



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: SHELL BANK I.S. 14

DBN : 22K014

PRINCIPAL: ANNE TULLY

EMAIL: ATULLY@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. RHONDA FARKAS

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 |
|----------------------|--|-----------|
| Anne Tully | *Principal or Designee | |
| Rocio Hartley | *UFT Chapter Leader or Designee | |
| Maureen Quinn | *PA/PTA President or Designated Co-President | |
| Anthony Georgopoulos | *PA/PTA President or Designated Co-President | |
| Mary Santora | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Janice Garoklanian | Member/ Teacher | |
| Anna Striar | Member/ Teacher | |
| Christine Williams | Member/ Parent | |
| Sarah Giglio | Member/ Parent | |
| Andrew Bristow | Member/ Parent | |
| | Member/ | |
| | | |

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 2013, ELL students will demonstrate progress toward achieving state standards as measured by a 5% increase in students scoring at levels 3 & 4 on the NYS ELA assessment.

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.
 - According to data obtained in ATS on October 3rd 2012, only 1% of our current English Language Learners are at proficiency in ELA as indicated on the 2012 NYS ELA exam.
 - According to the 2011-12 NYC Progress Report, the growth percentile of English Language Learners was not within the top 20% citywide in ELA.

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,**
 - Designate English Language Learners for mandated ELL instruction and After School Title III Program.
 - Collect updates from teachers of ELL students below proficiency in ELA to ensure necessary assistance from AIS and ELL staff.
 - Review of lesson plans for evidence of student assessment data and differentiation implementing the UDL(Universal Design for Learning) methods.
 - Provide student information and assessment data to teachers of all ELL students.
 - Provide timely feedback to teachers after frequent observations using a research based framework for enhancing professional practice, to assess instruction and student performance.
 - Review class programs quarterly and make revisions to meet mandates of ELL students.
 - Case conferences will be held with teachers and AP's to compare data and goals for classes and individual ELL students.
 - Extended time academic intervention for ELL students below proficiency in ELA.
 - Teachers will use ARIS and Acuity Data to identify individual student needs in ELA.
 -
 - b) Staff and other resources used to implement these strategies/activities,**
 - Staff includes Principal, Language Arts Assistant Principal, Language Arts teachers, ELL Teachers, Literacy Coach, CFN 602 Network Support Specialists
 - ELL teachers, inquiry team members and administrators will review data to ensure practices put in place are increasing performance in ELA. Inquiry teams will have ongoing communication with subject teachers through Inquiry Progress Reports, iSpace tracking, Teacher Team meetings, case conferences and student interviews, use of CCLS aligned curriculum maps enhanced with CCSS suggested supports for ELL and UDL strategies that will allow all students to gain entry points to a rigorous curriculum. This allows inquiry members to analyze trends and target areas of weakness, as well as strengthen strategies that are working.
 - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
 - Provide professional development opportunities to ELL staff and classroom teachers on effective instructional and assessment strategies for English Language Learners.
 - Provide professional development and support for all teachers in ELL modifications for Common Core curriculum maps and units of study and assessments in ELA.
 - d) Timeline for implementation.**
 - September 2012 – June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).
 - host educational family events/activities during Parent-Teacher Conferences and throughout the school year;
 - encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee;
 - host Family Day and Cultural events;
 - establish a Parent Resource Rom with computers and instructional materials for parents;
 - provide translated written progress reports that are periodically given to keep parents informed of their children’s progress;
 - develop and distribute a school newsletter and web publication designed to keep parents informed about school activities and student progress;
 - provide regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I _____ Title IIA X Title III 21st Century Grants _____ Other

If other is selected describe here:

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.

- SAPIS
- G.R.E.A.T. Program (Gang Resistance Education and Training)
- Project Hope

As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal.

Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers in all areas of instruction for English Language Learners.

- Teacher teams looking at student work to improve teaching practices and strategies for ELL students.
- Textbook and instructional materials purchased for all ELL students.
- After school programs in English as a Second Language.
- Use of Instructional Coach to help develop teaching strategies for ELL students, as well as the implementation of Universal Design for Learning.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

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.

By June 2013, all Students with Disabilities will demonstrate more than 1 year's progress in ELA performance as measured by Interim Assessments and the NYS 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.
 - According to data obtained in ATS on October 3rd 2012, 10% of our current Students with Disabilities are at proficiency in ELA as indicated on the 2012 NYS ELA Exam.

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,**
 - Provide professional development in Universal Design for Learning
 - ELA teachers will meet during a common prep period to review student work, discuss best practices, and set measurable goals for classes and students with IEP's.
 - Provide timely feedback to teachers after frequent observations to assess instruction and student performance using a research based framework for enhancing professional practice.
 - Collect updates from teachers of Students with Disabilities who are below proficiency in ELA to ensure necessary assistance from AIS and Special Ed. staff.
 - Meet with ELA teachers and ELA coach in regards to how student data from periodic assessments should determine differentiated lessons for students below proficiency.
 - Review of lesson plans for evidence of student assessment data and use of UDL strategies for differentiation.
 - Case conferences will be held with teachers and AP's to compare data and goals for classes and individual students with disabilities.
 - Teachers will use Acuity Data to identify individual student needs in ELA.
 - b) Staff and other resources used to implement these strategies/activities.**
 - Staff includes Principal, Language Arts Assistant Principal, Language Arts teachers, Literacy Coach, CFN 602 Network Support Specialists
 - Special Education teachers, inquiry team members and administrators will review data to ensure practices put in place are increasing performance in ELA. Inquiry teams will have ongoing communication with subject teachers through Inquiry Progress Reports, iSpace tracking, Teacher Team meetings, case conferences and student interviews, use of CCLS aligned curriculum maps enhanced with CCSS suggested supports for SWD and UDL strategies that will allow all students to gain entry points to a rigorous curriculum. This allows inquiry members to analyze trends and target areas of weakness, as well as strengthen strategies that are working
 - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
 - Provide professional development opportunities to classroom teachers on effective instructional strategies for Students with Disabilities.
 - Provide student assessment and information data for Students with Disabilities.
 - Provide professional development and support for all teachers in modifications for Common Core curriculum maps and units of study in ELA.
 - d) Timeline for implementation.**
 - September 2012- June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 - host educational family events/activities during Parent-Teacher Conferences and throughout the school year;
 - encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee;
 - host Family Day and Cultural events;
 - establish a Parent Resource Rom with computers and instructional materials for parents;
 - provide translated written progress reports that are periodically given to keep parents informed of their children's progress;
 - develop and distribute a school newsletter and web publication designed to keep parents informed about school activities and student progress;
 - provide regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I Title IIA Title III 21st Century Grants Other

If other is selected describe here:

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.
 - SAPIS
 - G.R.E.A.T. Program (Gang Resistance Education and Training)
 - Project Hope

As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal.

Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers in all areas of instruction for Students with Disabilities
- Teacher teams looking at student work to improve teaching practices for all students with IEP's.
- Textbook and instructional materials purchased for classes of students with IEP's.
- After school programs in Math, Literacy and ESL.
- Use of Instructional Coach to assist teachers with development of IEP goals, co-teaching strategies, as well as Universal Design for Learning.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

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 2013, all students will demonstrate progress toward achieving state standards as measured by a 5% increase in students scoring at levels 3 & 4 on the NYS Math assessment.

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.
 - According to data obtained in ATS on October 3rd 2012, 49% of our current students are at proficiency in Math as indicated on the 2012 NYS Math Exam.

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,**
 - Provide timely, actionable feedback to teachers after frequent observations to assess instruction and student performance.
 - Train teachers in the use of ARIS to identify students who are not at proficiency in math.
 - Continue to train teachers in the use of Acuity to identify individual student strengths and weaknesses in Math according to Periodic Assessments.
 - Periodic Assessments will be given during each quarter of the 2012-13 school year.
 - Designate students for After School Math program
 - Extended day program for students below proficiency in math.
 - Math Academic Intervention Program for students below proficiency during the school day.
 - Collect updates from teachers of students below proficiency to ensure necessary assistance from AIS staff.
 - Meet with classroom teachers and math coach in regards to how student data from periodic assessments should determine differentiated lessons for students below proficiency.
 - Case conferences will be held to identify individual student in need of additional math instruction.
 - b) Staff and other resources used to implement these strategies/activities,**
 - Staff includes Principal, Math Assistant Principal, math teachers, and CFN 602 Network Support Specialists
 - Math teachers and Inquiry Team members, as well as administrators will review data to ensure that practices put in place are increasing performance of students in Math. Inquiry Teams will have ongoing communication with subject teacher through Inquiry Progress Reports, i-Space tracking, Teacher Team meeting, case conferences and student interviews. This will allow inquiry members to analyze trends and target areas of weakness, as well as strengthen strategies that are working.
 - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
 - Provide teachers with student assessment and information data for math students.
 - Provide professional development for teachers in the process of inquiry regarding the effective use of data and creating educational plans based on data.
 - Provide professional development and support for all teachers in implementation of Common Core standards aligned curriculum maps, CCLS aligned rubrics

and units of study in Math which will incorporate rigorous activities and result in Performance Tasks .

d) Timeline for implementation.

- September 2012- June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 - host educational family events/activities during Parent-Teacher Conferences and throughout the school year;
 - encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee;
 - host Family Day and Cultural events;
 - establish a Parent Resource Rom with computers and instructional materials for parents;
 - provide translated written progress reports that are periodically given to keep parents informed of their children's progress;
 - develop and distribute a school newsletter and web publication designed to keep parents informed about school activities and student progress;
 - provide regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I _____ Title IIA _____ Title III 21st Century Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e. services for Students in Temporary Housing (STH), violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- If you have no students in Temporary Housing please state this or it will be perceived as having been forgotten.

