

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: THE LAURELTON SCHOOL
DBN (i.e. 01M001): 29Q156
Principal: MS. ESTELLE MOORE
Principal Email: EMOORE22@SCHOOLS.NYC.GOV
Superintendent: MR. LENON MURRAY
Network Leader: DR. JOANNE JOYNER-WELLS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Ms. Estelle Moore	*Principal or Designee	
Ms. Jennifer Williams	*UFT Chapter Leader or Designee	
Mr. Rodney Miller	*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	
Ms. Linda Lawrence	Member/ Teacher	
Ms. Darlene Kemp	Member/ Teacher	
Ms. Darlene Ferguson	Member/ Teacher	
Mr. Kenneth Powell	Member/ Parent	
Ms. Npreil Foster	Member/ Parent	
Ms. Latoya Williams	Member/ Parent	
Ms. Rykell Brown	Member/Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
	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 2015, a minimum of 75% of teachers will show improvement in their ability to ask high quality discussions that deepen and elaborate thinking, as measured by Danielson's Framework for Teaching Domain 3b Data.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 After reviewing the MOTP Dash Board of ADVANCE, it was determined that domain 3b was an area that could be strengthened.

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. Professional Learning Cycles will be conducted to support pedagogy and instruction around Danielson Domain 3b.
2. Administrators will use Advance data to determine Tips of the Week and next steps focused around Danielson 3b.
3. Teachers will be provided the Depth of Knowledge Levels and Questioning Stems to support classroom instruction.

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

1. Principal, Assistant Principal, Network Support, Teachers
2. Principal, Assistant Principal, Teachers, Danielson Framework 3B
3. Principal, Assistant Principal, Teachers

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

1. The Administration will meet with the Professional Development Team and teachers that attend Network professional development sessions to create workshops for grade level teachers. Quarterly evaluations of professional learning activities with the Professional Development Team will take place.
2. Administrators will conduct short focused observations and provide teachers with actionable feedback around questioning and the tips of the week.
3. The Principal and Assistant Principal will meet weekly to evaluate progress and plan next steps.

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

1. November, 2014 through January, 2015
2. Weekly September, 2014 through June, 2015
3. September 2014 through June, 2015

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

1. The professional learning cycles will be held on Mondays during the professional learning community time.
2. The Tips of the Week will be distributed and reviewed by all instructional staff on Mondays.
3. The Depth of Knowledge will be posted in each classroom and utilized during instructional and discussion time by both students and teachers.

Strategies to Increase Parental Involvement

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

Parent workshops around questioning and discussion will be conducted. Monthly messages/memos around questioning that give tips/ideas that parents can utilize will be sent home to further develop the home-school partnership. Administrators, the Instructional Coach and Lead Teachers will conduct workshops for parents to increase their understanding of the Common Core Learning Standards and the curricular resources being implemented so that they may better partner in their children's education. Workshops will include: Curriculum Nights, Parent-Teacher Conferences, visits to classrooms to observe rigorous Common Core aligned activities in action, etc.

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, there will be a 5% increase in the amount of students in grades 3-5/8 who will achieve a level 3 or 4 on the New York State Mathematics Exam.

Comprehensive Needs Assessment

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

Based on the Quality Snapshot results of the state assessments, our students have not made adequate progress in math. Our current data indicates that only 11% of our students are scoring at proficiency levels 3 and 4. This is an indication that mathematics instruction must improve for all students.

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. Administration will provide professional learning opportunities and inter-visitations for teachers in the various stages of the mathematics block and their implementation.
2. Administration will monitor the implementation of the curriculum and the collection of student work.
3. The Network will support teacher teams as they look at student work to help students think critically in the world of mathematics and develop strategies for improvement.

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

1. Principal, Assistant Principal, Network support, teachers
2. Principal, Assistant Principal
3. Network support, Teachers, principal and AP

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

1. Administrators will conduct observations to monitor the impact of professional development in the classroom.
2. Administrators and teachers will review data from the benchmark assessments and the unit assessment to determine entry points, provide support for targeted populations including SWD's, ELLs and AIS students.
3. Teacher teams will review student work and identify next steps for instruction.

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

1. Assessments beginning September, 2014 and continuing monthly to June, 2015 to determine student growth and mathematical areas of need.
2. Ongoing from October 2013 – June 2014
3. Ongoing from October 2014 – June 2015

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

1. The network Achievement coach will further introduce strategies for the implementation of the Go Math and CMP3 curriculum. The professional development sessions for teachers will be held during professional learning cycles on Mondays.
2. The curriculum map along with the pacing calendars will provide the time frame of when lessons will be taught. Informal observations will also verify the units being worked on.
3. Meetings with teacher teams.

Strategies to Increase Parental Involvement

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

The parent coordinator will work with the Network Achievement Coach and teachers to schedule workshops for parents to address CCLS, the mathematics curriculum and math assessments. We will keep parents informed about curriculum changes and upcoming assessments. At the beginning of the school year, we host a meet the teacher night, where parents are informed of the expectations for the school year. We also share the grading rubrics with parents during that meeting to make them aware of how the work is being grade. In addition, progress reports are sent home three times a year.

