



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS/MS 42Q THE ROBERT VERNAM SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q042

PRINCIPAL: PATRICIA FINN

EMAIL: PFINN3@SCHOOLS.NYC.GOV

SUPERINTENDENT: MICHELE LLOYD-BEY

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, and the Parent Involvement Policy. 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.

Name	Position and Constituent Group Represented	Signature
Patricia Finn	*Principal or Designee	
John Krattinger	*UFT Chapter Leader or Designee	
Queen Makkada	*PA President/Title 1 PAC Chair	
Natoya Venning	DC 37 Representative, if applicable	
Laura Young	<i>Member/UFT</i>	
John Larkin	CBO Representative, if applicable	
Laurisse Rodriguez	Member/UFT	
Kevin Morgan	Member/Parent	
Francis Snell	Member/Parent	
Della Jackson	Member/Parent	
Maureen Babel	Member/Parent	
Diane Hewitt	Member/UFT	
Joanne Smith-Skinner	Member /UFT	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative 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 Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. 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.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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 2012, PS/MS 42Q will reduce the number of students achieving a Level 1 in the area of ELA, by 10% as evidenced by the New York State ELA 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.

20% of the students in grades 3-8 scored a Level 1 on the NYS ELA Exam in 2010-2011. In order to address this issue we must utilize all available data to create action plans specific to the individual needs of our students while intensifying academic support.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

- **Beginning in September, administer a Beginning Year Inventory, in the area of ELA, to establish a benchmark for all students Grades 3-8.**
 - **Compare and analyze assessment results from periodic assessments, teacher observation and prior ELA scores to plan for differentiated instruction and grouping.**
 - **Increase rigor by including enrichment activities, higher- order questioning and challenging materials based on reading levels.**
 - **Continue literacy block for 90 minutes with additional support for content areas, utilize library for research.**
 - **Continue with 100 Book Challenge in grades K-5 and Ramp Up in grade 6. Develop Balanced Literacy Model in grades 7 and 8.**
 - **Continue and expand writing, including revising, editing, and final product with America's Choice in grades K-4 and Teaching Matters in grades 5-8.**
 - **Utilize Achieve 3000 for identified Level 1 students to provide targeted support.**
 - **Small group pull-out instruction to level 1 and 2 students will be provided by the AIS and IEP teachers as well as the ELA Coach.**
 - **Prepare and distribute ELA material, administer practice tests, review data for instructional needs to differentiate instruction.**
 - **Implement teacher created assessments that are aligned to the Common Core Learning Standards.**
 - **Initiate the mainstreaming of students in self-contained classes within the general education setting for specific content area classes.**

- **A.M. Tutoring mandated for all Level 1 students.**
- **Use Goggle Docs to monitor all ELA assessments and student progress.**
- **Provide an after school ELA tutoring program for all students, including ELL and SWD.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - **providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;**
 - **providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;**
 - **fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;**
 - **providing assistance to parents in understanding City, State and Federal standards and assessments;**
 - **sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **5% of the Title 1 funds will be set aside for teachers interested in pursuing their academic careers in order to become highly qualified.**
- **Presently all teachers are teaching in their licensed area.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

All funding streams will be aligned to this goal. The school will conceptually consolidate funds to maximize spending power.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Title 1 Funding**
- **Fair Student Funding**
- **Children First Funding**
- **NYSTL**

ANNUAL GOAL #2 AND ACTION PLAN

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.
- **Decrease the number of Students With Disabilities achieving a Level 1 on the NYS ELA Exam by 10% as evidenced by the June 2012 results.**

Comprehensive needs assessment

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

The school did not make the Adequate Yearly Progress identified by the State in the area of ELA with respect to Student's With Disabilities. As such, it is imperative that we identify the individual needs of these students and provide differentiated supports and instruction to improve both student learning outcomes and performance.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Initiate the mainstreaming of students in self-contained classes within the general education setting for specific content area classes**
- **Focus on the development of meaningful and goal specific IEP's designed to improve student performance.**
- **Beginning in September, administer a Beginning Year Inventory, in the area of ELA, to establish a benchmark for all students**
- **Grades 3-8.**

- **Compare and analyze assessment results from periodic assessments, teacher observation and prior ELA scores to plan for differentiated instruction and grouping.**
- **Increase rigor by including enrichment activities, higher- order questioning and challenging materials based on reading levels.**
- **Continue literacy block for 90 minutes with additional support for content areas, utilize library for research.**
- **Continue with 100 Book Challenge in grades K-5 and Ramp Up in grade 6. Develop Balanced Literacy Model in grades 7 and 8.**
- **Continue and expand writing, including revising, editing, and final product with America’s Choice in grades K-4 and Teaching Matters in grades 5-8.**
- **Utilize Achieve 3000 for identified Level 1 students to provide targeted support.**
- **Small group pull-out instruction to level 1 and 2 students will be provided by the AIS and IEP teachers as well as the ELA Coach.**
- **Prepare and distribute ELA material, administer practice tests, review data for instructional needs to differentiate instruction.**
- **Implement teacher created assessments that are aligned to the Common Core Learning Standards.**
- **A.M. Tutoring mandated for all Level 1 students, using the Wilson Reading Program as a RTI for SWD and ELL.**
- **Use Goggle Docs to monitor all ELA assessments and student progress.**
- **Provide an after school ELA tutoring program for all students, including ELL and SWD.**

Strategies to increase parental involvement

- **Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.**
- **providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;**
- **providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;**
- **fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;**
- **providing assistance to parents in understanding City, State and Federal standards and assessments;**
- **sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **5% of the Title 1 funds will be set aside for teachers interested in pursuing their academic careers in order to become highly qualified.**
- **Presently all teachers are teaching in their licensed area.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **All funding streams will be aligned to this goal. The school will conceptually consolidate funds to maximize spending power.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Funding**
- **NYSTL Title 1 Funding**
- **Fair Student Funding**
- **Children First**

ANNUAL GOAL #3 AND ACTION PLAN

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 2012, PS/MS 42Q will increase student attendance by no less than 5% as evidenced by an end of the year attendance percentage of 92.5% on the 2012 Progress Report.