- SAPIS
- G.R.E.A.T. Program (Gang Resistance Education and Training)
- Project Hope

As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal.

Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal

and State programs included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers in the area of mathematics.
- Teacher teams looking at student work to improve teaching practices in all math classes.
- Textbook and instructional materials purchased for all math classrooms.
- After school programs in math
- Use of Instructional Coach to assist teachers in the implementation of the Common Core Learning Standards and assessment tasks in all math classes.

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

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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 2013, 80% of students will demonstrate the ability to use text evidence to support their assertions in essays aligned to the expectations of the Common Core Learning Standards as evidenced by teacher feedback using a CCLS aligned rubric.

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.

According to City wide expectations, all students must complete a task in literacy, science and social studies that asks them to read and analyze informational texts and write opinions and arguments in response. In math, all students must be engage in a cognitively demanding task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. Transitioning to these higher standards indicates that our students have been working toward and performing at standards lower than those expected through the new common core curriculum.

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,**
 - Teachers will develop Common Core Learning Standard aligned Curriculum Maps that incorporate rigorous opportunities for students to conduct research and use supporting evidence.
 - Teachers will develop collaborative rigorous units using DOK (Depth of Knowledge) categories which will incorporate oral and written skills needed for providing evidence to support arguments.
 - Professional development for teachers in the implementation of curriculum maps, DOK, UDL, and modification for differentiating lessons for ELL and students with disabilities.
 - Teachers meet weekly in department teams to assess student work and plan lessons that demand evidence to support a claim.
 - Teacher teams meet weekly to review unit plans for revisions and updates.
 - Literacy coach and Common Core Liaison will conduct on-going professional development in the implementation of Common Core Standards.
 - b) Staff and other resources used to implement these strategies/activities,**
 - Staff includes Principal, Language Arts/Social Studies Assistant Principal, Math/Science Assistant Principal, Language Arts teachers, Math teachers, Science teachers, Social Studies teachers, Literacy Coach, Common Core Liaison, CFN 602 Network Support Specialists
 - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**
 - Professional development and per-session opportunities were provided - giving teachers the opportunity to work collaboratively to create curriculum maps and common assessments.
 - d) Timeline for implementation.**
 - September 2012 –June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 - host educational family events/activities during Parent-Teacher Conferences and throughout the school year;
 - encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee;
 - host Family Day and Cultural events;
 - establish a Parent Resource Rom with computers and instructional materials for parents;
 - provide translated written progress reports that are periodically given to keep parents informed of their children's progress;
 - develop and distribute a school newsletter and web publication designed to keep parents informed about school activities and student progress;
 - provide regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 X Tax Levy X Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

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.
 - SAPIS
 - G.R.E.A.T. Program (Gang Resistance Education and Training)
 - Project Hope

As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal.

Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. For example:

- Professional development conducted by instructional lead teachers in the areas of strategies in using text evidence to support arguments in essays and class discussions.
- Teacher teams looking at student work to improve teaching practices in questioning strategies and using evidence to support answers.
- Textbook and instructional materials purchased for supporting common core aligned performance tasks.

- After school programs in Math, Literacy and ELL
- Use of Instructional Coach to support teacher in writing interim and final performance tasks in each unit asking for evidence to support arguments..

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

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.

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based 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,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

| Type of Academic Intervention Services (AIS) | Description | | |
|--|--|--|---|
| | Type of program or strategy (e.g. repeated readings, interactive writing, etc.) | Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.) | When the service is provided (e.g., during the school day, before or after school, etc.). |
| ELA | School-wide reading/writing remediation | Small group | During the school day |
| | Reading pull-out | Small group | During the day |
| | Century 21 Reading | Small group | After school |
| | Sylvan reading | Small group | After school |
| Mathematics | School-wide math remediation | Small group | During the day |
| | Math pull-out | Small group | During the day |
| | Century 21 math | Small group | After school |
| Science | Science remediation/ At-risk | Small group | During the day |
| Social Studies | Social Studies remediation/ At-risk | Small group | During the day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | <u>Guidance</u> – work with school staff in advocating for programs and services that positively impact student academic success, social emotional development and higher education and career readiness | Both group and one to one | During the day |
| | <u>Social Worker</u> - Provide social services and assistance to improve the social and psychological functioning of children and their families and to maximize the family well-being and academic functioning of children. | One to One | During the day |

| | | | |
|--|---|------------|----------------|
| | <u>Psychologist</u> - Provide intervention to those students at risk both academically and emotionally. | One to one | During the day |
|--|---|------------|----------------|

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

- Hold job fairs
- Develop a relationship with local colleges to attract qualified student teachers
- Have job candidates do a demonstration lesson
- Consult Teaching Fellows Program
- Utilize Open Market Hiring System
- Offer meaningful, targeted professional development.
- Hold teachers and other school professionals accountable for all students' achievement by setting standards, assessing progress and reporting results
- Utilize Absent Teacher Reserve for highly qualified teachers who fit the needs of the school.
- Provide high quality professional core subject areas for all teachers

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Intermediate School 14

2424 Batchelder Street-Brooklyn, NY 11235-1402 – (718) 743-0220
DEPARTMENT OF EDUCATION-CITY OF NEW YORK
DISTRICT 22

**Principal
Principals**
Anne Tully
Ahearn

Laghezza

Assistant

Teri

Christine

Title I Parent Involvement Policy and Parent-School Compact for I.S. 14

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore I.S. 14 [*in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act*], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. I.S. 14's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. I.S. 14 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;

3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

I.S. 14's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the I.S. 14 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, I.S. 14 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a ¹dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- 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;)

¹ PLEASE NOTE THAT ONLY NEW YORK CITY PUBLIC SCHOOLS THAT HAVE ATTAINED A STUDENT POPULATION OF TWO-HUNDRED (200) OR MORE WILL RECEIVE FUNDING TO HIRE A PARENT COORDINATOR.

- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

I.S. 14 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Section II: School-Parent Compact

I.S. 14 [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. I.S. 14 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education. I will also:
 - communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;

Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Anne Tully on October 24th, 2012.

This Parent Involvement Policy was updated on October 24th, 2012..

The final version of this document will be distributed to the school community on November 14th, 2012 and will be available on file in the Parent Coordinator’s office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school’s CEP and filed with the Office for Family Engagement and Advocacy.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Jose Ruiz | District 22 | Borough Brooklyn | School Number 014 |
| School Name Shell Bank | | | |

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

| | |
|---|--|
| Principal Anne Tully | Assistant Principal Nora Fox |
| Coach Elizabeth Joyce | Coach type here |
| ESL Teacher Ella Tiflinsky | Guidance Counselor Jennifer Young |
| Teacher/Subject Area Valentina Futerman/ ESL | Parent Hazel Williams |
| Teacher/Subject Area type here | Parent Coordinator Lorann Binckes |
| Related Service Provider type here | Other Christine Laghezza / Data |
| Network Leader Julia Bove | Other Kassandra Lee-Loomis |

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 | 2 | Number of certified bilingual teachers | 2 | Number of certified NLA/foreign language teachers | 0 |
| Number of content area teachers with bilingual extensions | 2 | Number of special education teachers with bilingual extensions | 0 | Number of teachers of ELLs without ESL/bilingual certification | 0 |
| 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 | 615 | Total Number of ELLs | 107 | ELLs as share of total student population (%) | 17.40% |
|------------------------------------|------------|----------------------|------------|---|---------------|

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. 

3aste response to questions 1-6 here

1. English Language Learners are welcomed to our school, and they are provided with high quality educational opportunities. The process begins when a parent arrives to be greeted at the front desk in our main office, and the parent's language of communication is established. With all newly admitted students, an informal conversation begins between the parent of the student and Ms. Ella Tiflinsky, our ESL licensed pedagogue and specialist. If Ms. Tiflinsky is not available, Ms. Valentina Futerman, an ESL licensed pedagogue, is asked to take Ms. Tiflinsky's place. The administration makes sure that one of the two ESL teachers is available to meet with the parents of our new ELLs. Ms. Tiflinsky determines if the "Home Language Identification Survey" needs to be provided in a native language as well as in English. The cards requesting a need for an interpreter are available at this time to help the parent identify his/her native language. Ms. Tiflinsky completes the interview process and checks the information in ATS to verify that the youngster is indeed a new student before providing the "Home Language Identification Survey" in the native language. At this time, we can also determine if the child is SIFE. An interpreter is available, if necessary, to ensure that the parent is able to complete the form. Based upon the results of the survey, Ms. Tiflinsky determines if the child is possibly an English Language Learner.

Within ten school days, the LAB-R test is administered to the student, and a raw score is established. The Spanish LAB-R is administered to Spanish-speaking Ells. An interpreter assists the ESL teacher when she grades the examination. The results of the test determine if the child is in need of ESL services. The parent is notified by mail and by phone that the child is entitled to Bilingual or ESL services. The "Entitlement Letter" is mailed home in the parent's first language and in English. We invite parents to participate in one of our orientation meetings where they are asked to fill out their program of choice. We honor the request of the parent, and we place the child in the desired environment. Our school offers the Free Standing ESL Program. If we should receive requests for a bilingual program from fifteen parents in two contiguous grades, we would certainly open a bilingual class to accommodate the parents of these children.

The NYSESLAT is administered annually every April/May, and we use the results of this examination to determine the placement of children for the following year in our school. We pay close attention to weaknesses and/or strengths in each of the four modalities – Listening, Reading, Writing, and Speaking, and we use our assessments to place the children accordingly at one of the three determined levels – Beginner, Intermediate, or Advanced. Lessons for the youngsters are prepared by our ESL teachers, and planning focuses on Speaking and Writing and on Reading and Listening. We have found that these combinations serve to enhance the learning of our youngsters. Teachers align their lessons to the Common Core Curriculum and the new State Standards. They differentiate instruction and follow the underlying guidelines of Understanding By Design.

