. The current reading level as indicated by Fountas and Pinell assessment for each ELL is as follows:

October 2013

Kindergarten:

pre-a: 2 student

First Grade:

B: 1 student

D: 1 student

Second Grade:

D: 1 student

F: 1 student

H: 1 student

I: 1 student

Third Grade:

L: 1 student

Fourth Grade:

L: 2 students

O: 1 student

Fifth Grade:

N: 1 student

Q: 1 student

As of October 2013, the Fountas and Pinell Reading Level data shows that most of our ELL students are reading below grade level. The implication for this year's LAP is to utilize data from the assessments in order to focus instruction in the ESL program and in classrooms with ELLs towards raising performance levels in reading to grade level or above for all ELLs.

Fountas and Pinell data is used by the ESL teacher and classroom teacher to inform both push in and pull out instruction, plan groupings (ex: guided reading groups), identify the individual early literacy skills in need of improvement for each student, and target interventions for at-risk ELLs. Progress monitoring by the ESL and classroom teachers is an on-going process, documenting strategies and interventions utilized and their effects on student performance. Data is shared among the administration and colleagues at conferences as a means to inform the school's instructional plan.

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

2. Part A. Assessment Analysis:

Overall NYSESLAT Proficiency Results (*LAB R For New Admits) includes the overall 2013 NYSESLAT results and Fall 2013 LAB R results. Data patterns across proficiency levels on the NYSESLAT as indicated on the RLAT report reveal that the majority of our ELLs across all grades scored at an overall level of Advanced or Intermediate. A current ATS RNMR report could not be obtained, so a combined modality analysis could not be performed. Our incoming Kindergarten ELLs tested at the Advanced level on the Fall 2013 LAB R.

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](#))

NYSESLAT Modality Analysis could not be completed due to the unavailability of the RNMR report on ATS (October 2013).

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) A thorough examination of student results on the 2013 NYS exams has revealed certain patterns across proficiencies and grades. In summary, there seems to exist a correlation between English proficiency as indicated by the overall NYSESLAT score and performance on NYS exams. A more detailed analysis follows:

Grade 3 NYS ELA and NYSESLAT:

During the 2012–2013 school year, there were three Grade 3 ELLs at PS 4. Those students are now in Grade

4.

All former Grade 3 ELLs received a score of 1. One of the students is currently on the Special Education side of a Grade 4 ICT class. Two students scored Advanced and one scored Intermediate on the 2013 NYSESLAT.

The implication for this year's LAP is to utilize test data from the 2013 ELA and 2013 NYSESLAT in order to focus instruction in the ESL program and in classrooms with ELLs towards increasing performance in the reading and writing areas that pose the greatest challenges for these students. Additionally, in order to raise performance levels in these areas, all of these current Grade 4 ELLs are participating in one or more RTI and/or academic intervention services offered at PS 4, including Extended Day, Orton Gillingham and Verbalizing and Visualizing.

Grade 3 NYS Math:

Two students received a score of 1 and one scored a 2. One of the students are currently on the Special Education side of a Grade 4 ICT class.

The implication for this year's LAP is to utilize test data from the 2013 NYS Math such as item analysis reports in order to focus instruction in the ESL program and in classrooms with ELLs towards increasing performance in the areas of greatest difficulty as indicated by test data. For example, the ESL teacher and classroom teachers may employ ESL strategies in teaching challenging mathematical concepts and provide explicit mathematics vocabulary instruction during push-in services. Additionally, in order to raise performance levels in math, all of these current Grade 4 ELLs are participating in one or more academic intervention services offered at PS 4, such as Extended Day, Soar to Success, Orton Gillingham and Verbalizing and Visualizing.

Grade 4 NYS ELA and NYSESLAT:

During the 2012–2013 school year, there were three Grade 4 ELLs at PS 4. One scored proficient on the 2013 NYSESLAT, a 2 in both Math and ELA, and a 3 in Science. The other two students did not pass the NYSESLAT and continue to receive ESL services as Grade 5 students. One student is on the Special Education side of a Grade 5 ICT class, and the other student is in a Grade 5 12:1:1 class setting.

Both students scored a 1 on ELA. One student scored at the Advanced level on the NYSESLAT, and the other student scored at the Intermediate level.

The implication for this year's LAP is to utilize test data from the 2013 ELA and 2013 NYSESLAT in order to focus instruction in the ESL program and in classrooms with ELLs towards increasing performance in the reading and writing areas that pose the greatest challenges for these students. Additionally, in order to raise performance levels in these areas, all of these current Grade 5 ELLs are participating in a multitude of RTI/AIS services, such as SETTS, Extended Day, Soar to Success, Orton Gillingham and Verbalizing and Visualizing.

Grade 4 NYS Math:

Both students scored a 1 on the NYS Math.

The implication for this year's LAP is to utilize test data from the 2013 NYS Math such as item analysis reports in order to focus instruction in the ESL program and in classrooms with ELLs towards increasing

performance in the areas of greatest difficulty as indicated by test data. For example, the ESL teacher and classroom teachers may employ ESL strategies in teaching challenging mathematical concepts, provide explicit mathematics vocabulary instruction, and integrate the use of bilingual glossaries into instruction. Additionally, in order to raise performance levels in math, all of these current Grade 5 ELLs and former ELLs are participating in one or more academic intervention services offered at PS 4, SETTS, Extended Day, Soar to Success, Orton Gillingham and Verbalizing and Visualizing.

Grade 4 Science

One student scored a 3 on the NYS Science exam is approaching the proficiency standard score for the NYS Science. The other student was absent throughout the entire testing/make-up session dates. The use of bilingual glossaries and native language content area resources will continue to be employed to support the achievement of our ELLs in Science.

Grade 5 ELA and NYSESLAT

During the 2012–2013 School year, there were three Grade 5 ELLs. The student in a 12:1:1 class scored proficient on the 2013 NYSESLAT. The other students scored at the Advanced Level. All three students scored a 1 on the ELA. All of the students participated in one or more of the following RTI/AIS services: SETTS, Extended Day, Soar to Success, Orton Gillingham and Verbalizing and Visualizing.