Comprehensive needs assessment

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

Based on the 2011 school progress report, the overall attendance for the 2010-2011 school year was 87.5%. On the 2010 school progress report, the overall attendance for the 2009-2010 school year was 89.4% and 95% on the 2009 Progress Report. Research shows that when attendance improves it leads to increased student achievement. With this data and the recommendation made in the JIT, we are intent on ensuring that all students are attending school. We will use the strategies listed below to help us reach our goal.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- - **conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;**
 - **provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;**

- **host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **5% of the Title 1 funds will be set aside for teachers interested in pursuing their academic careers in order to become highly qualified.**
- **Presently all teachers are teaching in their licensed area.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

All funding streams will be aligned to this goal. The school will conceptually consolidate funds to maximize spending power.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **AIDP Attendance Shared**
- **Fair Student Funding**

ANNUAL GOAL #4 AND ACTION PLAN

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.
- **By June 2012, PS/MS 42Q students will complete at least one literacy task and one math task, that is aligned to strategically selected Common Core Standards, as evidenced by the final task that will include rubric based evidence of increased rigor among at least 75% of the student's worked placed in the students' portfolios.**

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.
As evidenced by the results from the 2010-2011 NYS ELA exam, a total of 24% of the students are performing at grade level or above. While this is up 4% from the year before, the need to increase student performance and achievement is paramount.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Teachers will develop common core aligned curriculum maps/units of study that incorporate teaching students how to conduct proper research. 75% of the student population will effectively use evidence to support arguments.

Teachers will meet during their common preps, weekly team meetings, and team meetings with their grade supervisor to share best practices. Teachers will also plan effective lessons, as a team that incorporates the written skills necessary for providing evidence to support arguments.

Teacher teams will meet weekly to assess student work and plan lessons that demand evidence to support a claim/argument.

Teachers will meet regularly to create authentic rubrics aligned to the standards to assess student work in regards to using evidence to support a claim.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- - **providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology (One Green Apple);**
 - **workshops designed to empower parents with respect to the CCLS, provided by the administrative team and collaborative partners in education (Writing Matters; America's Choice; 100 Book Challenge; Achieve 3000)**
 - **host classes for training in becoming a Learning Leader**
 - **providing assistance to parents in understanding City, State and Federal standards and assessments;**
 - **sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- **5% of the Title 1 funds will be set aside for teachers interested in pursuing their academic careers in order to become highly qualified.**
- **Presently all teachers are teaching in their licensed area.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **All funding streams will be aligned to this goal. The school will conceptually consolidate funds to maximize spending power.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Funding**
- **NYSTL Title 1 Funding**
- **Fair Student Funding**
- **Children First**

ANNUAL GOAL #5 AND ACTION PLAN

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.

By June 2012, PS/MS 42Q will reduce the number of students achieving a Level 1 in the area of Math, by 10% as evidenced by 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.

17% of the students in grades 3-8 scored a Level 1 on the NYS Mathematics Exam in 2010-2011. In order to address this issue we must utilize all available data to create action plans specific to the individual needs of our students while intensifying academic support.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Beginning in September, administer a Beginning Year Inventory, in the area of Mathematics, to establish a benchmark for all students Grades 3-8.**
 - Compare and analyze assessment results from periodic assessments, teacher observation and prior Mathematics scores to plan for differentiated instruction and grouping.
 - Increase rigor by including enrichment activities, higher-order questioning and challenging materials based on reading levels.
 - Continue math block for 90 minutes with additional support for tutoring and reinforcement.
 - Continue to use Impact Math, Integrated Algebra, Coach and NY State Review resources
 - Small group pull-out instruction to level 1 and 2 students will be provided by the AIS and IEP teachers as well as additional staff for pull-out instruction
 - Prepare and distribute Mathematics material, administer practice tests, review data for instructional needs to differentiate instruction.
 - Implement teacher created assessments that are aligned to the Common Core Learning Standards.
 - Initiate the mainstreaming of students in self-contained classes within the general education setting for specific content area classes.
 - A.M. Tutoring mandated for all Level 1 students.
 - Use Goggle Docs to monitor all Mathematics assessments and student progress.

- **Provide an after school Mathematics tutoring program for all students, including ELL and SWD.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **providing materials and training to help parents work with their children to improve their achievement level, e.g., math, literacy, and use of technology;**
- **providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;**
- **fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;**
- **providing assistance to parents in understanding City, State and Federal standards and assessments;**
- **sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- **5% of the Title 1 funds will be set aside for teachers interested in pursuing their academic careers in order to become highly qualified.**
- **Presently all teachers are teaching in their licensed area.**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **All funding streams will be aligned to this goal. The school will conceptually consolidate funds to maximize spending power.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- **Title 1 Funding**