Budget and Resource Alignment

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

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

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 2015, school culture will increase by 3% as measured by the New York City School Survey data.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 A comprehensive view of the attendance at various parent activities and workshops throughout the 2013-2014 school year showed that less than 1% of parents attended the majority of events being given at the school.

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. Implement School Messenger in order to send voice reminders to parents and continue parent outreach phone calls to encourage communication.
2. Monthly calendars outlining events and workshops, reminder flyers, memos for all activities and events.
3. Monthly "Caught you doing something good" postcards which further promote positive communication between home and school.

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

1. Principal, Assistant Principal, Parent Coordinator, Teachers, Parent Teachers Association (PTA)
2. Parent Coordinator, Teachers, Principal, Assistant Principal
3. Principal, Assistant Principal, Parent Coordinator, Teachers PTA

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

1. Monitor the attendance of parents at the various activities and workshops in order to determine which get the highest turn out.
2. Evaluation and reflection after each activity / workshop.
3. Evaluation and reflection after each postcard distribution.

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

1. Ongoing December, 2014 through June, 2015
2. Ongoing September, 2014 through June, 2015
3. Ongoing September, 2014 through June, 2015

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

1. Conduct parent meetings at various times to accommodate more parents.
2. Survey parents to determine interests/needs.
3. Monthly postcards highlighting positive character traits will be sent to parents.

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).
 "Family Fun Nights" have been implemented to encourage entire families to come out to participate in activities and workshops at the school. "Family Mornings" have also been instituted where students and parents participate in early morning activities together.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Literacy programs Interactive Writing Think Central, Destination Management, Imagine Learning After school tutorial	Small group	During the school day During the school day During the school day After school After school
Mathematics	Reinforcing basic math concepts number sense, and Problem solving Think Central, Destination Management After school Tutorial	Small group Individual	During the school day During the school day After school After school
Science	Tutorials and projects	Small group One to one	During the school day
Social Studies	Tutorials and projects	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Behavioral intervention Plans Play Therapy Strategies to address behaviors	One to one One to one , small group Small group	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP)

PS/MS 156 Q SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

Our school PS/MS 156 Q, 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, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 29Q156

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$194,790.42	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement	Federal			

Funds				
Title II, Part A	Federal	\$178,110.00	X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,056,700.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 29	Borough Queens	School Number 156
School Name The Laurelton School		

B. Language Allocation Policy Team Composition [i](#) 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 Noreen Little	Assistant Principal Sheila Jackson
Coach type here	Coach type here
ESL Teacher Harriet Humphrey	Guidance Counselor Kelly Morales-Viruet
Teacher/Subject Area Darlene Kemp/Common Branch K	Parent Edie Glass
Teacher/Subject Area Cheryl Taylor/Common Branch 4	Parent Coordinator Hailey Gray
Related Service Provider Cindy Golan/Test Coordinator	Other Dr. Glaphyra LaPierre/IEP Spec
Network Leader(Only if working with the LAP team) type here	Other Claudia Ibanez/ Para Prof.

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	455	Total number of ELLs	12	ELLs as share of total student population (%)	2.64%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	1	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	7			1						8

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		
Total	7	0	0	1	0	0	0	0	0	8
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	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	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: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2	1	0	1	0	0	0	0	0	0	0	0	5
Intermediate(I)	1	1	0	0	1	0	0	0	0	0	0	0	0	3
Advanced (A)	1	1	1	1	0	0	0	0						4
Total	3	4	2	1	2	0	12							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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 Government				
Foreign Language				
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:

- 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.
 ECLAS-2 is used to assess our schools early literacy skills with our ELL's. We have implemented a push-in and pull-out model where students are supported in the classroom with supplementary information, pictures, and vocabulary to assist them in following and learning the curriculum. Although our school's Progress Report (2012-2013) shows a 40% proficiency gain in ELL's in math, more ESL

instruction in the technical language of math is necessary and more ESL push-in during math has been implemented to support greater growth in learning. Through the utilization of ongoing research and data analysis, the focus will be to implement individualized and differentiated instruction. The continued emphasis for the 2013-2014 year will be the efficient infusion of technological utilization on the collection and disaggregating of data to inform instructional decisions and an emphasis on writing. Future plans include the development of a true portfolio assessment process, the development of monthly newsletters, and a school website that is updated with translated information bimonthly so that the dissemination of information to the entire school community is immediate, current and includes all constituents.

