



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME:

DBN 20K179

PRINCIPAL: BERNADETTE AMATO EMAIL: BAMATO@SCHOOLS.NYC.GOV

SUPERINTENDENT: KARINA COSTANTINO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Bernadette Amato	*Principal or Designee	
Joanne Pagano	*UFT Chapter Leader or Designee	
Maria Garner	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
Lisa Kontarinis	Member/ Teacher	
Lorraine Sabbagh	Member/Teacher	
Diane Nicolette	Member/ Teacher	
Miligratos Szczepansky	Member/ Parent	
Bhanmattee Vaz	Member/Parent	
Katrina Soto	Member/ Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Expand the observation tool to develop teachers' professional goals and plans that reflect and support the attainment of school-wide goals. Formal observations lack a specific focus on the school's main goals. School leaders do not make use of the identification of teachers' strengths and weaknesses to differentiate professional development more effectively. (Quality Review Report, 2009-2010, Page 4)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 2.2 School leader's vision

_____ 2.4 School leader's use of resources

_____ 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, there will be an increase in effective instructional practices through the delivery of relevant feedback by administration during short frequent cycles of observation and targeted professional development plans, as evidenced by growth on both informal feedback forms, formal observation reports and student work related to specific feedback.

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

- Using Danielson's Framework, leadership will support teacher development through frequent cycles of observation which includes providing effective feedback for teacher growth. One of the school leadership's focuses is 1e: Designing Coherent Instruction. This component stresses the need to plan for learning activities, instructional materials, and instructional grouping (focusing on the needs of ELL students).
- Teachers will receive professional development throughout the school year beginning with exposure to the domain and specific components in September.
- Professional development will continue in the form of timely feedback and support for next steps.
- Teachers will be involved in the practice of examining their pedagogy against the Danielson Rubric.
- School leaders will create and maintain a system for collecting low inference observation notes and sharing feedback with staff to create goals along with a schedule for conducting the observations.
- Data from matching practice to the research-based framework will be analyzed to inform the school wide professional development plan.
- School leaders in conjunction with Instructional Lead Teachers will attend various professional development through Network(CFN609) and Office of English Language Learners support to support effective instruction.
- Staff will be part of the OELL institute that supports them with CCLS aligned instruction, specifically for ELL's. Guest speakers will bring instructional strategies to the group of School Leaders. This professional development will support feedback given by school leaders geared specifically toward English Language Learners.

- All teachers will receive targeted professional development linked to the feedback provided from frequent cycles of observation.
- Lessons will be observed by administration and peers for feedback and next steps.
- Walkthroughs will be organized by grade and across grades to support school leaders with monitoring the level of instructional coherence within and across grades.
- Principal will attend CFN sponsored Principal conferences every other month and receive ongoing professional development related to providing effective feedback.

B) Key personnel and other resources used to implement these strategies/activities,

School leaders, staff developers and teachers

C) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- In September 2012 all teachers will receive Professional Development around the Danielson Framework for two half days.
- School leaders will create a scheduling spreadsheet to organize teachers who will be visited during cycles and by whom.
- A minimum of three cycles will be created, October – December; January-March; April-May.
- School leaders will observe trends at the end of each cycle to analyze growth and future professional development needs.
- All teachers will receive informal observations during the three cycles.
- All tenured teachers will receive a minimum of one formal observation, untenured and new teachers will receive a minimum of three formal observations per year.
- Danielson's rubric – Domain 1e: Designing coherent instruction; Domain 3b: Questioning and Discussion Techniques: domain 3d; Using Assessment in Instruction will be referenced by school leaders and teachers for teachers to reflect and examine their practice and instruction against qualities of ineffective, developing, proficient and highly effective instructional strategies.
- The QIP team (geared toward instruction for SWD's) will use the Classroom Environment Rubric and Instructional Rubric around the Danielson Framework to study Teacher Effectiveness;
- At the end of each cycle, there will be an examination of consecutive feedback forms to look for implementation of next steps and impact on accompanying student work.

D) Timeline for implementation

- By September 2012, all teachers will receive Professional Development around the Danielson Framework for two half days.
- By November 2012, Instructional Leads will attend Network PD that addresses the work of Danielson in teacher teams.
- By November, Election Day PD, all teachers will receive additional Professional Development on the Danielson Framework.
- By January, all Instructional Lead teachers will have attended and turn keyed a Professional Development through the Office of English Language Learners.
- By the end of March, Instructional Leads will study the Danielson Framework through a mentor from an external staff developer. This will further support teachers with City Wide Expectations, CCLS, the Danielson Framework and strategies learned.
- In December, March and April, school leaders will meet to surface trends using data from frequent cycles of observation.
- Every other month during the 2012-2013 school year, the Principal will receive professional development in the area of providing effective feedback related to domains 1e,3b,3d.

Budget and resource alignment (Please check off all of the find sources that apply)

- 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 IA Title IIA Title III Set Aside Grants Other-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).
- PF Supporting Great Teachers – Brienza will provide professional development on the Danielson Framework for Teaching to the School Leaders, Instructional Leads, and ELL Teachers and Special Education. The participants will meet as a group, in a workshop setting, for two periods, one day each month, for the purpose of deepening their understanding of the identified topics, under the direction of the consultant/mentor. For the remaining periods in the month, the initiative will consist of individual classroom visits by the consultant/mentor for the purpose of providing feedback to the individual participating teachers during a separate mentoring meeting.
- Title 1 SWP- for per diem substitute coverage for teachers receiving professional development on the Danielson Framework as mentioned above.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

School received a D in student performance (Progress Report, 2011-12, Page 1)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June, 2013, 100% of students will experience at least 2 common core aligned units of study with multiple entry points for all learners in both Math and ELA to meet the demands of the NYS Math and ELA Assessments as evidenced by tasks, curriculum units, classroom observations and teacher-team evaluations.