- **Fair Student Funding**
- **Children First Funding**
- **NYSTL**

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	27	3	N/A	N/A	0	0	1	0
1	56	47	N/A	N/A	0	0	1	0
2	37	39	N/A	N/A	0	0	0	0
3	76	75	N/A	N/A	0	0	0	0
4	50	45	47	45	0	1	0	0
5	37	30	55	50	0	0	0	0
6	50	41	34	28	0	0	0	0
7	38	26	26	36	0	0	0	0
8	56	55	37	40	0	1	1	0
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>PS/MS 42 provides students with multiple opportunities to receive academic intervention services in Literacy. Students are provided with 37 ½ minutes of small group instruction three days a week. Individualized instruction based on assessment needs through the use of Acuity, weekly teacher-student conferencing and performance tasks aligned with the Common Core Standards. The use of a push in/pull out AIS teacher helps enable small groups and meet the specific needs of identified students. Programs used to supplement and provide individualized instruction to AIS students, such as Ramp- Up, Literacy Navigator, Achieve 3000, 100 Book Challenge and Wilson. Students in need of academic intervention services are invited to participate in the 21st Century after school program.</p>
Mathematics	<p>PS/MS 42 provides students with multiple opportunities to receive academic intervention services in mathematics by reducing student-teacher ratio enabling small groups. Individualized instruction based on needs assessment such as Acuity, Every Day Math unit assessments, Impact Math assessments and performance tasks aligned with the Common Core Standards. The 37 ½ minute morning tutorial three days a week provides students with small group instruction and one to one conferencing. Programs such as New York Coach and New York State Review are used to supplement and give additional support to students in need of academic intervention services. SETTS teacher works with identified students in small groups. Students are also invited to participate in the 21st Century after school program to receive additional support.</p>
Science	<p>PS/ MS 42 provides additional support to students in of academic intervention services in the subject area of science during the 37 ½ minute tutorial three days a week. Small group instruction providing differentiated lessons based on assessment needs. Allowing students access to fully equipped science laboratories to conduct hands-on experiments using the inquiry approach. Using technology to conduct research and support identifying non-fiction and informational texts.</p>

Social Studies	PS/MS 42 provides opportunities to support those students in need of academic interventional services in the subject area of Social Studies by reducing the teacher to student ratio during the 37 ½ minute morning tutorial. Providing small group instruction with lessons driven by needs assessment and specific to skills that need to be addressed.
At-risk Services provided by the Guidance Counselor	Currently, the School Guidance Counselor does not see any at risk children.
At-risk Services provided by the School Psychologist	Students designated “at risk” are seen by the school psychologist for a minimum of 30 minutes per week for ten weeks providing counseling, referrals to support agencies and test students for Special Education Services.
At-risk Services provided by the Social Worker	Students designated “at risk” are seen by the Social Worker for a minimum of 30 minutes per week for ten weeks and submit referrals to supportive agencies.
At-risk Health-related Services	As of this date, there are no “at-risk” students participating in any Health-related Services.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA).

The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

PS/MS 42Q receives Title I funding in proportion to the number of children that are eligible to receive *free lunch.

The policies and procedures for Parent Involvement include: Consultation, Annual meetings and Parent Involvement activities.

The Executive Boards of both, the Parent Association and the Title I Parent Advisory Council oversee all School Parent Involvement activities.

School administration by mandate of Title I NCLB legislation will work closely with the Executive Board of Title I to help devise new and creative ways to provide support to Title I parents and their children.

Consultation

The P.A.C. Chairperson will attend District Parent Advisory Council/District Councils of Presidents meetings to:

- Obtain information of their rights/responsibilities defined by Title I NCLB legislation
- Obtain written description of all Title I programs for review, discussion, and recommendations
- Obtain information and provide input regarding program goals, objectives, and procedures for selecting, assessing schools and students, development of educational strategies, and implementation and evaluation of said programs.
- Receive monthly updates of program activities and fiscal disbursement regarding the school's total Title I funding as mandated by Title I NCLB.
- Discuss with the Principal, district, and region, recommendations for changes.

Annual Meeting

Parent Involvement

Conducting a Parent Orientation for new parents and incoming transfer students is something that will be developed and implemented moving forward by August 2012. Recruiting through the Executive Boards of both PA and PAC parent volunteers for the SLT will also be a focus. Title I PAC, in collaboration with the PA and school administration, will create afterschool enrichment opportunities from within the community at large through CBO's that will enhance the children academically and artistically and provide opportunities for sports and the arts, including continuing the Title I PAC afterschool homework help program. To foster a deeper understanding of the relationship between financial planning and independence, Title I PAC will collaborate with the PA to continue its parent entrepreneur program. To support multi cultural diversity, Title I PAC will collaborate with the PA and administrators to celebrate Hispanic Heritage, Black History month and Women's Heritage month.

PA and PAC will hold meetings like the "Parent Pit Stop" at various times of the day and evening to encourage broader parent participation, scheduling the

Principal's Monthly Report at both PA and PAC meetings at a time that the principal can personally deliver her address.

The administration and staff of PS/MS 42Q are committed to making parents feel welcomed, respected and appreciated when they enter the school.

**Parental Involvement Professional Development 42Q:
DPAC 27 Parental Involvement Activities:**

Title one PAC and the PA will collaborate with school administrators in both elementary and middle school to recognize student achievement quarterly. Parent's Professional Development will focus on building the SLT Parent capacity to understand fundamental Educational language along with concepts and strategies to move 42Q's K-8 students academically to greater academic achievement. During the monthly SLT meetings the principal will introduce the PA SLT Parents to the fundamentals of learning programs that 42Q utilizes to prepare the students in the areas of ELA, Math, Social Studies and Science. These skills will be utilized to assist parents in interpreting the data shared with parents at the parent teacher conferences.

On December 16, 2011 the Title I PAC and PA will collaborate with the school's administrators, families, the community management officer, **Jesse Mojica, and Great Books Foundation** to host a parent professional development in literacy focusing on the **CCSS** in ELA, skills that their children are expected to achieve.