Grade 5 NYS Math:

Two students scored a 1 and one student scored a 2. During the 2012–2013 school year, instruction in the ESL program and in classrooms with ELLs was focused towards increasing performance in the areas of greatest difficulty as indicated by test data of the previous year. For example, the ESL teacher and classroom teachers employed ESL strategies in teaching challenging mathematical concepts, provided explicit mathematics vocabulary instruction, and integrated the use of bilingual glossaries into instruction during push-in instruction. Additionally, in order to raise performance levels in math, all of these former Grade 5 ELLs participated in one or more academic intervention services offered at PS 4: SETTS, Extended Day, Soar to Success, Orton Gillingham and Verbalizing and Visualizing.

4. b) PS 4 opted not to conduct the ELL Periodic Assessments during the 2012–2013 school year, since we only had nine ELLs total in Grades 3 – 5 combined. At the present time, PS 4 has only six ELLs in Grades 3 –5 combined, so we have opted not to administer the ELL Periodic Assessments. As ELL enrollment in the upper elementary grades increases at PS 4 in the future, the school will administer the ELL Periodic Assessments. However, until such a time, ELLs in the upper elementary grades will continue to be assessed utilizing the NYSESLAT and formal classroom assessments such as Fountas and Pinell.

4. c) As discussed above in 4b., PS 4 does not utilize the ELL Periodic Assessments. Materials in the students' native languages such as books, vocabulary flashcards, bilingual dictionaries and glossaries are utilized in both the ESL classroom and student classrooms to provide mandated native language support.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

RtI at PS 4 includes academic intervention programs such as VMath, Verbalizing and Visualizing, Soar to Success, Leveled Literacy Instruction, and Orton Gillingham. The ESL Teacher participates in all training sessions for teachers who use these interventions. Data is utilized by the ESL and classroom teachers to plan and implement appropriate targeted intervention during ESL services. This school year, the ESL Teacher implements the Soar to Success and Orton Gillingham programs during push in and pull out services.

ELA and English language development instruction for ELLs is provided at the Tier 1 core instructional level. Through on-going progress monitoring (running records, informal observations, periodic assessments, etc) by the ESL teacher and classroom teachers, at-risk students are identified and provided more targeted and intensive academic supports at the Tier 2 level, and Tier 3 level if necessary. For ELLs, the documentation analyzed also includes the following: a description of how instruction was differentiated to address the needs of our linguistically and culturally diverse learners, the amount and type of ESL instruction provided, and a description of the specific skills that need additional and/or more intense intervention.

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

Each student's second language development in the four modalities is considered in all instructional decisions. Data is obtained through multiple sources: Fountas and Pinell, the NYSESLAT and other NYS exams, unit pre-tests and post tests, reading conference notes, writing conference notes, and speaking/listening task notes. The formal data is analyzed by the ESL teacher and administration in order to plan a push in ESL schedule that best suits the academic and linguistic needs of the students. The ESL teacher and classroom teachers review data from unit pre-tests and post tests, reading conference notes, writing conference notes, and speaking/listening task notes during lesson planning in order to prepare and deliver instruction that will best support the academic and linguistic needs of all students in both push in and pull out ESL services.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

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

8. The success of our ESL program is evaluated based on student performance on the NYSESLAT and other NYS exams, which is analyzed to determine AMAO and AYP. Progress documented through formal assessments such as Fountas and Pinell, conference notes, running records and informal observations by the ESL and classroom teachers are also factored into assessing the overall effectiveness of PS 4's ESL program.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. At registration, parents are administered the HLIS in the parent's language of choice. The ESL teacher is present to explain the HLIS to the parent. The ESL teacher conducts an informal oral interview with the parent and child in English to identify those students who may be eligible for LAB R testing. Staff who are fluent in the family's native language are also present to conduct an informal oral interview with the child in the native language. If necessary, the school will utilize the DOE Over-the-Phone Interpretation services to facilitate this process. The parent then completes the HLIS form. Through this process, the ESL teacher is able to identify those children who are eligible for LAB R testing. Next, the ESL teacher individually administers the LAB R to students who are eligible for LAB R testing within the first ten days of enrollment. Students who are Spanish dominant and do not score proficient on the LAB R are then administered the Spanish LAB within the first ten days of enrollment. In the event that the ESL teacher is unavailable to conduct the initial screening, administer the HLIS, and/or administer the LAB R and/or Spanish LAB, a trained pedagogue such as Ruby Freeman may complete the ELL identification process described above within the first ten days of enrollment.

For any child newly enrolled at PS 4, the original HLIS is included in the child's cumulative record folder, and a copy is kept on file in the Main Office. If a student is identified as an ELL based upon his or her LAB R score, a copy of the HLIS is also kept on file in the ESL Compliance Binder in the ESL Room. The ESL Teacher also ensures that the original HLIS of all transfer students is sent to PS 4 from the child's previous school and that it is placed in each child's cumulative record folder at PS 4.

On the first day of the school year each September, the ESL teacher obtains the NYSESLAT Scores and Modality Breakdown Report (RNMR) from ATS to calculate Annual Measurable Achievement Objective (AMAO) and evaluate the progress of ELLs that had taken the NYSESLAT in May of the previous school year. Overall NYSESLAT proficiency results are examined and a modality analysis is conducted in order to identify the language areas in need of improvement. Based on this information, ELLs are grouped by grade and begin receiving Pull Out services, as well as Push In services.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 2. On the day that it has been determined that the child is an English Language Learner based on the score the child received on the LAB R, the parent receives the Entitlement Letter (Appendix C), Parent

Brochure, and the Parent Survey and Program Selection Form (Appendix D) in the language that the parent indicated in Part 3 Parent Information section of the HLIS. The Entitlement Letter includes the date, time and place for the Parent Orientation for Newly Enrolled ELLs. The orientation is generally scheduled for a date within the week after a student has been identified as an ELL. All information shared (oral and written) is made available in the parents' languages of choice, either with the assistance of staff members fluent in the parents' native languages or through the use of the DOE Over-the-Phone Interpretation service.

The ESL teacher, Parent Coordinator, and staff fluent in the parents' native languages conduct the Parent Orientation. Parents view the New York City Department of Education Orientation Video for Parents of Newly Enrolled English Language Learners in their language of choice. Further questions and concerns are addressed by the ESL teacher, Parent Coordinator, and staff fluent in the native languages of the parents to ensure that all parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL). If necessary, the school will utilize the DOE Over-the-Phone Interpretation services to facilitate this process.