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:

- **Strategies/activities that encompass the needs of identified student subgroups;**
- Instructional Lead teachers and school leaders will attend professional development workshops by the Office of English Language Learners, CFN 609, and CUNY Team for Translanguaging. Teachers and administrators will create a team and attend the ELL-I Academy. Other PD's, attended by grade teams and support staff offered in school will include ExCELL, American Reading, AUSSIE, LITLIFE, and Orton Gillingham.
- ExCELL- All Grade teachers, including cluster teachers and support staff such as ESL and Special Education teachers will receive PD to support ELL instruction by January for a minimum of two whole day sessions.
- American Reading Company- All third, fourth and fifth general education, ESL and Students with Disabilities' teachers will receive in September a minimum of two whole day sessions to support teachers with identifying strengths and weaknesses of student groups and how to plan instruction based on the findings. By March, teachers will continue to receive push in coaching and support at a minimum of three times per this cycle.
- AUSSIE- Grade Teams will receive a minimum of three cycles to establish CCLS aligned Units of Study in Math. This will begin in September 2012 and continue throughout the school year.
- LITLIFE- Grade Teams will receive a minimum of three cycles to establish CCLS aligned Units of Study in Literacy. This will begin in September 2012 and continue throughout the school year.
- Orton Gillingham- Lower elementary teachers, as individual grades K-2, will receive a minimum of three whole day sessions in September through November to identify skills and behaviors needed to create a foundation that will support future learning and success with reading and writing. They will also receive

continued push in coaching and support throughout the year. Upper elementary teachers, as individual grades 3-5, will receive a minimum of one whole day session in December to acquaint them with the strategies being used in Kindergarten through Grade 2.

- ExCELL Professional developers will work with teachers to ensure ESL Methodologies are used in classroom practices and in curriculum plans.
- Grade level teacher teams will meet throughout each unit of study to review current student work and make adjustments to curriculum.
- School leaders have scheduled weekly team meetings and have provided additional opportunities for teachers to meet by arranging common planning times.
- At least three times a year (more frequently when needed) students will be assessed using either American Reading or Fountas and Pinnell Benchmark Assessments. The school will identify expected levels of growth throughout the year, and will then identify student needs and drive instruction based on this data.
- The school will increase the frequency of the ESL push-in model so students will not miss classroom work.
- ESL Teachers and General Ed teachers will be given additional planning time as needed to craft CCLS aligned units of study.
- F Status/ Per Diem Personnel will be providing instruction for students.
- F Status personnel to provide support services for targeted ELL students.
- Hire Dual license/Bilingual teachers: Teachers who have ESL Certification/Dual Language Certification and General Education Certification to increase instructional strategies in order to meet the needs of all students.
- The QIP team and other school leaders will review the role of the paraprofessional in supporting students as guided by their IEP.
- Teachers will create a year-long curriculum calendar that is specific and consistent will all the classes within the grade and aligned to the CCLS.
- The School Assessment Team collaborates with teachers to evaluate, reevaluate, and assess students for needs and the proper special education setting and placement
- Increase Enrichment Activities in the school day through partnerships with Neighborhood Music and Arts; Cookshop; Neighborhood Improvement Association; Extended Day Classes and interest clubs such as Art, Chess, Environmental Science, Charitable Organizations, and School Newsletter to provide additional authentic experiences for students to build upon in reading, writing, speaking, and listening.
- **Key personnel and other resources used to implement these strategies/activities,**
School leaders, staff developers, F Status personnel, Per Diem personnel, and school staff
- **Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.**
- By January 2013, all students will have experienced at least one Common Core aligned unit of study designed with tasks/instruction that include multiple entry points for different student groups.
- By June 2013, all students will have experience a second Common Core aligned unit of study designed designed with tasks/instruction that include multiple entry points for different student groups.
- F Status teacher to work with targeted special education students in grades 3,4,5
- To support meeting the needs of all students, assessments will be used frequently to assess student progress such as:
- IStation to identify targeted weaknesses at the beginning and mid year
- Periodic Assessments- Math Baseline in October, ELA and Math Benchmarks in November and February and the ELL Periodic in October.
- Ongoing classroom assessments will be given using the following resources both at identified times and as needed: Fountas and Pinnell (3x per year); Orton Gillignham; American Reading (ongoing throughout the year) and pre/post assessments in the units of study in the classroom.
- By January 2012, students should move up at least 1 level or more in Fountas & Pinnell/American Reading Company Benchmark Assessment.
- Students will be grouped according to the Fountas and Pinnell Assessments, American Reading levels, and/or ESL levels.
- Through Reading Tracker, School Pace, and iStation data is continually reviewed by the Data Team. This information is then analyzed at an Instructional Team meeting. Instructional Leads then work with Grade Teams to inform instruction. School Leaders work with support staff to identify students in need of academic interventions.