Title1 NCLB mandates parent training in technology. Principal Patricia Finn,IA will facilitate a parent technology workshop during the October PA meeting. The focus will be on familiarizing parents with introducing the basics tenets to operate a PC and laptops and will introduce them to the web site, **Khanacademy.org**, which shows parents who may not have the knowledge of mathematics , ELA or whatever curriculum area that their child's needs, how to find the answer to any question. Additionally, Interim Acting Principal Finn will work collaboratively with Assistant Principal Pyant and the PA President/Title 1 Chair, Queen Makkada to plan and conduct workshops for parents on the **Importance and Understanding of Special Education Services** and how the process works. Sessions began in October and will continue throughout the school year.

District 27 legitimately formed a District Independent Parent Title 1 Governance Structure on 5/21/09 and P.S/M.S. 42Q has participated in all

DPAC 27 District 27 Parental Involvement Activities since then. During School year 2010-11, P.S./M.S. 42Q elected Title 1 Parent Chair and

42Q's Title 1 Parents at large will continue to participate in DPAC professional development and parent trainings.

To increase parental capacity and to assist their children academically and socially, Title I PAC via the parent set aside allocations, will provide parents a way to receive through computer technology and/ or cell phones information about their children's academic data and social performance instantaneously from **One Green Apple** (DOE Data vendor View). This technology provides constant communication using various ELL translations. This device will also help quantify parental involvement and its impact on student achievement and their social development.

42Q's PAC and Title 1 Parents at large will also participate in the DPAC 27's District wide Talent Show to increase Parent Involvement and Family Interaction. 42Q has also agreed to host Parent Literacy, GED, Job Readiness and Life Skills Workshops with DPAC 27 in concert with Vendors and Schools working together. 42Q will support DPAC 27's District wide Parental Involvement Policy to celebrate multicultural diversity by hosting multicultural Assemblies and inviting all DPAC 27 members as well as opening up opportunities for 42Q's Title 1 Students and Parents to participate in DPAC 27's multicultural events and activities.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA.

The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that

schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

2010-2011 Title I School-Parent Compact Framework

The school and parents working cooperatively to provide for the successful education of their children agree:

P.S. /M.S. 42Q will: The Parent/Guardian will:

Provide high-quality curriculum and instruction

- Offer a flexible number of meetings at various times
- Actively involving parents with curriculum, i.e. Curriculum Night, Progress Reports.
- Provide parents with timely information about all programs.
- Provide professional development activities for parents according to their needs and interests via survey.

The Parent/Guardian will:

- Share the responsibilities for monitoring student achievement
- Monitor our child's attendance at school
- Homework – agree on a special time and place
- Monitor television viewing
- Read to our children for 15 – 30 minutes each day in grades K – 1
- Listen to our children read for 15 – 30 minutes each day in grades 2 -3
- Have our children in grades 4 – 8 read independently for 30-60 minutes daily
- Attend Curriculum Night
- Foster communication between parents and teachers by attending at least two parent teacher conferences each school year
- Discuss results of our child's progress with our children
- Arrange appointments to speak with teachers on available Preps.

- Volunteer and participate in our children's classes and related activities when students are deemed at risk.
- Attend at least 4 PA/PAC meetings
- Utilize the assistance that is offered through workshops,
- Discuss school activities daily with our children.

Student Responsibilities:

- Share the responsibility to improve our academic achievement
- Do my homework every day and ask for help when I need to.
- Read 15 - 60 minutes every day outside of school time.
- Have good attendance and arrive to school on time.
- Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.
- The students will work with the school leadership team to create a cohesive and vial student government.
- The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2010-
- 11 Title I Parent Involvement Guidelines available on the NYCDOE website.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 27Q042

School Name: The Robert Vernam School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Our school is listed as Restructuring Advanced in the category of Comprehensive. As a school, all students did not make AYP in the area of ELA. In addition, Students with Disabilities, Black or African American and Economically Disadvantaged students did not make AYP in the area of ELA. Our special education students with disabilities (SWD) subgroup had an AMO of 145 and safe harbor target of 124 in 2009/10 with a Performance of 107. Our overall student's performance index was 133 in 2009/10 with an AMO of 150 and a Safe Harbor of 150. Our Black or African American students had an AMO and Safe Harbor of 149 and a Performance of 131 in 2009/10. Finally, our Economically Disadvantaged had an AMO and Safe Harbor of 149 and a Performance of 134 in 2009/10. In 2010/11, the two subgroups not making AYP were SWD and Hispanic/Latino. In 2010/2011 SWD had an effective AMO of 111 and safe harbor target of 68 with a Performance Index of 60. Hispanic/ Latino students had an AMO of 111 and a Safe Harbor of 110. Their Performance, however, was 100, causing them to not meet their AYP as well. Therefore, our school went from not making AYP in 4 areas to two.