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

Based on students performance levels they have trouble comprehending simple statements and questions. Students understand rudimentary activities and instruction. Their comprehension is limited to simple instruction, text and familiar vocabulary.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Our focus for the 2013-2014 school year is to build upon the foundations we have developed in implementing the Common Core Standards with an infusion of technological usage to more effectively individualize and differentiate instruction within the context and framework of a rigorous, standard based curriculum. Through the effective planning and usage of technology the achievements of all students will be continually monitored. Detailed information about each students about specific learning needs and daily direct intervention will help students attain mastery. Extensive differentiated strategies, techniques and learning modalities need to be developed, incorporated and utilized so that learning is not repetitive but will have a fresh presentation and rigorous content. Technology usage will facilitate immediate feedback and data for students and teachers. Technology will facilitate the creation of appropriate learning increments and level/complexity to meet student needs. Technology will facilitate interactive learning where students learn by doing and by giving and getting continuous responses. An additional assessment of teacher and student progress involves looking at students work at regularly scheduled intervals. Utilizing the developmental portfolios will concretely highlight student strengths and needed areas of further focus. The portfolios will also provide longitudinal analysis as student portfolios will follow the student throughout the grades.

Establishing a cohesive and comprehensive research based plan for professional development, collaborative planning and informed decision making utilizing data, and regular assessment with meaningful feedback is key for the successful implementation of our focus.

4. For each program, answer the following:

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

Patterns across proficiencies in grades K-5 for new admits show a great deal of growth from the beginning level to the intermediate level. This is also apparent in the middle school (7&8). Students who are entering the NYC Public school for the first time with little or no English ability acquire the ability to understand general concepts and specific details of short conversations but have only a general understanding of longer conversations. They can initiate and sustain a conversation with native English speakers. Students can understand some narrative and descriptive materials that contain familiar vocabulary. They can write simple notes using elementary vocabulary and common language structures. They can express past, present, and future ideas comprehensibly, although errors may occur.

The movement from intermediate to advanced is staggering. There is growth in the modalities (reading, writing, speaking, and listening) however the delay in moving to the next proficiency level is minimally evident, again this is true of all grades. This pattern is also consistent from advanced to proficient.

The ELL population fare comparably in tests taken in English as compared to the native language.

The ELL periodic assessment was administered the first week of November and just to reiterate what was written in the previous paragraph, growth is apparent and consistent from time of enrollment until now and I am confident that growth will continue. The Periodic Assessment is not administered in the child's native language, only in English. The ESL teacher gives a copy of the exam to students classroom teacher so they may confer on strategies to foster good teaching practices so that ELL's can feel as though they are a vital part of the classroom even when they are not in an ESL classroom setting. Confering between principal, ESL teacher and classroom teacher has concluded that the following practices must be incorporated in all settings where ELL's are present, cluster settings as well; to increase comprehension by using Close Reading. Close reading requires a substantial emphasis on readers figuring out a high quality text. This figuring out is accomplished primarily by reading and discussing the text (as opposed to being told about the text by a teacher or being informed about it through some textbook commentary). A challenging text doesn't give up the meaning easily, it is essential that readers re-read such texts. Ready Jen is the curriculum we're following this year and there are wonderful excerpts and close reading practices for general education teachers that will move our ELL's from receptive to early fluent readers.

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](#).)

The data used to guide instruction for ELL's within the RTI framework are the results of the LAB R, NYSESLAT (for grades K-2) ELA, Math state exams (where applicable) ECLAS 2, and ELL Periodic Assessment. This information is broken down by modalities to adhere to the academic needs of every ELL. Although these practices vary by grade level, in general they include consideration of the foundational skills such as phonemic awareness early in the reading process, with continued emphasis on vocabulary and concept building throughout the instructional process. Reading words accurately as well as reading for meaning and learning, are emphasized through listening comprehension early and then later through reading comprehension. Do not wait for English oral language to meet grade-level expectations before providing reading instruction. Provide instruction in early reading while also providing support for English oral language development. Promote language and vocabulary throughout the day. Ensure that students are provided ongoing and appropriate instruction in academic language use. Integrate academic language development into core instruction across subject areas.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Classroom teachers of ELL's regularly participate in professional development focused on meeting the needs of ELL's. Monthly conferences are done with the classroom teacher and the ESL teacher to discuss classroom performance of ELL's. Every concern is addressed.
 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?
- NA
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The evaluation of the success of our ELL program meeting AYP is based upon the results of the NYSESLAT. All four modalities are individually examined to review growth and how we can address the needs of our ELL's. It is during this meeting where we determine summer school enrollment and possible ELAND review. Letters are sent to the parents as to their child's proficiency level and their continuation or non-continuation in the ESL program.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
All parents receive a home language survey to complete (the parent has the option of completing the survey in their native language). After the completion of the home language survey, Harriet Humphrey (certified ESL teacher) reviews the responses to the questions of language the child speaks, reads and understands. If the parent or guardian answers one question from part 1 indicating that the child speaks a language other than English and two questions from part 1 that indicates the student uses a language other than English, Mrs. Humphrey administers the LAB-R (language assessment an battery revised exam) within the first ten days after enrollment. An informal interview is conducted by Mrs. Humphrey and the ELL student. Mrs. Humphrey asks the student five simple ended questions. The questions are not graded however the responses are kept in the student's cumulative records. The first 10 days after enrollment all new admits, indicated on the HLIS are administered the LABR. When a new admit is identified as being native Spanish speaking the LAB R is administered in English by Mrs. Humphrey and administered the Spanish LAB R by Claudia Ibanez (Native Spanish speaking para profesional.) The completion of the HLIS is completed with the assistance of a pedagogue. Parents and students are interviewed by

trained teacher or supervisor.