Each May, we conduct orientation sessions for parents of prospective incoming ELL sixth graders where we explain our programs, and we talk about extra-curricular activities for our youngsters. We offer translations in major languages so that the parents can understand the nature of our meeting. Ell students and their parents have the opportunity to view the school building and classrooms, talk with subject teachers, and ask questions. The prospective sixth grade ELLs can also tour the building and view the work of the other children in the school. Prior to the opening of school in September, newly enrolled students meet the ESL contact person, Ms. Tiflinsky, the teachers, and some of the youngsters from our current ESL Programs who may be able to converse with them in their native languages. Parents fill out necessary forms to clarify the prior education of their children. This aids us when we place the

students for instruction. The Parent Coordinator and our bilingual staff are also available to facilitate an easy start to the new school year.

2. In September, or within the first semester of the youngster's admission date, the parent is invited to attend an orientation meeting. The invitation is written in English and in the parent's native language. At the meeting, the parent receives a brochure explaining the Department of Education's ESL services. The parent then views a short video about the various programs offered by the DOE. Parents are given the opportunity to watch this video in their native language. The parents learn about State Standards, assessments, school expectations, and general program requirements. At the end of the session, the parent is asked to complete the "Parent Survey and Program Selection Form." We also request that the parent selects the program of his/her choice (Traditional Bilingual, Dual Language, or Free Standing ESL.) If we should receive requests for a bilingual program from fifteen parents in two contiguous grades, we would certainly open a bilingual class to accommodate the parents of these children.

If the parent does not attend our orientation sessions, we continue to contact him/her by telephone and mail letters home to explain the available options.

3. The "Entitlement Letter" is mailed home in the parent's first language and in English. Children sign for the letters that they take home to their parents. Ms. Tiflinsky and Ms. Futerman make sure that the letters are returned to them in a timely fashion (within one week.) If necessary, the teachers call the homes of the children with the aid of interpreters to make sure that the letters have been received by the parents. We also invite the parents to school to meet with the teachers and with the Assistant Principal and Supervisor of ELL Instruction at our school, Mrs. Fox.

At the end of the orientation session, the parent is asked to complete the "Parent Survey and Program Selection Form." We also request that the parent selects the program of his/her choice (Traditional Bilingual, Dual Language, or Free Standing ESL.) If we should receive requests for a bilingual program from fifteen parents of children in two contiguous grades, we would certainly open a bilingual class to accommodate the requests of the parents of these children. If the parent does not attend our orientation sessions, we continue to contact him/her by telephone and mail letters home to explain the available options. We make sure that the parent responds to our queries.

4. Within ten school days of a prospective Ell's admission to our school, the LAB-R test is administered to the student, and a raw score is established. The Spanish LAB-R is administered to our Spanish-speaking ELLs. An interpreter assists the ESL teacher when she grades the examination. The results of the test determine if the child is in need of ESL services. The parent is notified that the child is entitled to Bilingual or ESL services. The "Entitlement Letter" is mailed home in the parent's first language and in English. We invite parents to participate in one of our orientation meetings where they are asked to fill out their program choice. We honor the request of the parent, and we place the child in the desired environment. Our school offers the Free Standing ESL Program. With the wide variety of languages spoken by students in our school, all students receive their instruction in English using ESL methodologies for the specific amount of time as determined by their LAB-R and NYSESLAT scores. If we should receive requests for a bilingual program from fifteen parents of children in two contiguous grades, we would certainly open a bilingual class to accommodate the parents of these children.

Parents are invited to our school to speak with the ESL teachers and Mrs. Fox. We provide translators for parents in their native language who accompany them to our meetings and also participate actively in our discussions to maintain accuracy in communication. This has proven to be quite successful.

Most major parent informational materials are available in translation on the DOE website. The AP or Parent Coordinator downloads these documents from the site when necessary. Other materials, such as those that are school based, are either translated over the Internet or sent to the DOE Translation and Interpretation Unit in a timely fashion. When necessary, we contact members of the Unit and request that they translate and help us communicate with parents on the telephone. Each September, school administrators identify staff members who have speaking, reading, and writing proficiency in languages other than English. This year, we have found that school based staff are available to translate Arabic, Urdu, Haitian Creole, Spanish, Russian, and Chinese.

The NYSESLAT is administered annually every April/May, and we use the results of this examination to determine the placement of children for the following year in our school. We pay close attention to weaknesses and/or strengths in each of the four modalities – Listening, Reading, Writing, and Speaking, and we use our assessments to place the children accordingly at one of the three determined levels – Beginner, Intermediate, or Advanced. Lessons for the youngsters are prepared by our ESL teachers, who meet regularly during common planning periods with our classroom subject teachers, and planning focuses on Speaking and Writing and on Reading and Listening. We have found that these combinations serve to enhance the learning of our youngsters. Teachers align their lessons to the Common Core Curriculum and the new State Standards. They differentiate instruction and follow the underlying guidelines of

Understanding By Design.

5. We have found that 100 % of our parents opt for our Free Standing ESL Program. They appreciate that their youngsters are exposed to a multicultural learning environment where children speak a variety of languages and learn English at the same time from their American peers. Parents seem to appreciate the constant exposure to English, and they have heard recommendations from our district in support of our program. They all request the Free Standing ESL Program.

6. At this time, the program models offered at our school are aligned with parents' requests.

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|----|----|----|---|----|----|----|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | | | | | | | 43 | 35 | 37 | | | | | 115 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 43 | 35 | 37 | 0 | 0 | 0 | 0 | 115 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|----|-------------------------------|----|
| All ELLs | 115 | Newcomers (ELLs receiving service 0-3 years) | 56 | Special Education | 44 |
| SIFE | 17 | ELLs receiving service 4-6 years | 22 | Long-Term (completed 6 years) | 35 |

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 | | | | | | | | | | |
|-------------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| | 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 | Total |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 58 | 13 | 6 | 22 | 4 | 12 | 35 | 0 | 26 | 115 |
| Total | 58 | 13 | 6 | 22 | 4 | 12 | 35 | 0 | 26 | 115 |

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 |

| Dual Language (ELLs/EPs) K-8 | | | | | | | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | EL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | 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 |

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 | | | | | | | 9 | 4 | 8 | | | | | 21 |
| Chinese | | | | | | | 2 | 1 | 4 | | | | | 7 |
| Russian | | | | | | | 2 | 6 | 2 | | | | | 10 |
| Bengali | | | | | | | 0 | 0 | 0 | | | | | 0 |
| Urdu | | | | | | | 4 | 2 | 4 | | | | | 10 |
| Arabic | | | | | | | 9 | 8 | 7 | | | | | 24 |
| Haitian | | | | | | | 13 | 10 | 8 | | | | | 31 |
| French | | | | | | | 0 | 1 | 2 | | | | | 3 |
| Korean | | | | | | | 0 | 0 | 0 | | | | | 0 |
| Punjabi | | | | | | | 0 | 0 | 0 | | | | | 0 |
| Polish | | | | | | | 0 | 0 | 0 | | | | | 0 |
| Albanian | | | | | | | 0 | 0 | 0 | | | | | 0 |
| Other | | | | | | | 4 | 3 | 2 | | | | | 9 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 43 | 35 | 37 | 0 | 0 | 0 | 0 | 115 |

Part IV: ELL Programming

A. Programming and Scheduling Information

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).
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?

Paste response to questions 1-7 here

1. Our organizational models for instruction are Push-In and Pull-Out. Some of our Pull-Out models are ungraded where all students regardless of grade are in one class. Other classes contain students from two contiguous grades. They are heterogeneous in nature. We find that, when children work together at their mixed proficiency levels, our teachers can differentiate instruction and, at the same time, cater to the socialization needs of their youngsters. Experience and research show that many children benefit greatly when they are supported by their peers who share similar circumstances in their educational development. Children learn best when they can support and teach one another. We do tend to separate our Advanced ELLs who do not require as many hours of ESL instruction. When our teachers Push-In to classes, they work with the children in their assigned classes. Planning provides for Co-Teaching, Collaboration, and working on an individual basis with selected ELLs during their classroom periods.

2. Our English Language Learners receive a balanced instructional program based upon New York State Standards and the Core Curriculum. ELLs with special needs are in the least restrictive environment and receive services as per IEPs. The ESL Pull-Out Program is taught by two certified, highly trained ESL teachers. We tend to take our students from their minor subjects and not interrupt instruction from their core classes. We plan to transition our Advanced ELLs to a Push-In model by February after conferencing with mainstream teachers and reviewing Acuity Interim Assessments in Math and Language Arts. We also use data from Aris. English Language Learners at the Beginner and Intermediate Levels receive 360 minutes of ESL instruction a week. Advanced Level students receive 180 minutes of ESL instruction per week. These periods represent additional hours of instruction because the children are programmed for a minimum of five periods of ELA and Math instruction by certified teachers.

3. In our ESL classrooms we use a Balanced Literacy approach to improve all four language skills. We focus on comprehension, speech, word recognition, and vocabulary, as well as the elements of standard curriculum in integrated content areas. Our ESL staff members follow the same curriculum maps that have been designed by a committee of teachers in our school for their general education and special education students. Curriculum maps have been designed with modifications for ELLs and Special Education students. We hope to transfer our youngsters to higher levels as soon as possible. Reading and writing on a daily basis are integral parts in the development of the higher order critical thinking skills associated with Bloom's Taxonomy.

The Balanced Approach to literacy includes use of the Classroom Library Initiatives and genre class sets of materials with workbooks and books on tape. Textbooks from the Harcourt Newcomer series are also used to focus on academic language and organization within the content areas. Standards based materials are used with teacher scaffolding activities as needed. We provide native language support through the growth of an extensive native language literature collection. Bilingual glossaries provide our students with opportunities to

A. Programming and Scheduling Information

share elements of their native languages with their classmates who learn new words and also discuss common phrases.