Our school had a JIT during the 2010-2011 school year. The findings were as follows: Effective routines and procedures were not uniformly evident in classrooms or as teachers escorted classes in the hallway. In the classroom, teachers provided limited opportunities for student interaction or collaboration. While there is a school-wide focus on America's Choice Reading and Writing in grades K-5 and Ramp Up in grades 6-8, there was no evidence that the school provides Pacing Calendars or Scope and Sequence to assure horizontal/vertical alignment. Next, teachers have not been provided with sufficient resources for the effective school-wide introduction of the America's Choice Program. In addition, there is no school-wide understanding of or emphasis on differentiation within the classroom in order to meet the specific learning needs of our students. After that, too few examples of technology were observed in the delivery of instruction or to enhance the quality of student learning. Lastly, PD is focused on grades K-5, resulting in gaps in the supports provided to middle school teachers.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

In an effort to improve performance it will be necessary to address the needs of our Level 1 students, specifically those in the Hispanic/Latino and SWD subgroups. We will provide interventions, instruction and professional development to improve our student's learning outcomes. The interventions the school will implement to support the improved achievement of our students in the two subgroups and the area of ELA are:

➤ Instructional Strategies and Activities

As a school we will compare and analyze results from Periodic Assessments, ECLAS, teacher observations and prior ELA scores to plan for differentiated instruction and grouping. Teachers will incorporate enriching activities, higher level questioning and use challenging materials based on student's levels. Some of the resources available will be AIS; AM Tutoring; After-School Tutoring; SES and CBO support groups that will provide academic and mentoring opportunities. Teachers will continue to utilize the 90 minute reading block in order to incorporate the process of writing, assessments, common core learning standards and mainstreaming into general education classes. The IEP teacher, ESL teacher and administration will review IEP and ESL goals, develop smart goals, and develop action plans for our SWD and Hispanic/Latino students. Additionally, we will have a tutoring program during the Winter break and on Saturdays. We will also purchase Achieve 3000 for our SWD. This funding will come from the SINI Improvement Grant.

✚ Increase parental involvement- Parents will receive progress reports and report cards throughout the year. Meet the Teacher Night was held in September to inform parents of the curriculum and programs available in the school. Parents are provided with a parent handbook, which includes the ELA curriculum and assessment information. Parents will be given workshop on NYS standards, common core standards, ARIS, and ACUITY, focusing on the curriculum in ELA.

✚ Professional development for our SWD and ESL teachers- Teachers will be working with Ms. Oloruntoba, on a bi-weekly basis to become more familiar with the SESIS process. She will provide our SWD teachers with professional development workshops on smart goals, differentiated instruction and UDL. Our special education teachers will also attend professional development presented by other staff members in school or through the CFN 612, such as, SESIS training. Ms. Levy, our ESL teacher will attend all PD provided by our CFN and continue to be professionally developed in Wilson Reading Program which she uses to support her students. The teachers will team plan, cross curricular plan and participate in weekly team teacher meetings every Thursday morning. Teachers have access to ARIS and ACUITY from which they can utilize the data to differentiate lessons. They will receive informal observations, formal observations, and frequent administrative snapshots with meaningful feedback on instruction. Administration is/will always be available during and after school to provide professional development as well.

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

The school will use the 10% of Title I funds for professional development. This professional development will include training on the following areas:

- Common Core Standards
- Data Driven Instruction
- Goal Setting
- Team Planning
- SESIS/IEP's
- Use of Technology
- Academic Rigor
- Differentiated Instruction
- Parental Involvement
- Use of ARIS and ACUITY
- Cross Curricular Planning
- Curriculum Maps
- Students' Portfolios
- Lesson Planning
- America's Choice
- 100 Book Challenge
- Achieve 3000
- Writing Matters

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

New and veteran teachers will receive mentoring and ongoing administrative feedback on instruction. New teachers will receive at least 3 hours of monthly mentoring. Additionally, they will meet with their team weekly. They will also develop professional goals that will get reviewed and monitored by administration. Action plans will get developed to support any struggling teacher.

All teachers will receive frequent feedback on their instructional practices. This feedback will occur throughout the school year. This feedback will occur through administrative snapshots, informal observations, formal observations and one on one meetings.

Lastly, teachers will receive mentoring through intervisitations that will allow teachers to visit other classrooms and observe quality instruction.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents will receive a letter that will get backpacked home. The letter describes the school's identification for school improvement. The letter is available in all languages. Also, we will hold an informational meeting that will address any parent concerns or parent questions.

Lastly, we will use our phone school messenger service to notify parents. This phone service is also available in the home language.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Margarita Nell	District 27	Borough Queens	School Number 042
School Name Robert Vernam School			

B. Language Allocation Policy Team Composition [?](#)

Principal Patricia Finn	Assistant Principal Louise Pyant
Coach Heather Faciano	Coach type here
ESL Teacher Barbara Levy	Guidance Counselor Susan Kind
Teacher/Subject Area D. McGuire	Parent type here
Teacher/Subject Area N. Oloruntoba	Parent Coordinator Jacqueline Toney
Related Service Provider B. Weinstein	Other S. Lall
Network Leader Margarita Nell	Other type here

C. Teacher Qualifications [?](#)

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


Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	11
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	596	Total Number of ELLs	19	ELLs as share of total student population (%)	3.19%
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Part II: 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 those students who may possibly be 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. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
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.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
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.
5. 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.)
6. 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. 

When every student, new to the NYCDOE, registers at PS/IS 42Q, the parent is given a registration packet to complete, which includes, among other forms, the Home Language Information Survey (HLIS). If the parent or guardian demonstrates that they speak a language other than English, the certified ESL teacher is called to the main office to conduct an informal interview. If, based on the HLIS responses and the informal interview, the ESL teacher determines that the student is eligible to take the LAB-R test, she meets with the parent that same day for a formal interview. In prior years, parents were mailed an eligibility letter and invited to a formal meeting. Unfortunately, parents consistently failed to attend this meeting. Conducting this meeting when the parent is already at the school insures that they receive the information.

The parent watches the orientation video in their home language, describing the available programs for English Language Learners, and is given a parent brochure printed in English and their home language. The parent is also provided with a translator when necessary. The information is designed to enrich the parents' understanding of the available programs and facilitate their ability to make a sound educational decision as to which program will best meet the needs of their child. Having reviewed the information and discussed any questions about the different programs with the ESL teacher and the translator, the parent completes the Parent Survey and Program Selection forms. If the parent chooses the Traditional Bilingual program, their preference is kept on file, so that the parent can be contacted if a bilingual class is opened.