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.
Here at PS/MS 156Q I have never encountered a parent who has previously chosen a TBE/DL program. Once the student is identified as an ELL, within the first 10 days of school, parents watch the Chancellors video on rules and regulations as they pertain to ESL. This orientation is conducted by Mrs. Humphrey. After viewing the video and having the option of TBE/DL or Free-standing ESL. All of the parents opt for Freestanding ESL. After reviewing all information, attending an in school orientation session and viewing a video tape (all in the parents's native language) parents choose whether they want their child to attend a Transitional Bilingual, Dual language, or a Freestanding ESL program. Whatever program they choose, parents must complete an entitlement letter (Parent Survey and Program Selection forms.) The forms are filled out and signed and returned to the ESL teacher within 5-7 days. If the parent receives the forms and has not returned them to the ESL teacher then the child is automatically placed in ESL until further notification by the parent. It is noted on the ESL teachers caseload that the parent did not return the forms and the only option for the child is a Freestanding ESL program. A student who does not take Bilingual education must take at least ESL. If the parent opts for a Bilingual educational program in the students' native language, the student is entitled to be transferred to another school that offers the appropriate program. The NYC Department of Education is responsible for providing transportation to the new school. Schools that have twenty or more students who speak the same native language in the same grade or two contiguous grades must create a bilingual educational program in that native language.
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 [\[see tool kit\]](#).)
At start of the school year the RLAT report is generated for program placement. The RLER report is then generated to test for eligibility. Once students are identified as ELL's, the parents are notified with a parent survey, program selection form, letter of introduction and continued entitlement letter. All letters are returned to Mrs. Humphrey, filled and stored in her classroom. ELL entitlement letters are communicated to the parent in three ways:
Ms. Wise mails an entitlement letter to the students home.
Mrs. Humphrey sends an entitlement letter home by the student, personally introducing herself to the ELL student.
Ms. Gray notifies the parent by phone.
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.
At time of enrollment, Sheila Jackson (assistant principal) gives all parents or guardians an informal oral interview. If the parent is in need of an interpreter, one is provided. Dr. Glaphyra LaPierre (IEP Specialist) can communicate in Haitian Creole or French for all of our Haitian and French speaking parents. Claudia Ibanez (paraprofessional) communicates with our Spanish speaking parents. Ms. Islam (school aide) translates for our Indian speaking parents. Claudia Ibanez also administers the Spanish LAB R to all of our native Spanish speaking new admits. If a parent is accompanied with an under age interpreter or needs a translator but one is not available, all pertinent school documents are available to the parent in their native language in the main office.
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.
Prior to the administration of the NYSESLAT, the RELL report is generated to identify the number of ELL's in the school. A roster is then comprised by Mrs. Humphrey and compared to her caseload and RELL report. All ELL's are tested on the four modalities of the test. After every test administration, students are checked off to show proof that the modality of the test was completed. In May 2013, Mrs. Golan (reading teacher) and Mrs. Millington (SETTS teacher) administer the writing modality of the NYSESLAT. All ELL's are tested annually with the NYSESLAT (New York State English as a Second Language Assessment Test) to assess English language abilities. Results are available by the new school year and students will either continue in ESL or discontinue ESL services. The test is administered by Mrs. Humphrey. All testing materials are examined for accuracy and stored in Mrs. Humphrey classroom.
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. 

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])?

Instruction is delivered by a certified ESL teacher who pulls-out and pushes-in students in their mainstream classrooms. Students are pulled out heterogeneously by grade and NYSESLAT or LABR score. Students assemble in Mrs. Humphrey's classroom. At the present time, there is a scheduled common planning period for ESL and classroom teachers to collaborate together.

Block 1 – Language and Word Study: The focus on Language and Word Study is on developing children's language and word study knowledge and skills. Language is developed through high quality literature, poetry and texts. Poetry is a powerful component of oral language from the start. Academic Language Development takes place as children investigate language as they speak and hear models of language spoken.

*Word Study – phonics, spelling, vocabulary

.Block 2 – Reading Workshop: Incorporates guided, I independent, read alouds, literature study. (Use of mini-lessons)

Block 3 – Writing Workshop: Daily writing is as necessary as daily reading. It is important to make a reading/writing connection.

- a. Guided writing – develop small groups to discuss aspects of writing.
- b. Independent writing – student works silently and individually on their own writing. Daily mini lessons provided based on the needs of the writers.