- **Timeline for implementation:**

- In September, School leaders and staff will examine current curricula in English Language Arts and Math to surface gaps for future work with revising curriculum maps.
- In October, School leaders will analyze the Full School Metric Progress Report Card
- In November, School leaders will identify students who are in categories <50 proficiency rating;
- On- going classroom assessments will be administered to children, as well as Baseline, Benchmark, and Periodic Assessments given throughout the year. State Assessments will take place in the Spring.
- ExCELL- All Grade teachers, including cluster teachers and support staff such as ESL and Special Education teachers will receive this PD by January for at least two whole day sessions.
- AMERICAN READING COMPANY- All third, fourth and fifth general education, ESL and Students with Disabilities' teachers will receive in September a minimum of two whole day sessions. By March, teachers will continue to receive push in coaching and support at a minimum of three times per this cycle.
- AUSSIE- Grade Teams will receive a minimum of three cycles to establish Units of Study in Math. This will begin in September 2012 and continue throughout the school year.
- LITLIFE- Grade Teams will receive a minimum of three cycles to establish Units of Study in Literacy. This will begin in September 2012 and continue throughout the school year.
- ORTON GILLINGHAM- Lower elementary teachers, as individual grades K-2, will receive a minimum of three whole day sessions in September through November. They will also receive continued push in coaching and support throughout year. Upper elementary teachers, as individual grades 3-5, will receive a minimum of one whole day session in December.

Budget and resource alignment (Please check off all of the find sources that apply)

- 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 IA Title IIA Title III Set Aside Grants Other-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).

PF Title 1 Supporting Great Teachers/ Title 1 10Percent Professional Development/ Title III LEP– all teachers will receive professional development for a total of 3 days by ExCELL, Expediting Comprehension for English Language Learners, inclusive of 6 classroom lab sites directly working with ELL students; all teachers will receive professional development through Orton Gillingham to build a strong foundation in reading and writing. Lower elementary teachers will receive 9 days of training (3 days per grade K-2) inclusive of 6 classroom lab sites directly working with all students. Upper elementary teachers will receive 3 days of training (1 day per grade 3-5) inclusive of 6 classroom lab sites directly working with all students; Teachers of grades 3, 4 and 5 will receive a minimum of two whole day sessions of professional development, inclusive of 6 classroom lab sites directly working with all students with American Reading Company to support student development in

reading as related to the common core learning standards; all teachers will receive professional development in mathematics from an AUSSIE consultant for a total of 3 days per grade in addition to 6 classroom lab sites directly working with all students; all teachers will receive professional development in Literacy from a LitLife consultant for a total of 2 days per grade in addition to 6 classroom lab sites directly working with all students;PF Title 1 FStatus teacher working three days per week with targeted ELL students and students with disabilities.

- After school/Saturday activities will target ELL students on all levels using the NYSESLAT data.
- ELL Teachers are part of all teacher team meetings.
- Professional Development will focus on developing Basic Interpersonal Communicative Skills (BICS) as well as Cognitive Academic language Proficiency Skills (CALPS) for all ELLs with using the four modalities (reading, writing, listening, and speaking) as focal components in all lessons. Professional development in American Reading to support stamina in reading; Orton Gillingham to support phonemic awareness; LitLife to create units of study with an entry point for ELLs.
- School leaders and teachers will create parallel programs to meet the needs of all the subcategories of our ELL population especially Hispanics, targeting our long term ELLs (LTE), and newcomers to provide ample instruction based on their need.
- Teachers will increase content academic vocabulary in lesson plans using ESL strategies to improve comprehension and will use the four modalities of reading, writing, listening, and speaking to create rigorous activities that will demonstrate learning and understanding.
- Continued use technology (Smart board, mobile labs, and Interactive software) as a tool to assist in effective delivery of instruction and support ELL's.
- Teachers will encourage students to use the strategy of Think Aloud while reading

B) Key personnel and other resources used to implement these strategies/activities

School leaders, F Status, Per Diem, and all classroom teachers including teachers of English Language Learners, ELL and Student with Disabilities, SWD.

C) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- ELL Periodic Assessments 2X per year; Pre and Post tasks from curriculum units of study; Teacher Training in the use of assessments- assessing student work
- Effective Feedback, observations, walk throughs to monitor the implementation of strategies and activities related to supporting ELL's.
- On-going analysis of data and student work during Inquiry/Teacher Team meetings to inform planning lessons and units of study.
- Periodic Assessments- Math Baseline in October, ELA and Math Benchmarks in November and February and the ELL Periodic in October.
- Teachers will use data effectively (RLAT, ELA itemized analyses, IEPs, Fountas and Pinnell assessments, American Reading, teacher-made assessments, rubric-based portfolios,) to identify students' needs and inform instruction.
- F Status/ Per Diem Personnel will be providing instruction for students.
- F Status personnel to provide support services for targeted ELL students.

D) Timeline for implementation.

- By October 2012, all teachers will be immersed in analyzing NYSESLAT proficiency levels
- By October 2012, targeted students will receive afterschool academic interventions to increase and strengthen speaking, listening, reading and writing.
- By December 2012, all teachers will be immersed in analyzing ELL Periodic Assessment data to inform instruction, lesson planning, creating Multiple Entry Points in Units of Study.
- By January 2013, teachers will analyze data from pre and post assessments from afterschool services to reevaluate and establish new groups as needed.
- By February 2013, all teachers will have received up to three sessions of ExCELL training using strategies and activities to support ELL needs.
- By February 2013, newly targeted and existing students will receive afterschool academic interventions to increase and strengthen speaking, listening, reading and writing.
- All ELL's will be immersed in the CCLS and units of study for Reading, Writing and Math throughout the year.
- By June 2013, there will be a 5% increase in students scoring at levels 3 and 4 on the *NYS ELA assessment*.