Parents are encouraged to indicate their first, second and third programs or choice, even if the program is not currently offered at PS 4. At the current time, the families of fewer than 15 ELL students across two contiguous grades who speak the same home language have requested TBE or DL as their first choice on the Parent Survey and Program Selection Form. It is explained to the parents that once sufficient numbers are reached a TBE and/or DL class will be opened. Alternatively, the parents are provided a transfer option if their first program of choice is not currently offered at PS 4, with the understanding that the parents would be notified if a TBE and/or DL class were to open based upon sufficient requests and that the family would also be provided the option to transfer their child back to PS 4 and into the TBE or DL class should the parents wish to do so. Parents may decline the transfer option and keep their child in PS 4 with the understanding that the child will be placed in ESL services, as opposed to TBE or DL, until such time that sufficient numbers are reached and a TBE or DL class is opened. The parents then complete the Parent Survey and Program Selection Form in the language of their choice and submit it to the ESL teachers.

Once a parent completes the Parent Survey and Program Selection Form, the original is filed in the child's cumulative record folder and a copy is kept on file in the ESL Compliance Binder in the ESL Room. The ESL Teacher also ensures that the original Appendix D of all transfer students is sent to PS 4 from the child's previous school and that it is placed in each child's cumulative record folder at PS 4.

The ESL Teacher utilizes Appendix K in order to maintain a record of each parent's first, second, and third program of choice, as indicated on the completed and signed Parent Survey and Program Selection Form, as well as the ELPC function in ATS to maintain a record of each parent's first program choice. Once the families of 15 ELL students across two contiguous grades who speak the same home language have requested TBE or DL as their first choice on the Parent Survey and Program Selection Form, a TBE or DL class will be opened. Beginning in the Fall of 2011, data collected from the Parent Survey and Program

Selection Form is entered on the ELPC function on ATS.

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

3. The ESL teacher prepares and distributes the Entitlement Letters and Parent Survey and Program Selection Forms in each parent's language of choice as indicated on the Parent Information section of the HLIS on the day that it is determined that the child is an ELL based upon his or her score on the LAB R. It is indicated on the Program Selection side of Appendix D that the form is to be returned to the ESL teacher on the day of the scheduled Parent Orientation. Once a parent completes the Parent Survey and Program Selection Form at the conclusion of the orientation session with the ESL Teacher, Parent Coordinator, and staff member who is fluent in the parent's native language if necessary, the original is filed in the child's cumulative record folder and a copy is kept on file in the ESL Compliance Binder in the ESL Room. The ESL Teacher also ensures that the original Appendix D of all transfer students is sent to PS 4 from the child's previous school and that it is placed in each child's cumulative record folder at PS 4.

If a parent does not attend the Parent Orientation, the ESL Teacher or a staff member who is fluent in the parent's native language contacts the parent by phone in order to schedule a make-up session. If necessary, the school will utilize the DOE Over-the-Phone Interpretation service to facilitate this process. Since PS 4 does not have sufficient numbers of students to sustain a Transitional Bilingual Education program, students whose parents do not return the form are placed in our Freestanding English as a Second Language program until a make-up session can be scheduled and the parent can make an informed decision about program choice. Again, all oral and written information at the make-up session will be made available in the parent's language of choice as indicated on the Parent Information section of the HLIS. Staff fluent in the parent's native language will assist in interpretation or the DOE's Over-the-Phone Interpretation service will be utilized if necessary.

All attempts to schedule a make-up orientation session with a parent are documented in writing by the ESL teacher in the ESL Parent Log, which is kept in the ESL classroom. After three failed attempts to schedule an orientation with the parent of a newly enrolled ELL student, the ESL teacher contacts the parent either by phone or in writing to request an over-the-phone orientation, with the translation and/or interpretation assistance of a staff member fluent in the parent's native language if necessary. If an over-the-phone orientation is the only feasible alternative to an in-person orientation session at the school, the ESL teacher requests that the parent view the Parent Orientation Video in their language of choice at <http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm>. After viewing the video, the ESL teacher and Parent Coordinator completes the Appendix D form with the parent through a phone conference by proxy, with the interpretation assistance of a staff member fluent in the parent's native language if necessary. Parent orientations completed through a phone conference are documented in writing by the ESL teacher in the ESL Parent Log, including a list of names of all who have participated in the conference. Documented participants may include the names of parent, ESL teacher, Parent

Coordinator, and staff member fluent in the parent's native language if necessary. The use of the DOE Over-the-Phone Translation and Interpretation services is also documented in the log if the service is utilized.

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

4. Once an ELL has been identified, the parent attends the Parent Orientation and is informed of the three program choices available in their native language if requested. When a parent selects ESL, the child is serviced through a combination of Push In and Pull Out ESL services.

As stated above, parents are encouraged to indicate their first, second and third programs or choice, even if the program is not currently offered at PS 4. At the current time, the families of fewer than 15 ELL students across two contiguous grades who speak the same home language have requested TBE or DL as their first choice on the Parent Survey and Program Selection Form. Once sufficient numbers are attained a TBE and/or DL class will be opened. Parents who indicate that TBE or DL are their first program choice are provided a transfer option if their first program of choice is not currently offered at PS 4, with the understanding that the parents would be notified if a TBE and/or DL class were to open based upon sufficient requests and that the family would also be provided the option to transfer their child back to PS 4 and into the TBE or DL class should the parents wish to do so. Parents may decline the transfer option and keep their child in PS 4 with the understanding that the child will be placed in ESL services, as opposed to TBE or DL, until such time that sufficient numbers are reached and a TBE or DL class is opened.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