Our Spanish speaking ELLs, who are deemed proficient in their native language according to the results of Spanish language assessments, are given additional support. We encourage them to take the NYS Spanish Proficiency Exam for High School credit. ELLs who excel in math content skills are encouraged to attend our classes in Regents Mathematics and Regents Living Environment. We encourage the children to take the exam in June. Students who are eligible for NYS testing in ELA or who scored below the grade of mid Level 2 also receive academic intervention (AIS) through the computer assisted Read 180 program. Children who received a Level 1 in Mathematics participate in AIS classes that offer a computer assisted program, Math Upgrade, and small group tutorials. All ELL classrooms are equipped with computers that have full Internet access and programs designed for English Language Learners.

The ESL classroom has an integrated Balanced Literacy curriculum that adheres closely to the State Standards and the Common Core Curriculum. Teachers use data from LAB-R and NYSESLAT results, Acuity assessments, Aris, NYS standardized tests, uniform school assessments, and their own personal observations and classroom data to drive the instruction of their students. Curriculum maps with ELL modifications are provided for instruction in each of the content areas. There is reading in the content area that serves to foster an appreciation and an understanding of both non-fictional and fictional literary works. Instruction is differentiated, and it follows the framework of Understanding By Design and Bloom's Taxonomy. Teachers use the following strategies in their classrooms to focus upon ELLs who are at the Beginner, Intermediate, and Advanced levels:

Teaching Strategies for ELLs

Beginning

Differentiation of Instruction

Technology

Starfall

TPR – Total Physical Response

Google Translation (for translation & audio)

Vocabulary/Pronunciation

Bilingual Glossaries for content areas/subjects

Starfall/Listening/Speaking /Recording Voices

Multicultural/Bilingual Libraries

Listening Centers

Intermediate

Differentiation/Grouping

Visual & Modeling

Bilingual Dictionaries

Scaffolding

Graphic Organizers

TPR

Listening Centers

Advanced

Group Work/ Differentiation of Instruction

Use of the Thesaurus & Illustrated Dictionaries

Questions are based /built on Bloom's Taxonomy

Listening Centers

A. Programming and Scheduling Information

Last spring, our ESL teachers organized a cultural fair to celebrate the heritage of their ELLs. Children presented information about their personal backgrounds, sang songs in their native languages, and then translated their presentations into English. Youngsters even brought in their favorite foods to share with all the participants. Parents and staff were invited to this event. It was a huge success. Our English Language Learners have the opportunity to participate in the wide variety of extracurricular activities offered to all students in the building. Students are offered the following programs in our 21st Century After-School Program:

- Sports and Arts is an incentive program that works to improve and encourage positive thinking, help and support with academics, good attendance and punctuality, and sports and leadership skills.
- Jewelry Making and Chess and Games activities give children opportunities to create works of art and engage in mental strategies that require the use of high level thinking skills. Youngsters also learn to work with others and employ their knowledge of leadership skills to solve problems.
- Academic Enrichment in Language Arts and Mathematics fosters an understanding of Core Curriculum subjects, adherence to learning objectives in State Standards, and an awareness of the elements of Bloom's Taxonomy.

We also encourage all of our students to attend our Y After-School Program that offers sports, dance, computer and technology classes, and help with homework. Advanced classes for children who plan to take Regents exams in Science and Mathematics begin during our scheduled time for AIS and end during the regular after-school allotted time period. We also offer ESL After-School classes to children as part of our Title III Initiative.

4. We use the Spanish ALLD to evaluate both our SIFE students as well as the children who are classified as general English Language Learners. Teachers and staff members in our building who are proficient in languages other than English will be encouraged to help our ESL staff prepare assessments like the ALLD in other languages. Spanish assessments are available in the foreign language classes.

The ELLs are provided with exams in their native languages, and we employ translated services when necessary. We request the assistance of pedagogues and school staff members who demonstrate proficiency in the native languages of the children. We also use the services of professionals at the Translation Unit.

5. Differentiation of Instruction for our ELLs, as well as for the other students in our building, depends upon a child's scholastic ability, his learning preference, and his level of achievement. The English Language Learner population at I.S. 14 is extremely diverse, not only in home language, but also in culture, educational experience, and learning strategy. Differentiation of Instruction occurs in all of our classes on a regular basis.

Our ten students with interrupted formal education (SIFE) have five or fewer years of service. We provide these children with rich and rigorous language experiences. We employ buddy-systems, services through Title III, and the benefits of our Push-In and Pull-Out Instructional ESL Programs. Children meet with our guidance counselors and other support staff on a regular basis. They are subjects for our school's Inquiry Team. Teachers use Acuity and Aris to assess progress in Language Arts and Math, and they meet with our two ESL teachers on a regular basis to view the work of the children and explore new ways to meet the learning challenges facing the youngsters each day. This data is used to drive instruction in the ESL classroom. Our ESL teachers work with our Literacy Coach and with Mrs. Fox, the Assistant Principal in charge of the Ells and Language Arts, to determine new strategies to meet the needs of our SIFEs. The ESL teachers and Mrs. Fox attend professional development sessions regarding SIFEs regularly.

Ells, who are SIFEs, are grouped according to uniform school data, Acuity assessment results, data from ELA and NYS Math Examinations, results of the NYSESLAT, and the classroom data acquired by their subject class and ESL teachers. Teachers use information from Aris, as well. The data is used to drive their instruction.

A. Programming and Scheduling Information

Our ESL teachers communicate regularly with their colleagues who teach our SIFEs required material from subject content areas. All of our pedagogues work together to design differentiated lessons that adhere to State Standards and follow the framework of the Common Core Curriculum and Understanding By Design. The lessons are in accordance with our Balanced Literacy integrated curriculum. Differentiated lessons follow patterns demonstrated by Bloom's Taxonomy. Curriculum maps are provided for all teachers to support instruction. Paraprofessionals assist the children when necessary and provide individualized instruction to reinforce what is learned in the regular subject area classroom. Students receive AIS services during the school day, and they are given the opportunity to participate in our after-school programs for additional support and enrichment. We usually pull out the children for ESL during their periods in their minor subjects.

Teachers use the following strategies in their classrooms to focus upon SIFEs who are at the Beginner, Intermediate, and Advanced levels:

Teaching Strategies for SIFEs

Beginning

Differentiation of Instruction

Technology

Starfall

TPR – Total Physical Response

Google Translation (for translation & audio)

Vocabulary/Pronunciation

Bilingual Glossaries for content areas/subjects

Starfall/Listening/Speaking /Recording Voices

Multicultural/Bilingual Libraries

Listening Centers

Intermediate

Differentiation/Grouping

Visual & Modeling

Bilingual Dictionaries

Scaffolding

Graphic Organizers

TPR

Listening Centers

Advanced

Group Work/ Differentiation of Instruction

Use of the Thesaurus & Illustrated Dictionaries

Questions are based /built on Bloom's Taxonomy

Listening Centers

Newcomers, Ells in U.S. schools for less than three years, are supported by being given English and translated introductions regarding school policies, established procedures, and daily routines for learning. We also provide these children with rich and rigorous language experiences. We employ buddy-systems, services through Title III, and the benefits of our Push-In and Pull-Out Instructional ESL Programs. For students in the Beginner level, we use Total Physical Response, labeling, songs and chants, drama, role playing, choral reading, shared reading, Brainstorming, language experience stories, buddy/partner reading, and sketch to-stretch activities. For the children in the Intermediate/Advanced levels, we align the tasks related to the literacy texts and assessments that require higher-order

A. Programming and Scheduling Information

critical thinking skills. Students are moved from the Basic Interpersonal Communication Skills (BICS) to Cognitive Academic Language Proficiency (CALP) with scaffolding and the explicit teaching of the English language, including etymology, grammar with the study of literal and figurative language, and semantics. Students are encouraged to reflect upon their own experiences as a foundation for building vocabulary and understanding theme. Advanced level students will transition to a Push-In model by February.

Students receive content area instruction in English with certified subject teachers. Teachers differentiate their instruction to meet the needs of all students, including the ELLs. Classrooms are arranged for small group support and cooperative learning. Rooms are designed to provide visual support. Teachers use scaffolding, technology, tiered grouping, project based learning, and other differentiated strategies to help ELLs learn content and language proficiency. All ELL classrooms are equipped with computers that have full Internet access and programs designed for English Language Learners.

Newcomers, who must take the ELA this April, receive differentiated instruction, ongoing assessment, and continued support. We place a strong emphasis upon the writing of Standard English and the ability to analyze and evaluate when reading both non fictional and fictional literary works. We stress the importance of an enhanced vocabulary and the need to use these advanced English terms when writing essays in all subject areas. Students are instructed about the nature of essay writing, and they practice writing coherent and intelligent compositions.

These practices are also in effect for our ELLs receiving service for four to six years.

Ells, who receive service 4 to 6 years, are grouped according to uniform school data, Acuity assessments, data from ELA and NYS Math Examinations, results of the NYSESLAT, and the classroom data acquired by their subject class and ESL teachers. Teachers also use information from Aris.

Our ESL teachers communicate regularly with their colleagues who teach our ELLs required material from subject content areas. They all follow an integrated Balanced Literacy curriculum. All of our pedagogues work together to design differentiated lessons that adhere to State Standards and follow the framework of the Common Core Curriculum and Understanding By Design. Differentiated lessons follow patterns demonstrated by Bloom's Taxonomy. Curriculum maps are provided for all teachers to support instruction. Paraprofessionals assist the children when necessary and provide individualized instruction to reinforce what is learned in the regular subject area classroom. Students receive AIS services during the school day, and they are given the opportunity to participate in our after-school programs for additional support and enrichment.