Budget and resource alignment (Please check off all of the find sources that apply)

- 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 IA Title IIA Title III Set Aside Grants Other-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).

Title 1 Supporting Great Teachers/ Title 1 10Percent Professional Development– all teachers will receive professional development for a total of 3 days by ExCELL, Expediting Comprehension for English Language Learners, inclusive of 6 classroom lab sites directly working with ELL students; Teachers of grades 3, 4 and 5 will receive a minimum of two whole day sessions of professional development, inclusive of 6 classroom lab sites directly working with all students with American Reading Company to support student development in reading as related to the common core learning standards; all teachers will receive professional development in mathematics from an AUSSIE consultant for a total of 3 days per grade in addition to 6 classroom lab sites directly working with all students; all teachers will receive professional development in Literacy from a LitLife consultant for a total of 2 days per grade in addition to 6 classroom lab sites directly working with all students;

Title III LEP- To support ELL students in Literacy and Mathematics, teachers will be paid per session to run both a Saturday Academy and afterschool program. Saturday- 6 teachers plus 1 Assistant Principal for 10 days at 3 hours per day; Monday/Wednesday afterschool- 5 teachers plus 1 Assistant Principal for 2 days at 2 hours per day.

Title III Immigrant- To support beginner ELL students in Literacy and Math instruction, teachers will be paid per session to work with students for 8 sessions at 2 hours a session.

Title I PF Expanded Learning Time- Contracted Brienza Academic Services to support different levels of ELL's in Literacy and Math across 10 Saturdays and 30 sessions during the week; PF Title 1 FStatus teacher working three days per week with targeted ELL students and students with disabilities.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report

American Institutes research recommends that PS 179 take steps to develop and implement a school-wide behavior plan that guides the consistent implementation of strategies for managing student behavior across all classrooms and areas of the school. These strategies should include consequences for negative behavior as well as procedures for rewarding positive behavior (**ESCA, 2011, Recommendation 2 pg 9**).

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, a school-wide behavior plan consisting of systems for rewarding positive behavior will be developed and implemented resulting in a decrease in OORS reporting for the school year.

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

- Form a committee representative of the school community to develop a statement of purpose, write a set of guidelines for behavior in the school that is aligned to the NYC Discipline Code, create a Ladder of Referral, and make decisions around the provision of professional development for all members.
- Guidance counselor, school leaders, and support staff will be provided with ongoing professional development on behavior management strategies:
- PBIS (Positive Behavior Implementation Structure) and the Ten Principles of positive Behavior Support; positive reinforcement for appropriate social behavior; teaching appropriate social behavior; ongoing monitoring of data about student behavior.
- Hire a second Guidance Counselor to implement rewards and consequences for student behavior.
- Create a PBIS Team that will meet biweekly to monitor and evaluate systems put into place
- Implement strategies to promote and reward positive student behaviors.
- Students will be continuously exposed to and reminded of the positive behavior program during assemblies and morning announcements
- Implement school wide enrichment opportunities to promote positive behavior.
- Neighborhood Improvement Association is contracted, NIA, to coordinate positive play behavior during lunch/recess and to model positive socialization behavior.
- All teachers will receive professional development on classroom management techniques through the Brienza Academic Services.
- The continuation of the Neighborhood Music and Arts Violin Program for grades 3 and 4
- Cookshop is used for positive reinforcement and reward for good behavior.

B) key personnel and other resources used to implement these strategies/activities

School leaders, guidance counselor, general staff, Parent Coordinator

C) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- Behavior Implementation Team will monitor the effectiveness of strategies and activities through observations, teacher feedback, surveys and regular, biweekly meetings.
- Teacher and student survey for data on current student behavior to be analyzed by the Behavior Implementation Team.
- Neighborhood Improvement Association, NIA, to foster creative play and socialization skills will be examined during lunch and recess by school leaders.
- Monthly reports on Online Occurrence Report, OORS, data identifying decrease in occurrences.
- Students will be held accountable to the Expectations for SWPBIS which are: To be respectful, responsible, cooperative, kind and safe.

D) Timeline for implementation.

- *By October 2012, all students will be immersed in our school wide theme of becoming a "Bucket Filler".*
- *By November 2012, all students will follow rules and structures for safe, socially accepted behavior.*
- *By January 2013, teachers and students will receive a survey assessing the behavior status of the school.*
- *By February 2013, the Neighborhood Improvement Association, NIA, will be imbedded into the lunch schedule/routine to foster creative play and socialization skills.*
- *By April 2013, teachers and students will receive a second survey assessing the behavior status of the school*
- *By April 2013, all teachers will receive professional development on classroom management techniques from Brienza Academic Services*

- *By June 2013, the percentage of Online Occurrence Reports will decrease by 15%.*

Budget and resource alignment (Please check off all of the fund sources that apply)