Within ten days of the student's registration, the LAB-R is administered by the ESL teacher to determine the student's level of English language proficiency. If the student's first language is Spanish and the child is unable to complete the LAB-R in English, a Spanish bilingual paraprofessional assists the ESL teacher in administering the Spanish LAB to the student. Should the student be identified as having limited English proficiency based on the LAB-R results, the parent is mailed an entitlement letter (in English and in the identified home language).

Once entitlement is established with the LAB-R results, the student is assigned to an appropriate age ESL group with other ELLs at the same proficiency level. Because the enrollment of ELLs at PS/IS 42Q has always been less than fifty students across nine grades in any one year and there has never yet been 15 students with the same home language registered in two contiguous grade levels, the school has always offered the free-standing ESL program only. Each year, in the spring, the NYSESLAT is administered to all students in ESL classes. The results determine the students' continuing eligibility for ESL classes and the level of proficiency for each student.

Part III: 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●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	1
SIFE	2	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	1

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 special education. ⓘ

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	16	2	1	2			1			19
Total	16	2	1	2	0	0	1	0	0	19

Number of ELLs in a TBE program who are in alternate placement:

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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									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		2	2	2	2		3					12
Chinese														0
Russian														0
Bengali				2										2
Urdu														0
Arabic				1	1				1					3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1						2
TOTAL	0	1	0	5	3	2	3	1	4	0	0	0	0	19

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - 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])?
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)?
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 enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).

A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1) Instruction is delivered using both push-in and pull-out models. During push-in periods, the students are in a heterogeneous small group, while the pull-out periods are conducted with homogeneous small groups. The decision to pull-out students is primarily based on three factors: 1) the number of students at the same proficiency level 2) within two or three continuous grade levels 3) in classrooms without other ELLs.

2) In order to deliver the mandated minutes, the ESL teacher along with bilingual teachers and paraprofessionals, and the Spanish teacher provide the 75% of ESL instruction and 25% of Native Language instruction required for the freestanding ESL program. Newcomers and those students assessed to have English proficiency at the Beginner or Intermediate levels meet with the certified ESL teacher for five to eight, evenly distributed, 50 minute class periods each week. Students demonstrating proficiency at the Advanced level or who are ready to be transitioned meet for four, evenly distributed, 50 minute class periods each week.

3) Content areas are primarily delivered by the classroom and cluster teachers in English, with support from the ESL and Native Language teachers and paraprofessionals; support is also offered by bilingual peers who have been designated as buddies. When native language support is needed, classrooms have bilingual glossaries and dictionaries and some textual materials when available, as well as bilingual word walls. Content is scaffolded for ELLs, using a wide spectrum of techniques such as modeling, use of visual, aural and manipulative supports, pantomime, movement and other dramatic activity, small group projects, and computer and online programs.

4) As yet there is no evaluation in native language other than making standardized tests available in the native language when possible.

5) Instruction is differentiated in the following ways: To meet the needs of SIFE, the ESL teacher pulls out small groups of two to five students and provides explicit instruction of the five components of reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension. As much native language support as possible is included, and as the students progress, explicit instruction in writing is added to the lessons.

Newcomers are placed in a classroom with a teacher and/or classmates fluent in the new student's native language; the native language glossaries available from the New York State Education Department website are printed and placed in the classroom as well as in the ESL classroom; the ESL classroom also has Spanish, Haitian Creole, and Arabic bilingual dictionaries as well as picture dictionaries in English. The ESL teacher uses computer programs (both online and on cd-rom) which translate and read aloud in the native languages of most students; she also provides bilingual Spanish-English materials.

For Newcomers, ESL instruction emphasizes Listening and Speaking skills, in both academic and social discourse, so that the student will more quickly gain fluency in English, the language of instruction at PS/IS 42Q. Groups are composed of students at the same level of English proficiency and from two or three continuous grade levels: for example, grades K-1 Beginners, grades 2-4 Intermediate and 6-8 Advanced. For those students at the Advanced level or who are about to transition, the emphasis is on academic language.

6) The instructional plan for academic language development stresses, in particular, development of vocabulary and higher-order thinking skills, using challenging content, in order to prepare students to use English to think critically, solve problems and communicate in their classes. This goal is pursued with all students in ESL, whether newcomers or long term ELLs, through the use of ESL strategies: scaffolding: modeling, bridging, schema building, contextualization, and text representation; role playing and dramatization; multimedia

A. Programming and Scheduling Information

support; total physical response (TPR); small group instruction; conferencing with students; informal assessments; and focus on literacy and academic language.

These are the materials being utilized in the ESL classroom:

- Language for Learning series
- Wilson Language program materials
- Empire State NYSESLAT series
- WriteSource series
- TrueFlix (online animated books with text read aloud)
- www.samsonclassroom.com (sight words, spelling, and reading comprehension)
- www.starfall.com (phonics)
- Reading Horizon program
- Reading Rods with Reading Mentor
- Heinle Picture Dictionary and workbooks (Beginning and Intermediate)
- Heinle Children's Picture Dictionary and workbook
- Longman Study Dictionary
- Longman Dictionary of American English
- Harcourt Picture cards
- www.Teacherfilebox.com
- www.superteacherworksheets.com
- Recorded Books
- Native Language texts
- Sight Word Buddy (computer application)
- Math manipulatives
- Spectrum review workbooks