Teachers use the following strategies in their classrooms to focus upon ELLs who are at the Beginner, Intermediate, and Advanced levels:

Teaching Strategies for Ells

Beginning

Differentiation of Instruction

Technology

Starfall

TPR – Total Physical Response

Google Translation (for translation & audio)

Vocabulary/Pronunciation

Bilingual Glossaries for content areas/subjects

Starfall/Listening/Speaking /Recording Voices

Multicultural/Bilingual Libraries

Listening Centers

Intermediate

A. Programming and Scheduling Information

Differentiation/Grouping
Visual & Modeling
Bilingual Dictionaries
Scaffolding
Graphic Organizers
TPR
Listening Centers

Advanced

Group Work/ Differentiation of Instruction
Use of the Thesaurus & Illustrated Dictionaries
Questions are based /built on Bloom's Taxonomy
Listening Centers

Long term ELLS with more than six years of service usually become case studies and require close inquiry to determine the lag in attaining proficiency in English. We sometimes refer these students for additional services through the PPC. Our long term ELLs receive targeted intervention, including conferencing, student contracts for increased academic work outside of school, and AIS during the school day.

6. Students who are Ell-SWD receive content area instruction in English with certified subject teachers. Teachers differentiate their instruction to meet the needs of all students as mandated by the IEP. Classrooms are arranged for small group support and cooperative learning. Rooms are designed to provide visual support. Teachers use scaffolding, technology, tiered grouping, project based learning, and other differentiated strategies o help ELLs-SWDs learn content and language proficiency. All ELL classrooms are equipped with computers that have full Internet access and programs designed for English Language Learners. Teachers use Acuity and Aris to assess progress in Language Arts and Math, and they use this data to drive instruction. Our general education and special education pedagogues meet with our two ESL teachers on a regular basis to view the work of the children and explore new ways to meet the learning challenges facing the youngsters each day. This data is used to drive instruction in all of our classrooms. Teachers are programmed for common preparation time, and they must meet as teams and with our Literacy Coach to discuss strategies, grade level texts, and web sites on the Internet. Professional development sessions are ongoing in our school.

7. The needs of ELLs-SWDs within the least restrictive environment are addressed in the same fashion. We differentiate instruction for all of our students, and we pay close attention to their individual needs. These students are part of our Pull-Out Programs, and they are encouraged to perform to the best of their abilities.

Flexible programming enables our ELL-SWDs to maximize time spent with non-disabled peers. All of our students receive differentiated instruction according to their scholastic ability levels, their demonstrated levels of achievement, and their degrees of personal interest. Teachers regularly analyze data and use this data to drive the instruction in their classrooms. Curriculum maps are provided for all teachers to support instruction. Children are pulled out of their regular classroom environments, most of the time during minor subject periods, to attend additional sessions that support their individual needs according to their IEP's, the results of LAB-R and NYSESLAT exams, the scores from NYS standardized tests, Acuity assessments, and determinations made by teachers according to their personal observations and their students' performance grades in class. Teachers also use information from Aris. Youngsters receive AIS during the school day, and they are strongly encouraged to attend ESL classes offered under Title III and classes in ELA and Math during our after-school programs on Mondays, Tuesdays, and Wednesdays. Because of flexible programming, children spend most of their school day in their regularly assigned settings where they receive differentiated instruction. All of our students are encouraged to participate in the 21st Century and "Y" After-School Programs where there are both academic and extra-curricular activities.

Courses Taught in Languages Other than English [i](#)

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

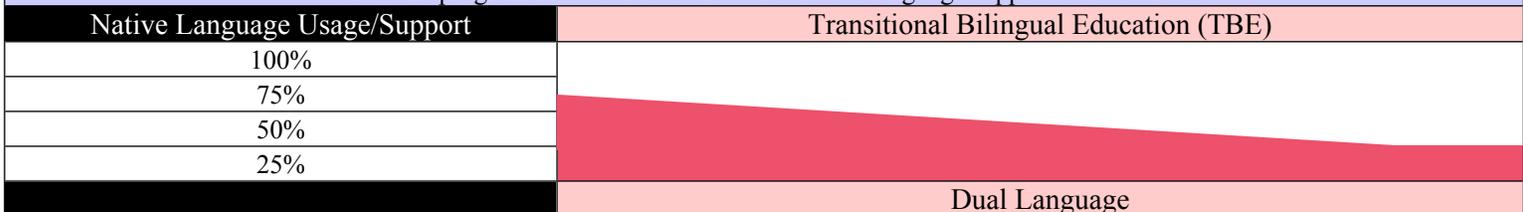
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required 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.



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

B. Programming and Scheduling Information--Continued

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?

Paste response to questions 8-17 here

8. Our targeted intervention programs for the children are all offered in English. Staff members, who act as translators, will make phone calls home and assist teachers and support personnel who need to discuss specific intervention concerns with the parents of our ELLs. As already stated, we offer AIS programs in Language Arts and Math to support our youngsters. Children use computer programs like Read 180 to enhance language and literacy skills. Our Inquiry Team monitors the progress of our youngsters, and teachers meet regularly as teams to discuss how to use current data to drive instruction in their classrooms. After-School Programs are available for continued help and support in academics and with socialization skills. Guidance counselors and other support personnel meet regularly with our youngsters to monitor their progress and help them deal with ongoing situations in their personal lives. Teachers give up their personal time to tutor children and advise them during regularly scheduled lunch periods.

Classes are heterogeneous in nature, and they adhere to the State Standards and the Common Core Curriculum. Lessons follow the framework of Understanding By Design. Ells are grouped according to results of the LAB-R and NYSESLAT, uniform school data, Acuity assessments, data from ELA and NYS Math Examinations, and the classroom data acquired by their subject class and ESL teachers. Teachers also use information from Aris.

Teachers differentiate instruction to meet the needs of all of our children. There is reading in the content area that serves to foster an appreciation and an understanding of both non-fictional and fictional literary works. Curriculum maps are provided for all teachers to support instruction in their individual classrooms. Teachers use the framework of Understanding By Design and Bloom's Taxonomy to emphasize higher level thinking skills, and they apply this to Reading and Writing to enhance student performance in ELA. Learning is interdisciplinary in nature, and children must be able to demonstrate their knowledge of literacy in each of the content areas. We have an integrated Balanced Literacy curriculum in our school. Teachers of ELA, Math, Science, and Social Studies confer with our ESL teachers on a regular basis to support our ELLs in each of the sub-groups. Children are recommended for additional support and intervention according to the analysis of data (LAB-R and NYSESLAT, ELA and NYS Math Examinations, Acuity assessments, Aris, uniform school assessments, and classroom data provided by subject and ESL classroom teachers.) Children receive AIS support, as well as Read 180, during the school day, and they are encouraged to attend our after-school programs in ESL (Title III.) Ells are also encouraged to join academic and extra-curricular classes in our 21st Century and "Y" After-School Programs. Our Inquiry Team studies our ELLs and makes recommendations to the teachers. Guidance Counselors and school support staff address the emotional needs of the children, and they offer intervention services.

The ESL classroom has an integrated Balanced Literacy curriculum that adheres closely to the State Standards and the Common Core Curriculum. The ESL teacher also supports the content area specialist with reading in the content area and the reinforcement of homework and lessons learned in subject classrooms. Teachers in both the ESL and the various subject area classrooms use the following strategies to focus upon ELLs who are at the Beginner, Intermediate, and Advanced levels:

Teaching Strategies for ELLs

Beginning

Differentiation of Instruction

Technology

Starfall

TPR – Total Physical Response

Google Translation (for translation & audio)

Vocabulary/Pronunciation

Bilingual Glossaries for content areas/subjects

Starfall/Listening/Speaking /Recording Voices

Multicultural/Bilingual Libraries

Listening Centers

Intermediate

Differentiation/Grouping

Visual & Modeling

Bilingual Dictionaries

Scaffolding

Graphic Organizers

TPR

Listening Centers

Advanced

Group Work/ Differentiation of Instruction

Use of the Thesaurus & Illustrated Dictionaries

Questions are based /built on Bloom's Taxonomy

Listening Centers

9. ELLs who have reached Proficiency on the NYSESLAT are at the Advanced level. It is imperative that we keep them there and continue to enhance their scholastic performance. As already stated, Advanced level students will transition to a Push-In model by February. Within the ESL classroom, we align the tasks related to the literacy texts and assessments that require higher-order critical thinking skills. Students are moved from the Basic Interpersonal Communication Skills (BICS) to Cognitive Academic Language Proficiency (CALP) with scaffolding and the explicit teaching of the English language, including etymology, grammar with the study of literal and figurative language, and semantics. Students are encouraged to reflect upon their own experiences as a foundation for building vocabulary and understanding theme. In all of our classrooms, we place a strong emphasis upon the writing of Standard English and the ability to analyze, evaluate, and synthesize when reading both non fictional and fictional literary works. We stress the importance of an enhanced vocabulary and the need to use these advanced English terms when writing essays in all subject areas. Students are instructed about the nature of essay writing, and they practice writing coherent and intelligent compositions. Children are exposed to a rigorous curriculum that adheres to the State Standards and the development of higher level thinking skills as delineated in Bloom's Taxonomy. Progress is monitored through Acuity Interim Assessments, quarterlies, and teacher recommendations.

10. This year, we plan to turnkey information learned by administrators attending ELL and SIFE Training and incorporate this knowledge into the scope of ongoing Professional Development in our school. Additional support will be provided through our CFN 602 ELL specialist.

11. At this time, we are planning to enhance our services and programs for ELLs and not discontinue them.

12. All school programs are described in detail for the parents when letters are sent home from school. Children receive applications for the 21st Century After-School Program that include a set of permission slips for classroom videos and student evaluations at the end of the program. Applications are duplicated and translated for the parents. Translators explain the nature of each offering when necessary. This process is in effect for all after-school activities and supplemental services in our building.