- 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 IA Title IIA Title III Set Aside Grants Other-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).
- PF Positive Behavior Management Title I Focus Priority- Brienza will provide professional development on positive classroom management techniques for all teachers. The participants will meet as a group, in a workshop setting, for two periods, one day each month, for the purpose of deepening their understanding of the identified topics, under the direction of the consultant/mentor. For the remaining periods in the month, the initiative will consist of individual classroom visits by the consultant/mentor for the purpose of providing feedback to the individual participating teachers during a separate mentoring meeting.
- Title I SWP- The Neighborhood Improvement Association, NIA, will provide at 5 days per week, 4 hours per day for 4 months systems and structures of socializing for creative interactions during lunch periods.
- FSF Title I Itinerant- A second, full time guidance counselor at full salary.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

As indicated in the **2011-2012 NYC School Survey** there is a need to increase the level of communication at the school level as indicated by a score of 6.6 out of 10. More specifically on page 5 of the survey there shows a need to increase parent communication and information to more than once every few months as evidenced by approximately 35% of parents stating they receive information and support on helping their children less than or once every few months.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

- | | |
|--|--|
| <input type="checkbox"/> 6.2 Welcoming environment | <input type="checkbox"/> 6.4 Partnerships and responsibility |
| <input checked="" type="checkbox"/> 6.3 Reciprocal communication | <input type="checkbox"/> 6.5. Use of data and families |

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, there will be an increase in communication with parents regarding student progress, school and city initiatives and events as evidenced by a 5% increase in satisfied parents in the corresponding communication components of the learning environment survey.

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 subgroups

- Examine the Parent Communication component of the Learning Environment Survey 2012 for areas in need of improvement
- Assess the Home Language Survey to identify families by culture and language for improved communication in their native language.
- Utilize the parent coordinator to establish a strong home/school connection. Posted in the parent coordinator office, as well as the main office, will have frequently asked questions raised by parents translated into all languages spoken at the school.
- The Translanguaging Team will label the school building (principal, office, bathroom, custodian, exit, etc) in all home languages. The team will also create a Welcome Packet, grade band specific (K-2;3-5), with important information needed to start school. This Welcome Packet will be translated into the dominant languages of our school community.
- Translators will be available at all monthly PTA meetings, Parent Teacher Conferences and at all parent workshops.
- Throughout the school year, parents will be invited to school for writing celebrations (Published Pieces), class trips and events.
- Disseminate parent involvement plan on a monthly basis.
- From September 2012 to June 2013, parent adult English classes will be offered during the day through the DOE Office of Adult and Continuing Education, as well as holding English Classes 3 times per week in both morning and afternoon in the computer lab utilizing the Rosetta Stone system.
- Parent orientation held annually where parents will receive materials to support student learning at home.
- Parent Workshops will be provided throughout the school year teaching parents how to assist their children with Homework help, reading, ELA and Math curriculum
- Parents will be encouraged to join school committees, Parent Teacher Organizations, and Volunteer in the school and classrooms through the Learning Leaders program
- Increase parental communication regarding grade level expectations, curriculum, student progress and additional workshops offered for parents Disseminate useful notices, memos, newsletters, and other communication and translate important school letters in the dominant languages of the school community).

- Utilize the School Messenger phone system to contact parents regarding important events occurring in the school and any school closings. Phone calls are made in the Home Language of the parents as identified in ATS.
- Monthly calendar sent home to parents listing all school events in the school community.
- Use of Translation headsets for interpretation purposes. Utilize the NYC DOE Translation unit for translating letters and when necessary utilize bi-lingual staff to translate letters and other correspondence.

B) key personnel and other resources used to implement these strategies/activities

Parent coordinator, Adult ESL Teacher, Rosetta Stone staff, Translation Services Unit, PTA, and NIA

C) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments

- Parent surveys,
- Attendance at PTA meetings,
- Attendance at Parent Teacher conferences,
- An open door communication policy exists within the School community including the Parent Coordinator, teachers, staff, administrators, and parents to address families' needs.
- The Translanguaging team, composed of ESL and classroom teachers, attend workshops and Professional Development through CUNY-NYSIEB on various ways to reach out to our ESL Community.

D) Timeline for implementation.

September:	Examination of the Learning Environment Survey by School Leaders; Parent Curriculum Week Parent Orientation; How to treat and prevent Bed Bugs Workshop; Brooklyn Public Housing Rental Assistance Workshop
October:	PTA Meeting; Pumpkin Patch; Learning Leaders Training Workshop; Middle School Choice Informational Workshop for 5 th Grade Parents; Boys Scouts Informational Assembly and sign-up; Middle School Informational Assembly for students and parents
November:	PTA Meeting; Movie Night, Worlds Finest Chocolate Fundraiser; Parent Teacher Conference; Penny Harvest Assembly; Picture Day; Thanksgiving Feast; Access NYC workshop on how to access Food Stamps, Medicaid and other resources available; United Health Care Free/ Low cost health insurance sign-up; Hurricane Sandy Relief Drive.
December:	PTA Meeting, Holiday Bake Sale, Movie Night, Winter Holiday Assemblies and class performances; Winter Chorus Concert; Holiday Feasts; Holiday Boutique; Middle School Application Assistance Workshop; Rosetta Stone ESL classes for parents begins; Teach your children to love to read Pre Kindergarten workshop
January:	PTA Meeting and Family Bingo Night, Senior Picture Day, Movie Night; Family Literacy Workshop; how to assist your child with homework workshop
February:	PTA Meeting, Movie Night, 100th Day of school Celebration and Activities; Black History Month; Math Curriculum workshop for parents in grades K-2; ELA Curriculum workshop for parents in grades K-2; Aris Parent Link Workshop; Family Reading Night
March:	School Leaders will facilitate the completion of Parent Learning Surveys during Open School week; PTA Meeting, Scholastic Book Fair, Dr. Seuss Read Literacy; Science Fair; <i>Workshop on "New York Stat Test Preparation"</i> ; <i>Parent Teacher Conferences</i> ; <i>Learning Environment Survey Assistance</i> ; <i>ELA curriculum workshop for parents in Grades 3-5</i> ; <i>Family Reading Night</i>
April:	PTA Meeting; Movie Night; Stock Market Game; Poetry Month, <i>Math curriculum workshop for parents in Grades 3-5</i> ;
May:	PTA Meeting; Family Game Night, Mother's Day Gift Sale, Summer Reading Workshop
June:	PTA Meeting; Senior Prom hosted by PTA, Graduation, Moving Up, Ceremonies Festival of the Arts and, International Night; Arista Archon Honor Societies, Grades 4 & 5; Award Ceremonies (All Grades); Field Day; Plant Sale