5. Beginning a month prior to the NYSESLAT administration dates, the ESL teacher collects NYS exam dates, trip dates, in-house event dates, related service schedules, and prep schedules from classroom teachers. The ESL teacher then plans a NYSESLAT testing schedule around other NYS exams, trips, special events, student related services, and the prep schedule. The assistant principals must then review and approve the proposed NYSESLAT testing schedule. Once the testing schedule is approved, a final schedule containing the specific date and time for each section of the NYSESLAT for each student is given to the teaches and administration. a letter containing the specific date and time for each section of the NYSESLAT for each student is also sent home to each student's respective parent(s) / guardian(s). During administration, the ESL teacher maintains a roster of all ELLs scheduled to take the NYSESLAT. On the roster, she records the date on which each ELL is administered a specific section of the exam. Several dates at the end of the NYSESLAT adminsitration window are reserved for make-up exams. It is explained in writing to the parents and classroom teachers that if a student is absent for any portion of the NYSESLAT s/he will be administered a make-up exam on any of the dates that have been reserved for make-up exams.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

6. During the 2011–2012 and 2012–2013 school years, the trend in program choice that parents requested was ESL. In the 2013–2014 school year, the trend continued, with 2 families selecting ESL as their primary program choice. No families selected TBE or DL as their first program choice. To date, all parents who have selected TBE or DL as their first program choice have declined the transfer option offered by the school and have instead decided to keep their child enrolled at PS 4, with the understanding that the child will be placed in the ESL program until such time that sufficient numbers are attained in order to implement a TBE and/or DL program.

Parent Program Selection Choices, 2011–2014

	ESL	TBE	DL
2011–2012		6	1
2012–2013	2	0	0
2013–2014	2	0	0

The only program model offered at this point in time is ESL, which is aligned with the overwhelming majority of our parent requests. However, The ESL Teacher continues to utilize Appendix K in order to maintain a record of each parent's first, second, and third program of choice, as indicated on the completed and signed Parent Survey and Program Selection Form, as well as the ELPC function in ATS to maintain a record of each parent's first program choice. Once the families of 15 ELL students across two contiguous grades who speak the same home language have requested TBE or DL as their first choice on the Parent Survey and Program Selection Form, a TBE or DL class will be opened. Additionally, to build alignment between parent choice and program offerings, administration may budget for a TBE and/or DL class in the future and encourage teachers to obtain bilingual extensions

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
1. Our ELLs are serviced through a combination of Pull Out and Push In services. Please see Appendix 2: Program Delivery for English Language Learners (ELLs) for sample student schedules.

- a. Our ELL students are serviced through a combination of 40% Pull Out and 60% Push In services in order to ensure that students receive the full amount of their NYS CR Part 154 mandated number of units of service of support as determined by individual proficiency level according to to the 2013 NYSESLAT. The ESL Teacher collaborates with the classroom teachers in order to plan and implement instruction during scheduled Push In periods. For Pull Out services, students are grouped heterogeneously within a three grade span.

The administration structured this year's class lists so that all of the ELLs on a grade will be placed in the same classroom, to the fullest extent possible. In this way, the ESL teacher may service the majority of students through a Push In model. All ELLs in Kindergarten and Grade 2 have been placed in the same class in order to facilitate a Push-In ESL program for these grades. 60% of ESL instruction for ELLs in Grades K-5 is provided through Push In services.

- b. Students of mixed proficiency levels are serviced by grade for Push In ESL. Students are grouped heterogeneously within a three grade span for Pull Out services.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

2. Students in Grades 3-5 are grouped heterogeneously across a three grade span for one period of Pull Out ESL four days per week. Students in K and 1 are grouped heterogeneously for one period of Pull Out three times per week. Grade 1 is scheduled for an additional two periods of Pull Out each week. The remaining minutes of service per week for K-5 ELLs are met through Push In services, in order to ensure that students receive the full amount of their NYS CR part 154 mandated number of units of service of support.

- a. Explicit ESL instructional minutes are delivered through a combination of Push In and Pull Out services to ensure that the specific mandate for each student is met. All ELA work done at PS 4 is presented in the workshop model using a comprehensive literacy approach for instruction. This will comprise the explicit ELA instruction for ELLs. Materials in the students' native languages such as bilingual books, dictionaries, content area glossaries, and Lakeshore Photo Card Libraries with captions

in English and 14 other languages are utilized in the ESL classroom. Students also have access to a variety of online resources in the native languages of our students. Such online resources include Tumblebook Online Read Aloud Books in Spanish (<http://www.tumblebooks.com>), International Children's Digital Library with texts available in 50 languages (<http://en.childrenslibrary.org/index.shtml>), and world language dictionary websites such as WordReference.com (<http://www.wordreference.com>) and Merriam Webster Online (<http://www.merriam-webster.com>). These resources are integrated into the ESL program in order to provide the 25% of mandated Native Language support.

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

3. The ESL teacher is state certified in ESL instruction. In addition, she is licensed in Early Childhood and Elementary Education by New York State. The ESL teacher collaborates with classroom teachers to plan and implement content area instruction that integrates ESL methodologies in the classroom during Push In ESL services. The ESL Pull Out program continues to utilize Avenues, a research-based, comprehensive ESL curriculum by Hampton Brown that is aligned to current grade level New York State learning standards and bridges language, literacy, and content in order to better support academic progress. The Pull Out program also continues to utilize an extensive, leveled ESL library from Rigby: On Our Way to English, a collection which includes texts for Guided Reading, periodic assessments, and teacher guides. The Rigby resources complement Avenues, the ESL curriculum that is currently in place for Pull Out services.

The current ESL instructional Push in/Pull Out program incorporates the use of sheltered instruction and scaffolding in the content areas, differentiation strategies, TPR, hands-on activities, manipulatives, pictures, music and movement, and employs a broad range of ESL and literacy strategies to support the ELL students. ELL students are provided frequent access to online educational websites and interactive language learning software on the Smart Table and desktop computers.

Classroom teachers collaborate with the ESL teacher to analyze the Common Core Learning Standards during unit - and lesson- planning to ensure that content presented in the English language is differentiated and made comprehensible to current and former ELLs through scaffolding, appropriate application of ESL language learning methods, and research-based ESL strategies, such as those described above, so that all ELLs may meet the demands of the CCLS. The ESL program includes a Push In component that has been implemented to ensure that students receive the necessary support during content area instruction. Additionally, the ESL Teacher collaborates with the AIS teachers and related service providers who service ELLs to ensure that appropriate strategies, methods, and approaches are utilized in the ESL program and other academic programs in which ELLs participate.