Our Spanish speaking ELLs, who are deemed proficient in their native language according to the results of Spanish language assessments, are given additional support. We encourage them to take the NYS Spanish Proficiency Exam for High School credit. ELLs who excel in math content skills are encouraged to attend our classes in Regents Mathematics and take the exam in June. Students who are eligible for NYS testing in ELA or who scored below the grade of mid Level 2 also receive academic intervention (AIS) through the computer assisted Read 180 program. Children who received a Level 1 in Mathematics participate in AIS classes that offer a computer assisted program, Math Upgrade, and small group tutorials. All ELL classrooms are equipped with computers that have full Internet access and programs designed for English Language Learners.

Our English Language Learners have the opportunity to participate in the wide variety of extracurricular activities offered to all students in the building. Students are offered the following programs in our 21st Century After-School Program:

- Sports and Arts is an incentive program that works to improve and encourage positive thinking, help and support with academics, good attendance and punctuality, and sports and leadership skills.
- Jewelry Making and Chess and Games activities give children opportunities to create works of art and engage in mental strategies that require the use of high level thinking skills. Youngsters also learn to work with others and employ their knowledge of leadership skills to solve problems.
- Academic Enrichment in Language Arts and Mathematics fosters an understanding of Core Curriculum subjects, adherence to learning objectives in State Standards, and an awareness of the elements of Bloom's Taxonomy.

We also encourage all of our students to attend our Y After-School Program that offers sports, dance, computer and technology classes, and help with homework. Advanced classes for children who plan to take Regents exams in Science and Mathematics begin during our scheduled time for AIS and end during the regular after-school allotted time period. We also offer ESL After-School classes and cultural excursions to children as part of our Title III Initiative.

13. The Balanced Approach to literacy includes use of the Classroom Library Initiatives and genre class sets of materials with workbooks and books on tape. Textbooks from the Harcourt Newcomer series are also used to focus on academic language and organization within the content areas. Standards based materials are used with teacher scaffolding activities as needed. We provide native language support through the growth of an extensive native language literature collection. Bilingual glossaries provide our students with opportunities to share elements of their native languages with their classmates who learn new words and also discuss common phrases.

Students who are eligible for NYS testing in ELA or who scored below the grade of mid Level 2 also receive academic intervention (AIS) through the computer assisted Read 180 program. Children who received a Level 1 in Mathematics participate in AIS classes that offer a computer assisted program, Math Upgrade, and small group tutorials. We employ buddy-systems, services through Title III, and the benefits of our Push-In and Pull-Out Instructional ESL Programs for all of our ELLs requiring supplemental services.

For students in the Beginner level, we use Total Physical Response, labeling, songs and chants, drama, role playing, choral reading, shared reading, Brainstorming, language experience stories, buddy/partner reading, and sketch to-stretch activities.

For the children in the Intermediate/Advanced levels, we align the tasks related to the literacy texts and assessments that require higher-order critical thinking skills. Students are moved from the Basic Interpersonal Communication Skills (BICS) to Cognitive Academic Language Proficiency (CALP) with scaffolding and the explicit teaching of the English language, including etymology, grammar with the study of literal and figurative language, and semantics. Students are encouraged to reflect upon their own experiences as a foundation for building vocabulary and understanding theme.

All ELL classrooms are equipped with computers that have full Internet access and programs designed for English Language Learners.

14. Native language support is delivered in our ESL Program in many ways.

- We use the Spanish ALLD to evaluate both our SIFE students as well as the children who are classified as general English Language Learners. Teachers and staff members in our building who are proficient in languages other than English will be encouraged to

help our ESL staff prepare assessments like the ALLD in other languages. Spanish assessments are available in the foreign language classes.

- Parents are invited to our school to speak with the ESL teachers and Mrs. Fox. We provide translators for them in their native language who accompany them to our meetings and also participate actively in our discussions to maintain accuracy in communication. This has proven to be quite successful.
- Most major parent informational materials are available in translation on the DOE website. The AP or Parent Coordinator downloads these documents from the site when necessary. Other materials, such as those that are school based, are either translated over the Internet or sent to the DOE Translation and Interpretation Unit in a timely fashion. When necessary, we contact members of the Unit and request that they translate and help us communicate with parents on the telephone. Each September, school administrators identify staff members who have speaking, reading, and writing proficiency in languages other than English. This year, we have found that school based staff are available to translate Arabic, Urdu, Haitian Creole, Spanish, Russian, and Chinese.
- Newcomers, ELLs in U.S. schools for less than three years, are supported by being given English and translated introductions regarding school policies, established procedures, and daily routines for learning.
- We provide native language support through the growth of an extensive native language literature collection. Bilingual glossaries provide our students with opportunities to share elements of their native languages with their classmates who learn new words and also discuss common phrases. Children have buddies who speak their native language, share their heritage and customs, and discuss academic and social daily occurrences in school.
- We reach out to our CBO's to determine if materials are available to support our students in their native languages.
- All messages sent through our phone message system are translated into Spanish as designated in ATS.

15. Required services, support, and resources in our school do correspond to our ELLs' ages and grade levels.

16. Each May, we conduct orientation sessions for parents of incoming ELL sixth graders where we explain our programs, and we talk about extra-curricular activities for our youngsters. We offer translations in major languages so that the parents can understand the nature of our meeting. ELL students and their parents have the opportunity to view the school building and classrooms, talk with subject teachers, and ask questions. The prospective sixth grade ELLs can also tour the building and view the work of the other children in the school. Prior to the opening of school in September, newly enrolled students meet the ESL contact person, Ms. Tiflinsky, the teachers, and some of the youngsters from our current ESL Programs who may be able to converse with them in their native languages. Parents fill out necessary forms to clarify the prior education of their children. This aids us when we place the students for instruction. The Parent Coordinator and our bilingual staff are also available to facilitate an easy start to the new school year.

In September, when we meet our newly enrolled ELL students, our ESL teachers duplicate the established procedures that we have set in practice for our incoming sixth graders. All new students are assigned a buddy, they are given a tour of our school building, and they are greeted by our general staff and made to feel welcome. Parents are encouraged to maintain contact with teachers and support staff throughout the course of the school year. Our ELL students and their parents mean a great deal to us.

17. Spanish is offered as an elective to all of the students in our school. Beginner and Intermediate students are pulled from their Spanish classes for ESL instruction. Advanced students are encouraged to participate in these classes.

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

N/A

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.

Paste response to questions 1-3 here

1. All ELL Personnel and staff at the school are required to participate in Professional Development sessions. Administrators and coaches will review current literature to familiarize themselves with the latest research on best practices for developing and supporting the ELL population. Paraprofessionals, teachers, and other staff will attend workshops during Chancellor's Professional Development days. Teachers will receive professional development provided by school leaders and outside support teams. At the school site, teachers will continue their learning of the elements of Differentiation of Instruction and Understanding By Design and how they relate specifically to the English Language Learner. Staff meetings and common preparation periods will often devote time to discussions about teaching strategies that work to support ELLs. Mainstream teachers of ELA, Science, Math, Social Studies, and our ESL teachers will meet regularly, according to an established schedule, with our Literacy Coach and Data Specialist who can provide training and support regarding teaching strategies and data that will drive instruction and enhance learning for our ELLs. Teachers have access to and review ELL data through our school Intranet I Space.

2. We provide support to our staff to assist ELLs as they transition from elementary to middle school. At the end of the school year, in May, teachers of students in Grade 6 meet with coaches and support personnel to plan our activities for our incoming sixth graders. Teachers are encouraged to participate in our Summer Orientation Program for all incoming students, including ELLs. Students can learn about the school and its programs, and they can begin to develop new relationships.

3. The minimum 7.5 hours of ELL training for all staff, including non ELL teachers will include the following topics:

- The Language Allocation Policy plan is an essential document for our school, and it describes our plans for the success of our English Language Learners.
- Who are our SIFEs, and what can we do to ensure their success in our building?
- What are some scaffolding techniques for ELLs?
- How can we support academic language acquisition and vocabulary development for our ELLs?
- How can we analyze ELL data effectively to drive instruction?
- Who are the "Generation 1.5 Students," and how do we teach them?
- How can we plan for and teach BICS and CALP simultaneously?
- What can we do to better understand native language patterns in order to differentiate instruction in Standard English grammar?

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?

Paste response to questions 1-4 here

1. The school is working hard to increase the level of parental involvement, including parents of ELLs. The new parents of our students in Grade 6 are showing an interest in participating in school events. In addition to PA meetings, parents will be invited to attend several school functions. Our Guidance Department is planning to invite parents to attend our High School Application meetings.

Our Parents' Association meets each month to address the needs of our children and the needs of our school. All parents, including the parents of our ELLs, are invited to attend these meetings. Invitations are translated into the native languages of the children, and they are sent home with the original English letters. In addition to Open School Week, our parents are invited to our school at the discretion of both the teachers and the parents to visit their child's classroom and observe his/her performance in class. We encourage our parents to be a part of our school environment and work with us as a team to support the academic and social success of their children. When necessary, we ask our staff translators to assist us.

Parents are invited to accompany their children on classroom excursions, take part in our festivals and school events, and support us throughout the school year. We have an "Open Door Policy" for all of our parents, including the parents of our ELLs.

Through Title III, we offer programs to support our parents after school and in the evenings. Ms. Tiflinsky, our ESL specialist, conducts workshops to address topics requested by parental survey. Some popular topics include:

- Understanding the NYC Discipline Code
- Internet Safety
- Navigating the DOE Website
- Navigating the city's website about Health and Financial Services
- Supporting Your Child At Home and Better Understanding His/Her Academic Needs

Parent notices are translated into home languages.

2. Our Community Based Organizations work with us through the Y Program and the 21st Century After-School Program to plan events for parents.