Budget and resource alignment: (Please check off all of the find sources that apply)

- 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 IA Title IIA Title III Set Aside Grants Other-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).
- PF Parent Engagement Workshops- Staff developers from Brienza will conduct 4 parent workshops on curriculum in literacy and mathematics, social pressure, bullying and academic achievement.
- FSF- School messaging service will be used for 12 months to communicate to parents about school activities in home languages.
- FSF- CUNY Intern will help develop school website to increase communication to parents about school activities in their home language.
- Title I LEP/Title III LEP Translation and Interpretation Services- To provide oral translation to parents twice a year for 2 full days during Parent Teacher Conferences

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	RTI Model of screening all students using IStation as the initial determining factor; Fountas & Pinnell; American Reading; Orton Gillingham; IStation targeted instruction, Anchor Comprehension	Small group Leveled Literacy Intervention; ability groupings in grades four and five; IStation small group instruction for grade two.	During the school day, small group instruction is provided based on the assessments; during the school day, teachers provide differentiation instruction to all students and levels; Anchor Comprehension is provided after school in small groups to grades 2,3,4, and 5.
Mathematics	Medial Pre Assessments during units of study development and Post Assessments; CCLS targeted small group instruction.	Classroom; small group.	After school AIS; and Saturday Program.
Science	CCLS units of non fiction Danielson Framework Discussion and Questioning Techniques	Classroom	During the school day.
Social Studies	Incorporate literacy through Social Studies; Humanities for the 4 th Grade	Classroom	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk counseling and PBIS; Behavior Modification School wide	Small group; one to one	During the school 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.

Strategies for recruitment include an outreach using the New Teacher Finder as a resource to maintain new teachers to the DOE without prior experience; a rigorous interview with a hiring team and several opportunities to demonstrate teaching.

Strategies also include the hiring of teachers with a dual license in Special Education and General Education; and a dual license in ESL and General Education.

Through effective, on-going professional development, supports High Quality staff and ensures that staff is highly qualified.

More than 95% of the teachers have been retained at PS 179 for more than 5 years.

According to the 2011– 2012 BEDS Survey, all general education teachers in classrooms who are responsible for delivering instruction in a core subject are “highly qualified.” 100 % of the teachers are teaching core subjects.

According to the 2011 – 2012 BEDS Survey, 100% of our ESL teachers are certified and highly qualified. According to the 2011 – 2012 BEDS Survey, all special education teachers in classrooms who are responsible for delivering instruction in a core subject are “highly qualified.” 100 % of the teachers are teaching core subjects.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of

this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

I. School Responsibilities

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

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

September 2013	<ul style="list-style-type: none"> - Hosted PTA Meeting; - Hosted Learning Leaders Training Workshop - Hosted Middle School Choice Informational Workshop for 5th Grade Parents - Hosted Boys Scouts Informational Assembly and sign-up - Hosted Middle School Informational Assembly for students and parents
October 2013	<ul style="list-style-type: none"> - Hosted PTA Meeting - PTA Hosted Movie Night - Held Penny Harvest Assembly - Hosted Access NYC workshop on how to access Food Stamps, Medicaid and other resources available - Hosted United Health Care Free/ Low cost health insurance sign-

	<ul style="list-style-type: none"> - up - Hosted Hurricane Sandy Relief Drive.
November 2013	<ul style="list-style-type: none"> - Hosted PTA Meeting - Learning Leaders training workshop for parents interested in volunteering in the school. - Hosted Middle School Choice Information Workshop for 5th grade parents - Boy Scouts Assembly for Information and registration - Hosted Middle School Information Assembly for students and parents
December 2013	<ul style="list-style-type: none"> - Parent Workshop to assist parents in how address issues they face as home owners/ renters in the NYC area. - Parent Workshop to assist 5th Grade parents in the Middle School Application process and to help them complete the application. - Learning Leaders training workshop for parents interested in volunteering in the school.
January 2013	<ul style="list-style-type: none"> - Dial- a-teacher workshop to help parents gain new techniques to help their children succeed in school and prepare for the upcoming City-Wide tests. - Together with Pre Kindergarten Social Worker will begin a 10 week, weekly workshop for parents Hosted by Cornell University to help parents learn new ways to help their children with their school work/ homework to promote more student success in school. - Boy Scouts of America After School Program starts.
February 2013	<ul style="list-style-type: none"> - Weekly workshops to assist parents in completing the School Environment Learning Survey.
March 2013	<ul style="list-style-type: none"> - Aris Parent Link Workshops to help parents access, navigate and utilize this resource to see their children's progress and locate materials to help them at home to improve reading and math skills. - Dr. Seuss Literacy Day in which parents are invited to read to their child's class.
April 2013	<ul style="list-style-type: none"> - Poetry/ Art Gallery Night to display student work to parents and the community. - Child Abuse Prevention Workshop
May 2013	<ul style="list-style-type: none"> - Spring Choral and Violin Program Concert/ International Night. - Arista/ Archon Society inductions ceremony. - Summer Reading Workshop