The ESL teacher and classroom teachers review data from unit pre-tests and post tests, reading conference notes, writing conference notes, and speaking/listening task notes during lesson planning in order to prepare and deliver instruction that will best support the academic and linguistic needs of all students in

both push in and pull out ESL services.

All of these instructional approaches and methods have been selected in order to make content comprehensible for ELLs and meet the demands of the CCLS.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. Students who are Spanish dominant and do not score proficient on the LAB R are administered the Spanish LAB. At the present time, PS 4 does not have sufficient numbers in order to sustain a TBE or DL class. However, in the event that the school should open a TBE or DL program, native language assessments such as EL SOL, ELE Spanish Reading Test, or Chinese Reading Test or other research-based, formal assessments in the language of instruction in the TBE or DL program other than English will be utilized to appropriately evaluate students in their native language(s).
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 5. Instruction is scaffolded and differentiated based on the individual child's English language proficiency in each of the four modalities, as well as what is developmentally appropriate for the child's age and grade level. The AIS teachers and related service providers offer assistance in differentiating instruction to meet the needs of a multi-age class with mixed-proficiency levels and diverse needs to ensure that appropriate, research-based strategies, methods, and approaches are integrated into the ESL program.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
6. Instruction is differentiated for all ELL subgroups:
 - a. We are currently not servicing any SIFE students. In the event that we need to service to a SIFE student, the student will be assessed and provided with the required ESL instruction in addition to any other intervention services found necessary. Additional services may include Academic Intervention Services, participation in the Leveled Literacy program, inclusion in the Extended Day program, parent support workshops or other available support services. Additionally, the ESL Teachers, classroom teachers, AIS teachers, and/or related service providers would collaborate to develop a differentiated instructional plan to ensure that the academic and language learning needs, as well as any additional special needs, of all SIFE students are addressed.
 - b. Newcomers receive targeted, differentiated instruction in the four modalities through Push In and Pull Out services, as well as benefit from collaboration among the ESL Teachers, classroom teachers, AIS teachers, and related service providers to ensure that the academic, linguistic, and other special needs are addressed. Newcomers who are in the testing grades receive additional academic and linguistic support through participation intervention services available at the school such as the Extended Day program, Leveled Literacy program, and AIS. Newcomers in testing grades will also receive the testing accommodations mandated for ELLs by New York State, which will also be extended to former ELLs for up to two years after scoring proficient on the NYSESLAT. Parent meetings of current and former ELLs in the testing grades will also be conducted in the parents' languages

of choice to ensure that parents are aware of the testing requirements and to address their questions and concerns. Since NCLB now requires ELA testing for ELLs after one year, ELLs in this subgroup will receive additional services based upon his or her academic and linguistic needs, such as participation in an AIS program, participation in related service(s), inclusion in the Extended Day program, participation in the Leveled Literacy program, parent support workshops or other available support services.

c. Examination of students' results in the four modalities as assessed by the NYSESLAT indicates that the area of least proficiency for ELLs receiving 4–6 years of service is in reading and writing. Targeted instruction in these areas will be delivered to these students. The ESL teachers and classroom teachers work in collaboration with the AIS teachers and related service providers to improve ELL progress in reading and writing by developing individual goals for each of these students based on analysis of performance on the NYSESLAT and classroom performance. Both the ESL teachers and classroom teachers provide differentiated instruction designed to enable each student to achieve individual goals related to academics, language, and other special needs. Additional services are provided based on an individual-needs basis, including AIS and participation in the Extended Day program.

d. We are currently not servicing any Long Term ELL students. In the event that we need to service a LTE student, the student will be provided with the required amount of ESL instructional minutes based upon proficiency level as determined by the LAB R or NYSESLAT in addition to any other intervention services found necessary. Services may include Academic Intervention Services, inclusion in the Extended Day program, parent support workshops or other available support services. Additionally, the ESL teacher, classroom teachers, related service provider(s) and AIS teachers would collaborate to ensure that the academic and language learning needs, as well as other special needs, of all LTE students are addressed.

e. When possible, former ELLs are placed in the same class as other ELL students so that the former ELLs may continue to receive the support of the ESL teacher during Push In services. Former ELLs may participate in one or more intervention program or service, such as SETTS, LLI, Soar to Success, Verbalizing and Visualizing, and/or Orton Gillingham. Former ELLs in the testing grades receive a two-year extension of testing accommodations.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

7. ELLs who have been identified as having special needs have been placed in accordance with his/her IEP, which indicates specific ESL instruction in addition to any special education services needed. ESL instruction is differentiated in order to meet the special needs of individual students as indicated on the IEP, increase academic achievement, and support language acquisition. When possible, the ESL teacher integrates strategies into instruction to support the needs of the students as suggested by related service providers (ex: OT recommendation to use slant board and pencil grip during writing, PT suggestion to take movement breaks during long reading tasks). Paraprofessionals assigned to Special Education ELLs may accompany their students during pull out ESL services. Additionally, the ESL teacher, classroom teachers,

paraprofessionals, related service providers, and AIS teachers collaborate to ensure that the academic and language learning needs of all ELL–SWD students are addressed, as well as other special needs. Additional services to which ELL–SWDs are entitled include participation in the AIS program, inclusion in the Leveled Literacy program, participation in related service(s), inclusion in the Extended Day program, parent support workshops and/or other available support services.

Special Education teachers implement the same literacy and content curricula as their General Education counterparts, such as the Math in Focus curriculum and Verbalizing and Visualizing. Daily academic content area instruction in the classroom is differentiated according to ability and incorporates the use of research–based academic and language learning strategies that have been found to be successful with ELLs with special needs, as well as scaffolding techniques, manipulatives, visuals, realia, hands–on activities, TPR, and music and movement to facilitate the acquisition of language and content area knowledge. The ESL Teacher and classroom teachers of ELL–SWDs collaborate to ensure that research–based ESL language learning strategies are integrated into each lesson to support student achievement of both academic and linguistic goals.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
8. PS 4 uses curricular, instructional, and scheduling flexibility to meet the diverse academic and linguistic needs of ELL–SWDs within the least restrictive environment. All ELL–SWDs are placed in the least restrictive environment according to the requirements indicated on the most current IEP of each child. The ELL–SWDs whose IEPs require a paraprofessional are assigned a paraprofessional in the classroom. Additionally, paraprofessionals may accompany the ELL–SWDs to whom they are assigned to Pull–Out ESL services. All Special Education teachers implement the same literacy and content curricula as their General Education counterparts. The ESL Teachers, Special Education teachers, paraprofessionals, AIS teachers, related service provider(s) and coach collaborate to ensure that all ELL–SWDs are able to achieve curricular goals through support provided through scaffolded instruction that incorporates ESL teaching methods, differentiated learning strategies and other research–based instructional practices that have been proven to be successful in making content comprehensible and further supporting English language acquisition for ELL–SWDs. Scheduling flexibility in the ESL program allows for the ESL Teacher to provide Push In services during content area studies as well as literacy instruction.