*Learning New Language:

We learn new language in several ways:

- a. Conversation – talk with those who provide new language models and interact with us in a way that inspires us to learn.
- b. Experience – we experience something new and stretch to use new language to describe our experience to others. Talking to others is key. Taking a trip to a new place, we are moved to try new ways of expression as well as new words, phrases or idioms.

c. Text – written language ability is expanded through text. Importance of Language Reading and Writing are language based. Using language orally – discussing, sharing, inquiring precedes thinking in writing.

The Three Block (3) Framework for Language Development is flexible and can be differentiated to meet specific student needs. The Three (3) Block Framework for Academic Language Development helps to organize instruction and learning. It provides for a high level of language acquisition for the student.

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)?

Intermediate & Beginning ELL's receive 360 minutes of instruction per week while Advanced ELL's students receive 180 minutes per week. Classroom teachers are provided with more support and staff development to differentiate instruction and incorporate efficient strategies to meet students needs. Plans are to be developed specifically to support the student in the classroom. Every teacher of an ELL receives a letter from Mrs. Humphrey with the dates and times in which she will pull-out and/or push-in with the student. ELA advanced ELL's receive 270 minutes per week of ELA instruction. Beginners and intermediates receive 90 minutes a week of ELA instruction.

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.

Racial, ethnic, and cultural diversity is reflected in many classrooms. The schools has an increased number of students with diverse needs. Students from multicultural backgrounds, students from homes in which English is not the primary language and students with disabilities form a high-needs group more commonly called diverse learners. The diverse composition of the classroom brings many challenges as well as many opportunities to educators. Teachers can create classrooms that respond successfully to the needs of diverse learners when they have the knowledge of effective practices and the support of district administrators, families and community members. With this said, the way we foster language development is by:

- Creating an environment to show respect for students and a belief in their capabilities.
- Communicate high expectations to all students.
- Be specific in what I expect students to know and to be able to do.
- Incorporate learning experiences that show respect for students as individuals in order to help build self-worth.

Academically the curriculum must:

- Build upon background knowledge and experiences of students.
- engage students in active learning.
- foster individual, cultural, and linguistic diversity.
- Promote social interaction.

This is indicative of all content areas and of all grades.

Concepts and strategies are related to a particular area of the curriculum. As students gain control over new material, it is vital that they understand to other areas of the curriculum and to real life. Students apply what they have learned to a new curriculum area and to the reading of authentic literature. Throughout the program, students learn how language and ideas cross the curriculum and how they can be applied in their content area classes. A community building approach to education so teachers and parents can work together collaboratively as co-educators of children. In this approach, families are key participants in the academic success of children learning English.

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

Mrs. Humphrey generates a list of the ELL population. This is given to the testing coordinator. The testing coordinator meets with Mrs. Humphrey to verify list and to access, based on LAB-R and NYSESLAT scores, whether the student would benefit from the administration of the state test in their native language or in English and if the test is not available in their native language, the hiring of a pedagogue to orally translate the exam to the student. When a decision is made, the classroom teacher and Mrs. Little are notified of the decision. This document is filled with the ESL and testing coordinator.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

An ATS report is ran to identify all ELL's in the school. A roster is created prior to the administration of the NYSESLAT. Once an ELL completes a modality or modalities of the test, their name is verified as to completing that component of the test. This document is secured and filed with the principal. Periodic assessments are done throughout the year with the use of Empire State's NYSESLAT test prep. This book is designed to help students achieve ample success on the NYSESLAT. Mrs. Humphrey has a series of activity books from grades K-8. Students are assessed individually and the results of the test are kept in student binders for portfolio

assessment.

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).

At risk, special needs, and SETSS services are provided to long-term ELL's & SIFE students. Long-term ELL's and SIFE students have p specific individual instructional issues to be addressed. They may have achieved conversational fluency but not necessarily academic fluency. Effective programming will include a challenging theme based curriculum that will teach integrated complex thinking across curriculum areas. Collaborative activities will include one on one conferring with the teacher (ie. dialogue journals), small groups and peer learning activities (such as study buddies) and cooperative learning. Study skills and test sophistication will be intentionally taught through the use of graphic organizers and varying hands-on strategies. Each September, during professional development days, specific strategies and tips for effective instruction of ELL/SIFE students are to be addressed. Addressing the needs of ELL/SIFE students are also included in the teacher's /staff handbook distributed to all staff.

ELL's receiving services between 4-6 years follow English only instructional classes which have been designed to improve the English language learners ability to comprehend his/her core subject areas, through the use of ESL methodologies geared to meeting the standards. Students are given homework and in classroom exams to evaluate their acquisition of the English language. All of their written assignments are placed in portfolios for perusing by the student, their teachers, administrative staff, and parents. Through these tools, students may be properly assessed and held accountable of their academic achievement or, need of academic assistance. By setting these standards and proving a solid curriculum, the LEP student will have a successful and positive school experience.

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?

In ELA Ready-Jen is used (K-5) and Go Math. There are no ELL's in the middle school. The ESL teacher uses different materials and technology that are available in her classroom but her class sets are: Phonics, Longman 'Cornerstone', and Scott Foresman ESL (grades 1 - 5).

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?