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
 - complete my homework and submit all assignments on time;
 - follow the school rules and be responsible for my actions;
 - show respect for myself, other people and property;
 - try to resolve disagreements or conflicts peacefully;
 - always try my best to learn.
- Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessment.
 - Provide **After School Test Preparation through Extended Day classes for identified children and/ or Supplemental Education Services free tutoring program, and Title III ESL afterschool classes for our beginner and intermediate ELL students.**
 - Provide **Academic Intervention, small group and individualized instruction in Balanced Literacy and Balanced Mathematics**
 - Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: **In November and March of the School Year.**
 - Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: **Parents are invited to attend Parent-Teacher Conferences. Periodic Assessments, English Language Arts and Mathematics Reports are sent home with students in grades 3, 4 and 5. Pre-K and Kindergarten progress reports cards sent home 2X a year. Report cards are sent home 3X a year. ARIS parent link workshops are provided throughout the school year to help parents access and review their children's progress on Citywide tests.**
 - Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: **Parents are invited to Curriculum Conferences in the fall, Open School Week (visits to the classrooms) in the fall and Parent Teacher Conferences in the fall and spring as well as scheduling individual meetings between the parent and teacher as the need arises.**
 - Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: **Parents are allowed to observe classrooms during Open School Week, participate on the School Leadership Team and assist the Parent Coordinator in the implementation of parent related activities, and become a Learning Leader so that they can volunteer and assist as needed in classrooms within the school during the school day, volunteer to assist the PTA with any events they are hosting, i.e. Pumpkin Patch Pumpkin sale, weekly Fruit Roll-up Sales, Family Movie Nights. Parents can also volunteer to go on class trips.**
 - Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 - Involve parents in the joint development of any School Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 - Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening or during a PTA meeting, so

that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, **translated** in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.
- Implement a curriculum aligned to the Common Core State Learning Standards;
- Provide instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

IV. Parent/Guardian Responsibilities:

Parents/ Guardians will:

- Monitor their child's attendance and ensure that their child arrives to school on time as well as follow the appropriate procedures to inform the school when their child is absent;
- Ensure that their child comes to school rested by setting a schedule for bedtime based on the needs of their child and his/her age;
- Check and assist their child in completing homework tasks, when necessary;
- Read to their child and/or discuss what their child is reading each day (for a minimum of 15 minutes);
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time; as well as set limits to the amount of time their child watches television or plays video games;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteer in my child's school, with the PTA or Parent Coordinator or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child's education;
- Communicate with my child's teacher about educational needs during Parent Teacher Conferences and as needed throughout the school year and stay informed about their education by prompting reading and responding to all notices surveys, feedback forms received from the school or district when requested;
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participate in or request training/ workshops offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups. e.g., Title I Parent Committees, School or District Leadership Teams;

V. Student Responsibilities:

Student's will:

- Will share the responsibility to improve our academic achievement and achieve the State's high standards. attend school regularly and arrive on time;
- Complete my homework everyday, submit all assignments on time and ask for help when I need to;
- Read at least 30 minutes every day outside of school time.
- Give all notices and information received by me from my school every day to my parent/ guardian;
- Come to school every day and arrive on time.
- follow the school rules and be responsible for my actions;
- Follow our school motto: To be children who are caring citizens in the community.
To be a person of good character.

Parents/ Guardians, please return this portion to your child's teacher. Teachers please return to the Parent Coordinator.

I have read and received a copy of the Title 1 School Parental Involvement Policy and School-Parent Compact.

SCHOOL	PARENT(S)	STUDENT

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Debra L. VanNostrand	District 20	Borough Brooklyn	School Number 179
School Name Kensington			

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

Principal Bernadette Amato	Assistant Principal B. Connelly, C. Spagnolo
Coach	Coach type here
ESL Teacher M. Sakic	Guidance Counselor A. Cohen
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator K. Vitale
Related Service Provider B. Maddalena	Other N. Grillo
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	15	Number of certified bilingual teachers	5	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	47
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	7		

D. School Demographics

Total number of students in school	979	Total Number of ELLs	438	ELLs as share of total student population (%)	44.74%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

ELL IDENTIFICATION PROCESS

1. Our Limited English Proficiency Identification Process begins at student registration. Upon enrollment, the Home Language Identification Survey is administered by a trained pedagogue, the ELL Coordinator. During the intake process, we accommodate parents whose native language is other than English by providing translation through the use of pedagogues and/or paraprofessionals. The languages that are spoken by pedagogues are Bengali, Urdu, Spanish, Russian, Polish, and Chinese. The Home Language Identification Survey is available in nine languages and the appropriate language is given to all families. If the student's home language is English, then the student is not Limited English Proficient and they enter a general education program. If the student's native language is other than English, the informal interview is conducted in English and the student's Native Language. If the student speaks little or no English, we administer the initial assessment, LAB-R. If a student's native language is Spanish and they score below proficiency on the LAB-R, they are administered a Spanish LAB to determine language dominance.