As part of the parent piece of our 21st Century After-School Program grant, our CBO, SLATE, conducts parent workshops in our neighborhood community center to support all of our parents, including the parents of our ELLs. These workshops focus upon computer literacy and the use of various forms of technology to navigate the Internet and send email. Translators are available on site to address the needs of the parents of our ELLs in their native languages.

3. Our evaluation of the current needs of our parents is based upon our past experience. We know that it is extremely helpful to conduct a survey for parents about popular topics for workshops and a parent literacy component. We have discovered that popular topics include the following:

- Understanding the NYC Discipline Code

- Internet Safety
- Navigating the DOE Website
- Navigating the city’s website about Health and Financial Services
- Supporting Your Child At Home

Parent notices are translated into home languages. Events for ELL parents are also planned as part of the Title III program.

4. We use the results of our parent surveys to determine which involvement activities meet the needs of our parents.

Our parental involvement activities include the Parents’ Association, our CBO, SLATE, and the workshops conducted for parents about computer literacy and an awareness of current trends in technology, invitations to attend school festivals and activities and take part in school wide events, parent workshops that are supported by Title III directives, and our “Open Door Policy’ that encourages the parents to communicate with us regularly in order to voice their concerns and needs. We send letters home regularly, and the teachers of our ELLs communicate with the parents by telephone. We send surveys to parents to address their personal questions and considerations. School based translators and translations from the Translation Unit help to support the parents of our ELLs in their native languages.

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) | | | | | | | 10 | 9 | 9 | | | | | 28 |
| Intermediate(I) | | | | | | | 11 | 13 | 14 | | | | | 38 |
| Advanced (A) | | | | | | | 18 | 8 | 9 | | | | | 35 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 39 | 30 | 32 | 0 | 0 | 0 | 0 | 101 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|----|----|----|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | | | | | | | 6 | 5 | 4 | | | | |
| | I | | | | | | | 9 | 4 | 6 | | | | |
| | A | | | | | | | 22 | 16 | 17 | | | | |
| | P | | | | | | | 6 | 10 | 10 | | | | |
| READING/ WRITING | B | | | | | | | 9 | 10 | 9 | | | | |
| | I | | | | | | | 12 | 13 | 14 | | | | |
| | A | | | | | | | 13 | 8 | 8 | | | | |

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| | P | | | | | | | 9 | 4 | 6 | | | | |

NYS ELA

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|------------------------|---------|---------|---------|---------|-------|
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 17 | 14 | 3 | 0 | 34 |
| 7 | 11 | 19 | 1 | 0 | 31 |
| 8 | 16 | 9 | 1 | 0 | 26 |
| NYSAA Bilingual Spe Ed | 1 | 0 | 0 | 4 | 5 |

NYS Math

| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | 2 | 3 | 9 | 4 | 7 | 2 | 0 | 1 | 28 |
| 7 | 11 | 0 | 12 | 0 | 4 | 2 | 0 | 2 | 31 |
| 8 | 5 | 0 | 16 | 2 | 5 | 2 | 1 | 1 | 32 |
| NYSAA Bilingual Spe Ed | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 5 |

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | 11 | | 19 | | 3 | | 3 | | 36 |
| 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 <u>Algebra I</u> | 2 | 0 | 2 | 0 |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | 2 | 0 | 2 | 0 |
| 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.

Paste response to questions 1-6 here

1. Our first assessment tools for the assessment of early literacy skills are the results of the LAB-R and NYSESLAT exams. Fountas and Pinnell help us to assess the literacy levels of our youngsters and provide them with literary materials at their established grade levels. When possible, we use the uniform assessments provided by our Teacher Curriculum Map Committee and our Literacy Coach. We always use the results of the Acuity and Aris assessments of our children to drive their instruction. Teachers keep portfolios of student work, and

they share these materials with their colleagues during Common Prep Planning Meetings and their informal conversations with other teachers of their ELL students.

2. The data patterns across proficiency levels and grades according to the results of the LAB-R and NYSESLAT exams show that, although children appear to master the necessary skills for Speaking and Listening, there are deficiencies with Reading and Writing.

Children may score at the Intermediate or Advanced Level on the LAB-R in Elementary School, and then fall to Intermediate, or even Beginner on the NYSESLAT in the spring of Grade 6. Very often, this is a result of unimproved or declining performance in Reading and Writing as the work becomes more challenging for the youngsters. An analysis of the performance data of our Intermediate School students often indicates that some of our ELLs are not making adequate progress in the area of Reading Comprehension in English. This trend also applies to some of our ELLs in Grades 7 and 8, as well.

3. The patterns across NYSESLAT modalities indicate that we must place a greater emphasis on skills and activities that will enhance student performance in Reading and Writing.

Activities involving Speaking and Listening will support those that focus upon comprehension and essay writing. Staff meetings and common preparation periods will often devote time to discussions about teaching strategies that work to support ELLs. Mainstream teachers of ELA, Science, Math, Social Studies, and our ESL teachers will meet regularly, according to an established schedule, with our Literacy Coach and Data Specialist who can provide training and support regarding teaching strategies and data that will drive instruction and enhance learning for our ELLs.

4. Our school data indicates that our current 97 ELL students need more support in ELA. Of the 71 tested in ELA, only 2 performed at Level 3. 39 youngsters performed at Level 1, and 30 youngsters performed at Level 2.

Our Math results were better. Of the 85 children tested in Math, 22 performed at Level 3, and 3 performed at Level 4. 31 youngsters performed at Level 2, and 29 youngsters performed at Level 1.

We must move all Level 1 students. In accordance with this fact, our school leadership and teachers are using the results of ELL Periodic Assessments to design classroom lessons and activities that reinforce the learning of skills in need of improvement. Teachers are focusing upon essential vocabulary terms and expressions that may impede the understanding of our youngsters. Teachers are working together as teams to focus upon needs and concerns that they observe with the same youngsters in their individual classrooms. Students at Level I are a primary consideration for our Inquiry Team.

The child's native language is used where possible to support learning in English. If children who speak the same language work together in their regular education classes and in their ESL classes, they can help one another and learn key concepts from each other.

5. We do not have a dual language program at our school.

6. We use the results of our NYS ELA and Math standardized tests, as well as assessments and the results of our LAB-R and NYSESLAT exams to evaluate the success of our programs for ELLs and the level of scholastic achievement of our children.

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

The school administration has been exploring the possibility of creating more Push-In classes for our ELLs at the Beginner and Intermediate Levels. We have started to study the current programs of our two ESL teachers in order to make this possibility a reality

Part VI: LAP Assurances

School Name:

Shell Bank

School DBN: 22K014

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|------------------------|----------------------------------|-----------|-----------------|
| Anne Tully | Principal | | 10/19/11 |
| Nora Fox | Assistant Principal | | 10/19/11 |
| Loriann Binckes | Parent Coordinator | | 10/19/11 |
| Ella Tiflinsky | ESL Teacher | | 10/19/11 |
| Hazel Williams | Parent | | 10/19/11 |
| Valentina Futerman/ESL | Teacher/Subject Area | | 10/19/11 |
| | Teacher/Subject Area | | 10/19/11 |
| Elizabeth Joyce | Coach | | 10/19/11 |
| | Coach | | 1/1/01 |
| Jennifer (Young) Serio | Guidance Counselor | | 10/19/11 |
| Julia Bove | Network Leader | | 10/19/11 |
| Kassandra Lee Loomis | Other <u>Guidance Counselor</u> | | 10/19/11 |
| Christine Laghezza | Other <u>Data / Asst. Princ.</u> | | 10/19/11 |
| | 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: **22K014** School Name: **ShellBank I.S. 14**

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

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

Part A: Needs Assessment Findings

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.

We collect data from the Home Language Surveys as well as through interviews with students who may no longer be ELLs but whose parents are not proficient in English. When parents are invited to school for orientations and meetings with the teachers of their children, we assess their ability to communicate in English. If we determine that the parent needs support in his/her primary language, we depend upon the assistance of our staff members who are able to converse with the parent in his/her primary language. If we do not have a staff member available to communicate with the parent, we contact the Translation Unit for support and assistance.

We translate school letters over the Internet or through the Translation Unit, and we distribute the English and the translated versions of the documents to the children. We encourage all of our students to bring home all notices in a timely fashion.

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

The findings were that at least seven different languages are spoken in the homes of our youngsters, with Haitian-Creole, Spanish, and Arabic being predominant. Most of our English Language Learners speak their primary languages at home when communicating with their parents and family members. Although some of our parents have limited oral English language ability, only a small percentage are able to read and write proficiently enough in English to comprehend and correspond with the school effectively. Teachers and other staff members have reported that they need the assistance of translators for interpretation and language assistance when calling the parents of our ELLs to ensure that communication is accurate and complete.

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.

Most major informational materials are available in translated versions on the DOE website. The ESL teacher, the Assistant Principal, and the Parent Coordinator download these various documents when necessary. School-based letters and notices are sent to the Translation and Interpretation Unit in a timely fashion. Sometimes, we use the translation services provided by the Internet for language assistance. School-based documents relating to academic programs, disciplinary issues, and notices of special school and general events are sent to the Unit for translation services. Sometimes, we use the translation services provided by the Internet for language assistance. Each September, the school's administration surveys the staff to identify members with writing proficiency in the primary languages of our students. In addition to supporting the language needs of our parents, our translators aid us when we assess the scholastic abilities of our youngsters in their primary languages.

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.

At the beginning of each school year, we identify the language needs of the parents of our new students. We conduct interviews when we meet the parents initially, and we use the results of the Home Language Surveys, where applicable. Our ESL teachers conduct orientation sessions, and they meet with the parents of our youngsters to determine whether or not oral interpretation services are necessary. We conduct surveys of our staff members to determine levels of listening and speaking proficiency in the primary languages of our students. We also employ the services of approved DOE vendors.