We set high but reasonable instructional expectations that provide ongoing instructional support to ensure that ELL-SWDs expectionns are met. The curricular that ELL's are being provided for oral language and literacy instructioun is in English. Allow students to work on different tasks that address the same goal. Use different resources to match the readiness levels os students when workingon the same task. Have resources available that reflect a variety of reading levels for students. Use tiered assignments to adjust tasks to accommodate student needs. Respond to student differences during the lesson by reteaching, reinforcing, and extending the lesson. This methodology helps our ELL's-SWD' achieve their IEP goals and attain English proficiency within the least restrictive environment.

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
Native Language Arts:	
Social Studies:	
Math:	
Science:	

Class/Content Area	Language(s) of 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

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

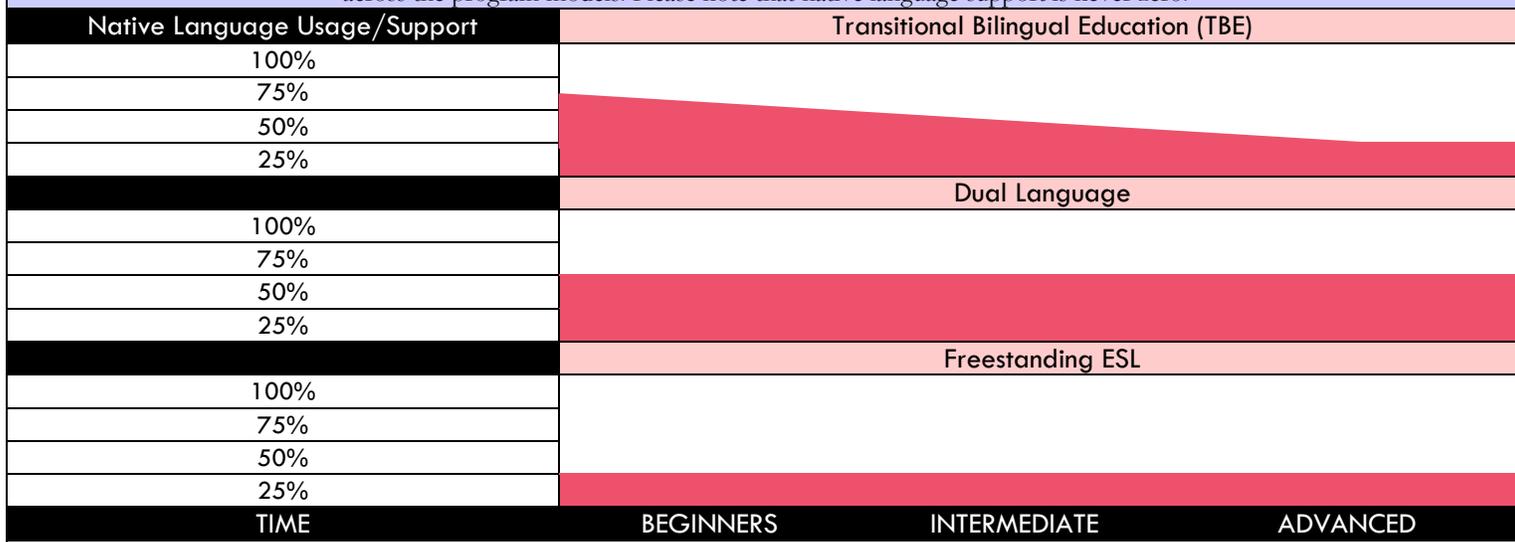
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.
- Through the utilization of ongoing research and data analysis the intervention put into place for ELL's in ELA, math and the other content areas is that focus will be to coordinate and implement individualized and differentiated instruction. The continued emphasis for the 2013-2014 year will be the efficient infusion of technological utilization: on the collection and disaggregating of data to inform instructional decision and an emphasis on writing. Future plans include the development a of true portfolio assessment process, the development of monthly newsletters and a school website that is updated with translated information bimonthly so that the dissemination of information to the entire school community is immediate, current and includes all constituents. The students who have reached proficiency get additional support by getting involved in special projects and participating in groups where they can benefit by sharing ideas and doing additional assignments.
- We use Ready Gen at PS/MS 156Q. teach and talk contains the core instruction for the lesson, in which conceptual development is key. Here, students are expected to represent, record, solve, and explain as they build an understanding of the lesson. With Go Math we design lessons to fully facilitate conceptual development, as students work from introduction to mastery of each content standard listed in the Common Core.
- Science by Harcourt we use hands on activities with manipulatives to assist ELL's. Weekly readers and online links give ELL's the visual stimulation.
- Longman Social Studies will teach ELL's about the world around. Language tips will help you understand English grammar and vocabulary.
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 data used is based on materials used within the classroom: Ready Gen and Go Math. For science and social studies, teachers make up their own exams aligning them with the common core standards.
- The differentiated instruction program is a process in which teachers change their pace, teaching style, and level of instruction based on student differences. Student differences include readiness levels, interest, and learning preferences. Differentiation helps teachers respond to the needs of all students, ELL's especially who in relation to their native English speaking peers learn in different ways and at different rates. This form of instruction has greatly improved our ELL's in both content and language development.
11. What new programs or improvements will be considered for the upcoming school year?
- Our focus for the 2013-2014 school year is to build upon the foundations we have developed in implementing the Workshop Model with an infusion of technological usage to more effectively individualize and differentiate instruction within the context and framework of a rigorous, standard based curriculum. Through the effective planning and usage of technology the achievement of all students will be continually monitored. Detailed information on each student about specific learning needs and daily direct intervention will help students attain mastery
12. What programs/services for ELLs will be discontinued and why?
- There are no discontinued services for ELL's.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Extensive differentiated strategies, techniques and learning modalities need to be developed, incorporated and utilized so that learning is not repetitive but will have a fresh presentation and rigorous content. Technology will facilitate the creation of appropriate learning increments and level/complexity to meet student needs. Technology will facilitate interactive learning where students learn by doing and by giving and getting continuous responses. All ELL's participate in AIS (academic intervention services) for 17 and half minutes from four days a week with staff trained in the ESL methodology.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Other instructional materials used to support ELL's are Foundations, Reading For Fluency, and an audio library. For technology students use Starrmatica and Destination Learning Management. Through the effective planning and usage of technology the achievement of all students will be continually monitored. Detailed information on each student about specific learning needs and daily direct intervention will help students attain mastery. Extensive differentiated strategies, techniques and learning modalities need to be developed, incorporated and utilized so that learning is not repetitive but will have a fresh presentation and rigorous content. Technology will facilitate the creation of appropriate learning increments and level/complexity to meet student needs. Technology will facilitate interactive learning where students learn by doing and by giving and getting continuous responses.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Classroom libraries are heavily multicultural and have substantial supplemental materials that are aligned to core curriculum: reading, writing, math, science, social studies, music, and art. We plan to implement a limited push-in model where students are supported in the classroom. Supplementary information such as pictures and vocabulary will assist students in following and learning the curriculum.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
17. In theme based lessons, curriculum content is presented thematically to provide the basis for language learning. Topic related language and concepts are recycled over a period of time, ensuring their conceptualization and making students increasingly able to communicate their ideas on the topic. Each grade corresponding to age uses a thematic unit. In each unit students are exposed to a rich array of language and activities based on the major topic.
18. Effective programming will include a challenging theme based curriculum that will teach integrated complex thinking across curriculum areas. Small groups and peer learning activities. Study skills and test sophistication will be intentionally taught through the use of graphic organizers and varying hands-on strategies.