Courses Taught in Languages Other than English ⓘ

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

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

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

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

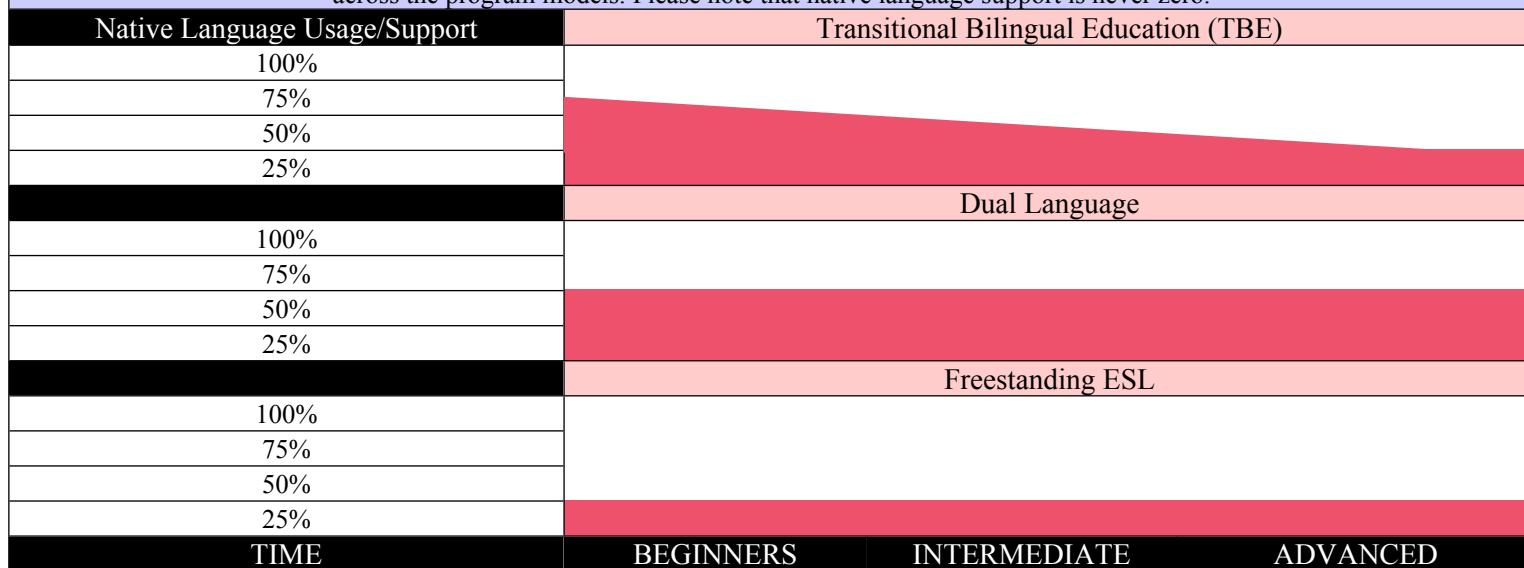
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 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

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. How do you ensure that ELL students are fully integrated into the school community?

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
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12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8) Please see responses to questions 3, 5, and 6 above.

9) ELLs reaching proficiency on the NYSESLAT within the previous two years are monitored by the ESL teacher through their classroom teacher. When requested by either the student or the classroom teacher, the ESL teacher will conference with the student before, or after school or during the student's lunch period. In addition, the classroom teachers and testing coordinator are alerted to the fact that these students receive testing modification of time and a half for two years after reaching proficiency.

10) N/A

11) N/A

12) ELLs are offered before and after-school assistance with the ESL teacher. AIS and Resource Room services are provided for any ELL who is identified as in need of them; small-group tutoring sessions are periodically offered during lunch periods by the AIS and classroom teaching staff. ELLs are also offered the opportunity to take part in all after-school academic programs, extracurricular sports, and the art, drama, drumming, newsletter, and chess clubs. All age-appropriate ELLs do participate in one or more of these activities.

13) These are the instructional materials used to support ELLs:

Language for Learning series

Wilson Language program materials

Empire State NYSESLAT series

WriteSource series

TrueFlix (online animated books with text read aloud)

www.samsonclassroom.com (sight words, spelling, and reading comprehension)

www.starfall.com (phonics)

Reading Horizon program

Reading Rods with Reading Mentor

Heinle Picture Dictionary and workbooks (Beginning and Intermediate)

Heinle Children's Picture Dictionary and workbook

Longman Study Dictionary

Longman Dictionary of American English

Harcourt Picture cards

www.Teacherfilebox.com

www.superteacherworksheets.com

Recorded Books

Native Language texts

Sight Word Buddy (computer application)

Math manipulatives

Spectrum review workbooks

14) Native language support is provided by the bilingual teachers, paraprofessionals, and peers; translations provided by the Translation Service Bureau and by the ESL teacher through the use of computer and online translation programs; bilingual dictionaries; native language texts and websites.

15) Required services support and resources do correspond to ELLs' ages and grade levels.

16) There is currently no program to assist newly enrolled ELL students before the beginning of the school year. When school starts, the ESL locates and meets with all newly enrolled ELLs.

17) Spanish is offered to students in the school.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8) Please see responses to questions 3, 5, and 6 above.

9) ELLs reaching proficiency on the NYSESLAT within the previous two years are monitored by the ESL teacher through their classroom teacher. When requested by either the student or the classroom teacher, the ESL teacher will conference with the student before, or after school or during the student's lunch period. In addition, the classroom teachers and testing coordinator are alerted to the fact that these students receive testing modification of time and a half for two years after reaching proficiency.