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>.

Our school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services.

- The Translation and Interpretation Unit will be asked to provide training to parent coordinators and other key school-based staff on language access requirements.
- Within thirty days of a student's enrollment, or by a date and procedure determined by the Office of Teaching and Learning, our school will determine the primary language of the parent. If the language is not English, our school will determine if the parent requires language assistance in order to communicate effectively with the Department and with our staff members.
- We will maintain an appropriate and current record of the primary language of each parent. We will maintain this information in ATS and on the student's emergency card.
- We will provide translation and interpretation services to all parents who require language assistance in order to communicate effectively with the Department and with our staff members.
- We will not use minors under the age of eighteen as interpreters for school staff and parents during any formal or informal meeting where student achievement and/or discipline issues are items for discussion.
- We will employ the services of the Translation and Interpretation Unit in a timely manner for translated documents. We will make use of documents that are distributed electronically to all parents within the City of New York that contain critical information regarding their child's education and other matters such as registration, application and selection, standards and performance, conduct, safety, discipline, special education and related services, and transfers and discharges.
- We will work with the Translation and Interpretation Unit so that their personnel can translate critical communication, in a timely manner, in each of our designated covered languages.
- Our school will provide parents, whose primary language is a designated covered language, with translations of documents that contain individual, student-specific information regarding matters of health, safety, legal considerations, discipline, and entitlement to a public education or placement in any Special Education, English Language Learner, or any non-standard academic program.
- When the Translation and Interpretation Unit is temporarily unable to provide required translations in designated covered languages, we will assist the parents and inform them in writing about methods of requesting free translations or interpretations of school and other necessary documents.
- We will provide parents, whose primary language is a designated covered language, with a copy of the Bill of Rights and Responsibilities which delineates the rights of parents regarding translation and interpretation services. Our school administration will post signs in conspicuous locations in our building, and in each of the designated covered languages, about the availability of interpretation services for parents. We are aware of the fact that the Bill of Rights and Responsibilities and the signs are available at "schools.nyc.gov..." and we

intend to access copies of these materials.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

| Part A: School Information | |
|--|-------------|
| Name of School: I.S. 14 | DBN: 22K014 |
| This school is (check one): | |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|---|
| The direct instruction component of the program will consist of (check all that apply): |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: |
| Total # of ELLs to be served: |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 1 |
| # of certified ESL/Bilingual teachers: 1 |
| # of content area teachers: 0 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The direct instruction supplemental program will be available to English Language Learners identified as having need. The first targeted group will be made up of students in grades 6,7, and 8 who are English Language Learners in the bottom third of the school's scores on the 2012 NYS ELA, and /or whose scores did not indicate progress. The second targeted group will focus upon youngsters in grades 6, 7, and 8 who scored below Level 3 or who did not make progress on the 2012 NYS Mathematics Examination. The third targeted group of youngsters will be made up of those children whose NYSESLAT grades fail to show progress and/or improvement.

Classes will be held on Mondays, Tuesdays, and Wednesdays from 2:45pm to 4:45 pm. They will begin on October 1, 2012, and they will end on April 4, 2013. Our program, "21 st Century," will be made up of up to 25 students that will represent two consecutive grades. There will be a total of up to 25 children in the after-school program. Our licensed ESL pedagogue will differentiate instruction for the youngsters, and will focus primarily on ESL/ELA and Mathematics, with reading in the content areas to support learning in Social Studies and Science. Children will receive one hour of math instruction and one hour of ESL/ELA instruction with support in their primary languages.

The Mathematics component will focus on math vocabulary and individualized support for strands learned during the day as delineated in each grade's Curriculum Map and Pacing Calendar, with ELL modifications. Students will practice visual representation to demonstrate understanding as they gain proficiency in the academic language of math. ESL/ELA lessons will integrate science, history, and geography through content area reading and project -based experiences. They will also follow established material from the Curriculum Maps and Pacing Calendars, with ELL modifications. In ELA, students will use the Footprint Reading Library Collection, which is a leveled library of fiction and non-fiction, and the Step-By-Step Writing Program, which incorporates the Writing Process. Lessons will integrate content and language development simultaneously. Students will be assessed routinely through the Fountas and Pinnell Assessment Program. Teachers will begin using strategies from the SIOP model. Students will receive rich language experiences including academic vocabulary, grammar, fluency, and comprehension, with scaffolding to support learning. Children will be provided with ample opportunities to practice social and oral language development. Teachers will also focus on test preparation and study skills. Technology will be used to provide opportunities for self-paced interactive tasks. Youngsters will be encouraged to use the Internet for research, and they will learn how technology can enhance publication. A photo memoir (bookmaking) will be a culminating class after-school project. All instruction will be differentiated, and it will incorporate levels of Bloom's Taxonomy and Understanding By Design. Lessons will adhere to the Common Core Curriculum and the State Standards.

Part B: Direct Instruction Supplemental Program Information

Students at the Beginner, Intermediate, and Advanced Levels will focus on the following activities:

Beginning

Differentiation of Instruction

Technology

Starfall

TPR – Total Physical Response

Google Translation (for translation & audio)

Vocabulary/Pronunciation

Bilingual Glossaries for content areas/subjects

Starfall/Listening/Speaking /Recording Voices

Multicultural/Bilingual Libraries

Listening Centers

Intermediate

Differentiation/Grouping

Visual & Modeling

Bilingual Dictionaries

Scaffolding

Graphic Organizers

TPR

Listening Centers

Advanced

Part B: Direct Instruction Supplemental Program Information

Group Work/ Differentiation of Instruction

Use of the Thesaurus & Illustrated Dictionaries

Questions are based /built on Bloom's Taxonomy

Listening Centers

Part C: Professional Development

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

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

Begin description here: All adults required to support ESL instruction and service delivery will receive training throughout the school year. Support staff, such as Guidance Counselors, School Health Professionals, School Aides, and the Parent Coordinator will benefit from training on topics such as awareness of health issues, social issues, cultural differences, and effective communication skills to support the ELL students and their parents. Support staff will receive overview training from the Assistant Principal responsible for the ESL Department and the ESL teachers. They will turnkey knowledge learned from professional development sessions prepared for them by the Department of English Language Learners and specialists from CFN 602. In addition to this, support specialists from CFN 602 will be available to come to our school at the request of the administration to provide professional development for our ESL teachers and our regular staff. Our Literacy Coach and our Data Specialist are also prepared to offer training in support of our English Language Learners. Our Literacy Coach will house a library of tapes, books, and videos to support training to meet the needs of the ELL student.

Topics to be addressed include, but are not limited to:

Raising awareness of the ELL student's needs.

Adapting curriculum for the instructional needs of the student, and how to increase their knowledge of English.

Strategies to use across content areas.

Sept. /Oct. 2012

Part C: Professional Development

The Language Allocation Policy plan is an essential document for our school, and it describes our plans for the success of our English Language Learners.

Who are our SIFEs, and what can we do to ensure their success in our building?

Nov. /Dec. 2012

What are some scaffolding techniques for ELLs?

How can we support academic language acquisition and vocabulary development for our ELLs?

How can we analyze ELL data effectively to drive instruction?

Jan. /Feb. 2013

Who are the “Generation 1.5 Students,” and how do we teach them?

How can we plan for and teach BICS and CALP simultaneously?

What can we do to better understand native language patterns in order to differentiate instruction in Standard English grammar?

March/Apr. 2013

Using Technology to support the ELLs and Their Parents

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Our Parents’ Association meets each month to address the needs of our children and the needs of our school. All parents, including the parents of our ELLs, are invited to attend these meetings. Invitations are translated into the primary languages of the children, and they are sent home with the original English letters. In addition to Open School Week, our parents are always invited to visit the classrooms of their children and watch their youngsters at work. They are encouraged to

Part D: Parental Engagement Activities

make appointments at their own convenience and visit the teachers of their children. Parent notices are translated into home languages by the Translation Unit or by services provided by the Internet. Translators, who are school staff members, are available to translate and interpret when necessary.

Parents are invited to accompany their children on classroom excursions, take part in our festivals and school events, and support us throughout the school year. We have an “Open Door Policy” for all of our parents, including the parents of our ELLs. This means that we encourage all of our parents to participate and involve themselves actively in the education of their youngsters.

Through Title III, we offer programs to support our parents after school and in the evenings. Ms. Tiflinsky, our ESL specialist, conducts workshops to address topics requested by parental survey. Some popular topics include:

- Understanding the NYC Discipline Code
- Internet Safety
- Navigating the DOE Website
- Navigating the city’s website about Health and Financial Services
- Supporting Your Child At Home and Better Understanding His/Her Academic Needs

Parent notices are translated into home languages, and school staff members are available to translate and interpret necessary information.

As part of the parent piece of our 21st Century After-School Program grant, our CBO, SLATE, conducts parent workshops in our neighborhood community center to support all of our parents, including the parents of our ELLs. These workshops focus upon computer literacy and the use of various forms of technology to navigate the Internet and send email. Translators are available on site to address the needs of the parents of our ELLs in their primary languages.

In summary, our parental involvement activities include the monthly meetings of our Parents’ Association, our CBO, SLATE, and the workshops conducted for parents about computer literacy and an awareness of current trends in technology, invitations to attend school festivals and activities and take part in school wide events, parent workshops that are supported by Title III directives, and our “Open

Part D: Parental Engagement Activities

Door Policy’ that encourages the parents to communicate with us regularly in order to voice their concerns and needs. We send letters home regularly, and the teachers of our ELLs communicate with the parents by telephone. We send surveys to parents to address their personal questions and considerations. School based translators and translations from the Translation Unit help to support the parents of our ELLs in their primary languages.

Part E: Budget

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

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | | |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | | |
| Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |

Part E: Budget

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

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|-----------------|---|
| Other | | |
| TOTAL | | |