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
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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

Native Language					
Arts:					
Social Studies:					
Math:					
Science:					

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	

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

B. Programming and Scheduling Information--Continued

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

9. PS 4 offers a range of intervention services in ELA

and math. Classroom teachers may recommend ELLs in need of academic support for the Extended Day program, SETTS Academic Intervention Services, and/or Leveled Literacy program. Targeted Tier 2 Rtl intervention services include VMath, LLI, Soar to Success, Verbalizing and Visualizing, and Orton Gillingham. All of these services are open to ELLs and offered in English. Additionally, all students at PS 4 have access to the educational online resources available on RAZ Kids and Think Central. Parent support workshops are also offered periodically, at which interpretation and translation services are available to ensure that parents receive all oral and written information in their language of choice. All ELLs in need of intervention may participate in any or all of these available services. Newcomers, SIFE students, LTEs, and ELLs with special needs will be recommended based upon individual needs.

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

The effectiveness of our current ESL program is measured by multiple means in order to determine how successfully it is meeting the content and language needs of our ELL students. Data from the AMAO is utilized to measure gauge the effectiveness of the program. 20%, or 4 out of 20 ELLs, achieved AMAO 2 by scoring Proficient on the 2012 NYSESLAT. This figure exceeds the Modified NYS Title III AMAO Target of 13.7% for 2012–2013 by 6.3%. AMAO 1 could not be calculated due to the unavailability of the RNMR report on ATS (October 2013). The success of the ESL program is also evaluated based on progress documented through formal assessments such as Fountas and Pinell, conference notes, and informal observations by the ESL and classroom teachers.

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

11. PS 4 has added VMath as a Tier 2 Rtl program this year. PS 4 continues to implement the Math in Focus curriculum school-wide. Also known as the Singapore Math Method, the curriculum is aligned to the Common Core Standards and emphasizes problem solving and model drawing as a means to develop deep understanding of essential math concepts necessary for academic success. The program integrates best practices in ESL instruction, including daily mathematics vocabulary development, concept modeling, communication, scaffolding and differentiation strategies for ELLs. An analysis of the 2013 NYS Math scores reveals that the majority of last year's ELLs scored a 1. Math in Focus is expected to raise performance levels in math during the 2013–2014 school year for ELLs across all subgroups.

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

All programs/services specifically for ELLs will continue throughout this school year. However, the Keep on Reading program that was used school-wide last year has been discontinued. It did not meet the criteria for RTI and the administration did not feel it was meeting the needs of our students.

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

13. All ELLs and former ELLs may participate in all before- and after-school programs and supplemental

services, including Extended Day, Leveled Literacy SETTS/AIS programs, VMath, V &V, Soar to Success, and Orton. To the fullest extent possible, school bulletins, notices and permission forms, including those that pertain to school programs, are distributed in English as well as the native languages of our ELL families, which ensures that equal access to all school programs is afforded to our ELLs and that their full participation in such school programs is encouraged and supported by all school staff.

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

14. For the 2013–2014 school year, PS 4's ESL program continues to utilize Avenues, a research-based, comprehensive ESL curriculum by Hampton Brown that is aligned to current grade level New York State learning standards and bridges language, literacy, and content in order to better support academic progress. The current ESL instructional program incorporates the use of sheltered instruction and scaffolding in the content areas, differentiation strategies, TPR, hands-on activities, manipulatives, pictures, music and movement, frequent access to online educational websites and interactive language learning software, and employs a broad range of ESL and literacy strategies to support the ELL students.

In an effort to raise performance levels in reading across all grades, the ESL program continues to incorporate the use of the extensive, leveled ESL library from Rigby: On Our Way to English. The collection includes texts for Guided Reading, periodic assessments, and teacher guides. The Rigby resources complement Avenues, the ESL curriculum that is currently in place.

The ESL classroom has a Smart Table and one desktop computer. PS 4 intends to increase the use of technology in its ESL program through the use of interactive software designed to improve the language and literacy skills of ELLs.

The use of the leveled library and Smart Table, combined with the use of the instructional materials already in place from previous years, will benefit our ELLs across all subgroups, as the materials provide for scaffolded and differentiated instruction to meet the needs of all learners.

In addition to bilingual books, dictionaries and content area glossaries, ELL support in the native languages is provided through the use of other materials such as Lakeshore Photo Card Libraries with captions in English and 14 other languages and access to a wide range of online resources in the native languages of our students. Such online resources include Tumblebook Online Read Aloud Books in Spanish (<http://www.tumblebooks.com>), International Children's Digital Library with texts available in 50 languages (<http://en.childrenslibrary.org/index.shtml>), and world language dictionary websites such as WordReference.com (<http://www.wordreference.com>) and Merriam Webster Online (<http://www.merriam-webster.com>).

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

15. Materials in the students' native languages such as bilingual books, dictionaries, content area glossaries, and Lakeshore Photo Card Libraries with captions in English and 14 other languages are

utilized in the ESL classroom. Students also have access to a variety of online resources in the native languages of our students. Such online resources include Tumblebook Online Read Aloud Books in Spanish (<http://www.tumblebooks.com>), International Children's Digital Library with texts available in 50 languages (<http://en.childrenslibrary.org/index.shtml>), and world language dictionary websites such as WordReference.com (<http://www.wordreference.com>) and Merriam Webster Online (<http://www.merriam-webster.com>). These resources are integrated into the ESL program in order to provide the 25% of mandated Native Language support.