10) N/A

11) N/A

12) ELLs are offered before and after-school assistance with the ESL teacher. AIS and Resource Room services are provided for any ELL who is identified as in need of them; small-group tutoring sessions are periodically offered during lunch periods by the AIS and classroom teaching staff. ELLs are also offered the opportunity to take part in all after-school academic programs, extracurricular sports, and the art, drama, drumming, newsletter, and chess clubs. All age-appropriate ELLs do participate in one or more of these activities.

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14) Native language support is provided by the bilingual teachers, paraprofessionals, and peers; translations provided by the Translation Service Bureau and by the ESL teacher through the use of computer and online translation programs; bilingual dictionaries; native language texts and websites.

15) Required services support and resources do correspond to ELLs' ages and grade levels.

16) There is currently no program to assist newly enrolled ELL students before the beginning of the school year. When school starts, the ESL locates and meets with all newly enrolled ELLs.

17) Spanish is offered to students in the school.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. 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 support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

- 1) The ESL teacher attends seminars offered by the Office for English Language Learners throughout the year and then provides relevant information to the classroom teachers.
- 2) All eighth grade students, including ELLs, are supported in the process of transitioning to high school by the guidance counselor.
- 3) The minimum 7.5 hours of ELL training is provided occasionally by school staff. The topics covered have included ESL standards, Math for ELLs, NYSESLAT, and best practices.

E. Parental Involvement

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

- 1) Parents are actively involved in the academic and social life of PS/IS 42Q students, including four parents who volunteer daily during school hours. There is a full-time Parent Coordinator, a dedicated Parents' Association, formal and informal Parent/Teacher meetings, and weekly and monthly assessment letters sent to parents. Information back-packed with ELL students is written in Spanish and when possible, Arabic and Bengali. All families are included in all parent activities.
- 2) The school partners with New York Junior Tennis League for after-school activities, and the Long Island Jewish Hospital for social work services in school. The following Community Based Organizations are also an active presence at the school: Learning Leaders, EPIC, Witness, Liberty Learning, One on One Academic Tutor, Champion Learning, and Educate Online.
- 3-4) Parents' needs are assessed by the Parent Coordinator on an individual basis and all attempts are made by the Parent Coordinator to address every issue raised.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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		1	2		1	1	2					8
Intermediate(I)				3	1				1					5
Advanced (A)				1		2	2		1					6
Total	0	1	0	5	3	2	3	1	4	0	0	0	0	19

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2				2
4	1	1			2
5	2	1			3
6	1				1
7	1				1
8	2				2
NYSAA Bilingual Spe Ed					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	2				1				3
5	1		2						3
6	1								1
7	2				1				3

B. 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 can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in

Additional Information

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

Paste additional information here

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		2		3				7
8									0
NYSAA Bilingual Spe Ed									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								

B. 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 can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. 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?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1) The school uses ECLAS-2 to assess the early literacy skills of primary grade students, including ELLs. However, limited ECLAS-2 data exists at present for ELLs. It indicates that, of the four, 3rd grade students with complete information all had previously mastered phonemic awareness. Further, two students tested at expected levels on all measures of Reading and Oral Expression (and one above expected levels in Sight Words) and Listening and Writing. One student tested at expected levels on all measures of Reading and Oral Expression, but tested below expected level on all measures of Listening and Writing and in Spelling under Phonics. Two students have ambiguous results in Reading and Oral Expression measures. In conjunction with NYSESLAT results (see responses 2 and 3 below), this data suggests that listening and writing skills need more instructional emphasis.

2) The clear pattern in NYSESLAT data across proficiency levels and grade levels is that ELLs' proficiency levels in Listening and Speaking are consistently one or two levels higher than their proficiency level in Reading and Writing. Furthermore, looking at the raw scores in Reading and Writing, more students tested higher in Writing than in Reading.

3) This pattern indicates that reading and writing require more emphasis than listening and speaking. However, given that the NYSESLAT writing section does not automatically penalize for misspelling and that being able to successfully decode a word is essential for understanding its meaning, there will continue to be an emphasis on strengthening students' listening skills.

4) In past years, most ELLs were not literate in their home language and so were not tested in their native language, or were read the tests (other than the ELA) in their native language, but answered it in English. Therefore there are no results to compare at this time. Additionally there have been no ELL Periodic Assessments administered yet.

5) N/A

6) Success of the ESL program has been evaluated by the number of students who tested proficient on the NYSESLAT as well as the number of students who increased in their level of proficiency on the NYSESLAT.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q042 School Name: 042Q

Cluster: 6 Network: 612

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 School Leadership Committee conducted interviews of parents and review of letters, calendars, and meeting minutes to determine the nature and frequency of communication with caretakers, noting the use of home languages. Interviews of parents and staff were conducted to determine oral translation needs during planning of school-wide grade and classroom activities.

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.

Interviews of parents and staff were conducted to determine the oral translation needs during the school-wide grade and classroom activities. It was determined that most parents are capable of reading English. However, parents from Spanish speaking countries are provided translated materials in their native language. Translators are available.

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.

If a document requires translation, the school will provide this service. Any document the DOE sends comes with a translated version. Letters to parents, regarding eligibility and access to ESL services, from the Department of English Language Learners, are printed in the appropriate language. The online translation service at www.google.com is used daily with students by the ESL teacher and some classroom teachers. With this program, a short text can be quickly double-checked for coherency, and translation is available in all of the languages of the ELLs in the school.

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.

Oral interpretation services are provided in-house. Bilingual staff, parents and student peers assist in translating and interpreting during class, parent meetings, and when necessary, on standardized tests.

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>.

If any need is noted, a staff member will be present to translate into the required language during mandated parent-teacher conferences and any other occasions where caretakers and staff have opportunities to discuss student progress and/or concerns.