19. 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.
There is nothing in place to assist newly enrolled ELL students before the beginning of the school year. All ELL's, new and existing, participate in AIS (academic intervention services) for 17 and half minutes for two days a week.
20. What language electives are offered to ELLs?
The only language elective offered to ELL's is Spanish for grades 7 and 8.
21. 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)?

Not applicable

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.

Professional development opportunities are offered to all teachers of ELL's that are non ESL/Bilingual teachers. Grade level planning periods for ELL's in their various classes are planned to maximize English language acquisition. Strategies are discussed and subsequently infused into the content area. After school professional development sessions are scheduled through the school year and notices of ESL professional development courses are posted in the main office for the entire staff. Classroom teachers of ELL's and the ESL teacher hold monthly meetings to discuss ELL's and other general concerns pertaining to the ELL's in their classrooms. The anecdotal are given to administrative advisors to be addressed. These records are kept with the assistant principal (Mrs.Sheila Jackson) in a binder in her office. Through these measures, the school and principal are held accountable for improvement in the academic achievement of ESL students. Over the course of the school year, four staff development meetings are conducted. Teachers with LEP students are given instructional support and practices vital to providing the LEP students with the academic tools they need for academic excellence, even outside of an ESL classroom. The following professional development workshops will benefit our staff in meeting the needs of the ELL students in our mainstream classrooms:

- Workshops on key concepts in second language acquisition theory.
- Workshops on best practices for teaching ELL in the mainstream classroom
- Workshops on using technology to differentiate instruction
- Linking on-going professional development in balanced literacy and mathematics with the special needs of ELL learners

In our building, we have the services of a full time ESL teacher who attends workshops on best practices for educating our ELL learners. It would be appropriate to use her as a resource to provide professional development to our staff in this area.

At PS/MS 156 Q all aspects of academic/language development is planned by our professional support team comprised of classroom teachers, reading personnel, ESL, and SBST. Academic Language Development planning includes the use of a Comprehensive Language and Literacy Framework that serves as a tool for organizing instruction. Two (2) goals are always kept in mind:

1. To insure that all students develop an Academic Language Proficiency in Elementary School, and to transfer what is known in the native language to the English language,
2. Use of a three (3) block model using Language and Work Study, and a Reading & Writing program that serves as a framework for insuring a high level of Academic Language proficiency.