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

16. Teachers who provide intervention services (SETTS, LLI, Speech, OT, PT, Counseling) to ELLs consult the ESL teacher to ensure that all services and resources are appropriate for each student's individual age, grade levels, and language learning needs. When appropriate, instruction is differentiated and resources are modified to meet the needs of the learners.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

17. Each June, incoming Kindergarten ELLs and their families are invited to attend the annual Kindergarten Orientation, during which the AP and Parent Coordinator provide essential information to the parents about the first day of school, general procedures, program review, and expectations, among other items of importance. Families are invited to become involved with the PTA and participate in opportunities such as parent workshops. Oral and written information will be available in the parent's native language as well as English.

At the orientation, parents are encouraged to ask questions and tour the Kindergarten wing of the building. The ESL Teacher and Kindergarten teachers are present to meet the incoming students and their families. Interpreters are available, and the DOE over-the-phone interpretation service may be utilized if necessary.

All incoming students in grades K-5, including ELLs, are invited to participate in the PS 4 Summer Day Camp Program, during which the children may engage in sports, arts and crafts, and other recreational activities while interacting with peers and getting to know their future teachers.

New ELLs who enroll throughout the year may participate in school tour with their families and are provided access to supplemental materials that are appropriate for the child. Families are afforded opportunities to become involved with the PTA, attend parent workshops, participate, receive a program review. Oral and written information will be available in the parent's native language as well as English. The administration, Parent Coordinator, and ESL Teacher facilitate these opportunities.

18. What language electives are offered to ELLs?

18. Electives are not offered, as PS 4 is an elementary school.

19. For schools with dual language programs:

a. How much time (%) is the target language used for EPs and ELLs in each grade?

b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A PS 4 does not offer DL.

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. PS 4 provides Professional Development and support for all school staff. The ESL teacher will develop personal professional development plans for the 2013–2014 school year which will be supported by the administration. The ESL teacher will continue to participate in the CFN 533 ESL Liaison Meetings conducted by Mildred Cordova (Director of Student Services, CEI–PEA CFN 533) throughout the school year. The ESL teacher will also attend professional development workshops and training sessions in school-wide instructional programs such as Leveled Literacy Instruction and Orton–Gillingham in order to integrate classroom instruction practices and methods utilized by intervention service teachers into push-in and pull-out ESL instruction. The ESL teacher will also participate in weekly teacher–team meetings with a focus on Response to Intervention for ELL students.

In addition, professional development for all personnel working with ELLs will take place during available time throughout the year including designated professional development days, monthly faculty and grade conferences, preparation periods, and after school workshops. Additionally, staff members may participate in professional development sessions presented by organizations such as NYS TESOL, NYSABE, or the Manhattan–Staten Island BETAC.

Below is a tentative calendar of in-house Professional Development scheduled for the 2013–2014 school year. PD workshops will be developed and implemented by the ESL teacher. Classroom teachers, cluster teachers, related service providers, AIS teachers, paraprofessionals, administrators, secretaries, and parent coordinator will be encouraged to attend.

November – December: Incorporating ESL strategies into Instruction in the Classroom

March – April: Strategies for preparing ELLs for upcoming state exams including NYS ELA, NYS Math, and NYSESLAT (Parents of ELLs will also be encouraged to attend this session)

June: Strategies for assisting ELLs in maintaining progress throughout the summer break (Parents of ELLs will also be encouraged to attend this session)

2. The ESL teacher participates in all professional development that relates to the Common Core Learning Standards, such as Math in Focus and Close Reading training sessions. The ESL teacher continues to attend ESL workshops offered by CFN 533 that focus on CCLS as it relates to ESL instruction.

3. Staff members such as 5th grade classroom teachers and others who work with 5th grade ELL students may participate in professional development sessions held either at school or presented by organizations such

as NYS TESOL, NYSABE or the Manhattan–Staten Island BETAC that focus on assisting ELLs as they transition from elementary school to middle school. Arrangements may be made to have PS 4 staff, including the ESL Teacher, accompany the Grade 5 ELLs, former ELLs, and their parents on a visit to the middle school to which the students will transition the following year, during which time the students and parents would take a tour of the building and meet the staff, including the middle school ESL Teacher.

4. 4. As per Jose P., all staff will receive at minimum 7.5 hours of ELL training (10 hours for Special Education teachers that work with ELLs) through participation in Professional Development sessions with issues related to ELLs, either in-house or provided by organizations such as NYS TESOL, NYSABE or the Manhattan–Staten Island BETAC. The ESL Teacher will maintain the attendance records of all staff who participate in ELL training. The records will be kept in a binder in the ESL classroom.

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?

Paste response to questions 1–4 here

1. Cecelia Saccomagno is PS 4's parent Coordinator. She distributes a weekly email blast to all families describing the upcoming week's school activities, and information about free and low-cost workshops and educational activities in the community. The ESL Teacher works closely with the Parent Coordinator to reach out to our ELL families and encourage parental involvement. Ms. Saccomagno has created an ELL Parent email list in order to keep ELL parents informed of news and upcoming events related to ELLs and education. The Parent Coordinator and ESL Teacher work together to ensure that school bulletins, notices and permission slips are available in both English and the native languages of our families. Ms. Saccomagno and the ESL Teacher jointly conduct ELL Parent Orientation sessions as new ELLs are enrolled at PS 4. When necessary, staff fluent in the native languages of our families are available to translate and interpret, or the DOE's Translation and Interpretation Unit will be contacted, to facilitate communication between the school and ELL families. These measures ensure that the parents of ELLs will be kept abreast of all activities in which parental involvement is encouraged. Such activities include, but are not limited to, the following: attendance at parent-teacher conferences, participation in the PTA, class parent roles and responsibilities, and attendance at monthly school assemblies and other in-house activities.

Common translated signs that have been downloaded from the DOE's Translation Resources website are displayed prominently in the Main Office.

The ESL teacher maintains a binder of all DOE –produced ELL Parent Information surveys, informational documents, and notifications relevant to the ELL identification and placement process in the available translated versions. If the translation of other critical, school-issued surveys, informational documents and notifications cannot be completed in-house by a school staff member or parent volunteer, services offered by the DOE Translation and Interpretation Unit are utilized. The ESL teacher is responsible for completing and submitting Translation Request Forms to the DOE Translation and Interpretation Unit. The ESL teacher aims to submit the Translation Request Forms and the file(s) to be translated to translations@schools.nyc.gov as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

When necessary, the school obtains translation services in additional languages via external, DOE-contracted vendors. Again, the ESL teacher aims to submit requests as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

In the event that a staff member is not available to interpret for a parent, the school utilizes the DOE Over-

the-Phone Interpretation Services available through the Translation and Interpretation Unit at 718.752.7373 ext. 4. If necessary, the school will apply its translation/interpretation funding allocations in order to contract LIS to cover interpretation needs.

In the event that interpretation services are required for on-site central events in which the parents of ELLs are participating, the ESL teacher will be responsible for completing and submitting Interpretation Request Forms to the DOE Translation and Interpretation Unit to translations@schools.nyc.gov.

Parents of ELLs are invited to participate in the PTA. All parents are invited to join the PTA and become involved in the many events that the group plans (ex: school spirit activities, art night festivities, annual holiday and plant sales, etc.). Families are also encouraged to attend Parent-Teacher conferences and Parent Coordinator workshops. During the 2013-2014 school year, the ESL teacher and Parent Coordinator will also conduct workshops for parents of newly enrolled ELLs. Additionally, workshops on topics such as the NYSESLAT and strategies for supporting the academic success of the ELL child at home may be presented.

2. Ms. Saccomagno is actively seeking CBOs and other organizations with whom the school can partner to offer workshops and other services for ELL families.
3. Parent needs are evaluated through utilizing the Learning Environment Surveys, which are offered in English as well as the home language, as well as Parent Coordinator surveys distributed in English and the home languages of our families.
4. Based on the needs of the parents as indicated in the Learning Environment Survey and surveys distributed by the Parent Coordinator, additional parental involvement activities are created to educate and encourage parents in supporting their child's education at home. For example, the Parent Coordinator coordinates the monthly ASD Nest Parent and ASD Nest Father's Group workshops to address the needs of the parents of children in the Nest program. The feedback provided by the parents of ELLs on these surveys will inform future parental involvement activities specifically for the parents of ELLs during the 2013-2014 school year.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Part III. Assessment Analysis: NYSESLAT Modality Analysis chart could not be completed due to the unavailability of the RNMR report on ATS (October 2013). RLAT used to complete the Overall NYSESLAT Proficiency Results chart.

Part VI. LAP Assurances: Signed document scanned and emailed in an attachment to Pedro DeLaCruz (pdelacruz2@schools.nyc.gov).

School Name: PS 4 Maurice Wollin

School DBN: 31R004

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R004 School Name: Maurice Wollin

Cluster: Nancy Ramos Network: CFN 533

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

Part A: Needs Assessment Findings

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

At registration, all parents are administered the Home Language Identification Survey. The parent may select to complete the form in either English or the native language. The ESL teacher and Parent Coordinator are present to explain purpose of the HLIS to the parent. If necessary, school staff fluent in the parent's native language are available to assist in interpretation, or the DOE Over-the-Phone Interpretation Service may be utilized.

In Section 3 of the HLIS, the parent indicates the language(s) that s/he would like to communicate both orally and in writing with school staff. The ESL teacher uses data obtained from Section 3 of the HLIS in order to pre-assess which language(s) will be needed for the current school year. The ESL teacher then updates the record of parent language preferences, which is maintained and continually updated by the ESL teachers throughout the school year. Primary language information is shared with the administration, Parent Coordinator, School Leadership Team, and Pupil Accounting secretary. Classroom teachers of students whose parents have selected to communicate in another language are notified. The ESL teacher is responsible for providing translated school notices and forms, as well as arranging for any interpretation services that may be required at face-to-face meetings such as Parent Teacher Conferences and IEP meetings.

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

We currently have 14 ELLs and need to provide translation and interpretation in Chinese, Spanish, Russian, Albanian, and Arabic. The parents of our ELLs who speak Greek and Italian have indicated in Section 3 of the HLIS that they prefer to communicate in English with school staff. The ESL teacher maintains a record of which parents have selected to communicate in another language. This information is shared with the administration, Parent Coordinator, School Leadership Team, and Pupil Accounting secretary. Classroom teachers of students whose parents have selected to communicate in another language are notified.

Part B: Strategies and Activities

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

Common translated signs that have been downloaded from the DOE's Translation Resources website are displayed prominently in the Main Office.

The ESL teacher maintains a binder of all DOE -produced ELL Parent Information surveys, informational documents, and notifications relevant to the ELL identification and placement process in the available translated versions. If the translation of other critical, school-issued surveys, informational documents and notifications cannot be completed in-house by a school staff member or parent volunteer, services offered by the DOE Translation and Interpretation Unit are utilized. The ESL teacher is responsible for completing and submitting Translation Request Forms to the DOE Translation and Interpretation Unit. The ESL teacher aims to submit the Translation Request Forms and the file(s) to be translated to translations@schools.nyc.gov as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

When necessary, the school obtains translation services in additional languages via external, DOE-contracted vendors. Again, the ESL teacher aims to submit requests as early as possible to ensure timely provision of translated documents to parents determined to be in need of language assistance services.

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.

School staff or parent volunteers who are fluent in the native languages of our families are often available to assist in oral interpretation. In the event that a staff member or parent volunteer is not available to translate, the school utilizes the DOE Over-the-Phone Interpretation Services available through the Translation and Interpretation Unit at 718.752.7373 ext. 4. If necessary, the school will apply its translation/interpretation funding allocations in order to contract LIS to cover interpretation needs.

In the event that interpretation services are required for on-site central events in which the parents of ELLs are participating, the ESL

teacher will be responsible for completing and submitting Interpretation Request Forms to the DOE Translation and Interpretation Unit to translations@schools.nyc.gov

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

In order to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, each parent/guardian who is in need of language assistance will receive a copy of the DOE's Bill of Parent's Rights and Responsibilities in the primary language, including information regarding the parental right to translation and interpretation services. Signs indicating the availability of translation and interpretation services will be prominently displayed in the Main Office. In addition, the school's safety plan will include procedures for ensuring that parents will not be prevented from communicating with school staff solely due to a language barrier.