Best practices for teaching ELL's in the mainstream classroom encourages ELL's and their parent to foster native language development because if the child is proficient in their native language it is easier for the child to acquire a second language. Reinforce daily discussions about their day.

Differentiated instruction through the use of technology meets the needs of every student in every lesson. Software such as: Destination Learning Management and Brainpop, are some of the software used to strengthen reading fluency, rules of grammar and math skills for ELL's.

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?

Parents of ELL's receive notices in their native language (for non-English speakers) pertaining to all events related in and out of the school. Meetings between ELL parents and the ESL teacher are conducted to discuss how parents can become more involved in their child's academics. The meeting is for 90 minutes. Parents have an opportunity to meet with other parents and discuss concerns they may have and/or questions. Adult classes and seminars that are available for parents through the Department of Education and local civic centers and churches are posted on the bulletin board in the entrance way of the school and in the main office. The information is given to the ESL teacher who distributes the information to the ESL students. Every effort is made to accommodate the various needs of ELL's and their family.

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.

ANSWER FROM PAGE 9 QUESTION 6PART IV: ELL IDENTIFICATION PROCESS. The computer would not allow me to type the information.

At The Laurelton School we have a push-in and pull-out ESL program. After parents have viewed all of the necessary materials they usually choose the ESL program. The trend in program choices for parents of ELL's for the past few years is that 99.9% of parents prefer their child be placed in an ESL program. Parents request an English only classroom because they feel that once their child leaves the school setting and is at home around family and friends, the child reverts to communicating in their native language and this is counter productive. Parents believe that an English speaking school and the ESL program, gives their child what they need to succeed academically and verbally for the future.

Part VI: LAP Assurances

School Name: <u>156</u>		School DBN: <u>29Q156</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Noreen Little	Principal		11/5/13
Sheila Jackson	Assistant Principal		11/5/13
Hailey Gray	Parent Coordinator		11/5/13
Harriet Humphrey	ESL Teacher		11/5/13
Eddie Glass	Parent		11/5/13
Darlene Kemp/Common Branch K	Teacher/Subject Area		11/5/13
Cheryl Taylor/Common Branch 4	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Kelly Morales-Viruet	Guidance Counselor		11/5/13
Joanne Joyner-Wells	Network Leader		1/1/01
Glaphyra LaPierre	Other <u>IEP Specialist</u>		11/5/13
Claudia Ibanez	Other <u>Paraprofessional</u>		11/5/13
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q156 School Name: The Laurelton School

Cluster: 2 Network: 205

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

Part A: Needs Assessment Findings

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

The data and methodology used to assess the school's written translation is derived from its parents whose home language is other than English. Communication with all parents are conducted in a language that is based on the parents' answers as per their completion of the home language survey or, parent/s most comfortable expression. Whether it's written or oral, pedagogues are available to translate school based information in parents' native language with its literal English accompaniment.

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.

The major findings of my school's written translation and oral interpretation needs are indicative of its predominant Afro-Caribbean community. Mrs. Hailey Gray (parent coordinator) in conjunction with Ms. Edie Glass (PTA president) assemble the PTA, volunteers, and other members of the community. Parent workshops are conducted during and after school to address the needs of parents with limited English proficiency such as; the accessibility of adult ELL classes and pertinent information in regards to local civic centers. This assistance is beneficial both academically and socially to foster a sense of comfortability for the parent/s as they acclimate into the New York City public school system.

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.

School staff provide all written translated services. The translation of all school based and community materials are translated and disbursed to the student on the day of admission such as the completion or perusal of safety, health, and disciplinary matters. Within 10 days of admission, parents are notified as to whether their child will receive academic assisted services such as ESL. Every attempt is made so that parents will be able to respond expeditiously to current and future matters.

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 provide all oral interpretation. If an interpretor is needed and a staff member is unable to interpret, the parent will be provided, in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language, indicating how a parent can request free translation or interpretation of such document. The Department of Education will provide interpretation services, to the maximum extent within the budget appropriated for such services, during regular business hours. Such interpretation services may be provided by telephone or at the following locations: Panel for Educational Policy Meetings, Citywide ELL parent meetings, Citywide/Community Education Council Meetings and any other Citywide parent meetings organized by central offices

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>.

Within 30 days of a student's enrollment, the primary language will be determined. If such language is not English and the parent requires language assistance in order to communicate effectively with the Department of Educaion and the staff at child's said school, every attempt is made for the parent to be able to communicate effectively. The school shall maintain an appropriate and current record of the primary language of each parent. Such information is maintained in ATS and on the students emergency card. The school provides translation and interpretation services to all parents. Parents may choose to rely on an adult friend/companion or relative for language and interpretation services. Students and other children (minors under the age of 18) may not serve as interpreters.

The schools safety plan contains procedures for ensuring that parents in need of language access are not prevented from reaching the school's administrative offices solely due to language barriers.

All signs generated from the Department of Educations ,Translation Resources are printed in Haitain Creole and Spanish and posted in the

entry way of the school and the main office.