A licensed ESL teacher hand scores the LAB-R using the cut scores from the most recent DAA memo. If the student scores at beginning, intermediate, or advanced level, he/she is identified as a LEP. The student is then placed in a self-contained ESL class, serviced in a freestanding ESL program, or offered a placement in the Dual language English/Spanish class dependent on parent selection and availability. If the student scores at a proficient level, he/she student is not an ELL. The parent is then offered a Dual Language Spanish class or the student enters a general education program. (The Dual Language class is currently available in Kindergarten only.) Based on the student's LAB-R score, Entitlement, Non-Entitlement and Placement letters are distributed to families in their native language and a copy is placed in the student's cumulative record. The entire student intake process from the registration date to determining ELL eligibility is completed within 10 days of enrollment.

In the spring of each school year, we administer the annual assessment, New York State English as a Second Language Achievement Test to all of our ELL students. The RLER, ATS report for both NYSESLAT and LAB-R, is printed by ELL/Testing Coordinator and used to determine which students are NYSESLAT eligible. A testing memo for the speaking modality of the NYSESLAT is then crafted by the ELL/Testing Coordinator and distributed to our 5 ESL push in teachers. The ESL teachers pull out the students on a one on one basis to administer the speaking component. Another testing memo for the Reading, Listening and Writing modalities is crafted

by the ELL/Testing Coordinator and distributed to select pedagogues including ESL, Special Education and General Education Teachers. The Reading, Listening and Writing components are scheduled on three different but consecutive days. Students with disabilities are provided with the modifications indicated in their IEPs. The ELL/Testing Coordinator ensures that every student completes all four components of the NYSESLAT exam. Once the NYSESLAT data is available, the results are distributed and reviewed, students are placed accordingly in future grades.

2. Upon student registration, Parents/Guardians of newly enrolled students whose native language is other than English attend an immediate parent orientation hosted by the Parent Coordinator. Attendance is taken and an agenda is distributed at each Parent Orientation. A video explaining the three program selections is shown in their native language. Parents are given the Parent Survey Selection Forms in their native language after the video is shown. Parents rank their program choice in order using first, second and third. Parent selection sheets are filed into the student's cumulative record and a copy is placed in the Student Intake Binder.

At this time, the Parent Coordinator informs the parents about the programs available in our school. If the parent selects a program that is not available in our school, the parent coordinator provides them a list of schools in NYC where the programs are available. They are informed of parent rights and are presented with an overview of the various programs available for English Language Learners. A question and answer portion is conducted by the Parent Coordinator after the viewing of the video to ensure the parents understand the three ESL program models. The Assistant Principal tallies the Parent Program Selections by grade and language. If there are 15 or more students in consecutive grades for a particular program that is not offered, administration will take the proper steps to ensure parent choices are met. Parents will be notified by the Parent Coordinator if a TBE or DL classes becomes available on a specific grade.

3. Appendix K from the EPIC is used to track and monitor the student intake process and to ensure that all Parent Survey Selection Forms are returned and Entitlement letters are distributed. Attendance is taken at the Parent Orientation where the three program choices, transitional bilingual, dual language, and ESL are explained. Each parent is required to complete a Parent Survey Selection Form immediately after viewing the video. Entitlement letters are given to parents at the Parent Orientation, a copy is placed in the student's cumulative record. Parent Survey Selection Forms are collected by the Parent Coordinator. Before the Parent Orientation is over, the Parent Coordinator checks to make sure every parent returned the Parent Survey Selection Form and an Entitlement letter was distributed. If for any reason a parent was unable to attend, the Parent Coordinator sends a letter to the families and additional dates for viewing the video are offered. Phone calls and reminder letters are continuously sent home, when the Parent Survey and Program Selection forms are not returned. Phone logs are kept and translators are used when necessary. For those parents who have not completed the Parent Survey Selection Form the default is Transitional Bilingual Education.

4. After the Parent Survey Selection Form is completed by the parent, they are notified that the school currently has an ESL Freestanding Program and new this year a Kindergarten Dual language Spanish/ English class. However, for those parents who may not have completed the Parent Survey Selection Form the default program placement is Transitional Bilingual Education. Students who have been identified as an ELL are assigned to a class according to their proficiency level on LAB-R or NYSESLAT. Students are placed in a dual language, self-contained ESL class, or serviced using a push-in or pull-out model. The ELL/Testing Coordinator ensures that parents of students who have been identified as an ELL receive a Placement letter in the appropriate language and in English. A copy of the Placement letter is kept in the student's cumulative record. With the help of translators, parents are informed of all decisions. In September, the NYSESLAT results are reviewed. Based on the student's NYSESLAT scores, "continued entitlement" or "no longer entitled" letters in student's home language are sent to families to inform them of their child's ESL progress.

5. After reviewing our Parent Survey and Program Selection Forms many parents choose the Freestanding English as a Second Language Program for their children. We also saw a need and demand for parents requesting a Dual Language Spanish/ English class and have opened one this year. For the upcoming school year, we will continue to monitor the Parent Survey and Selection Forms to ensure students are placed accordingly. The Assistant Principal tallies the Parent Program Selections by grade and language. If there are 15 or more students in consecutive grades for a particular program that is not offered, administration will take the proper steps to ensure parent choices are met. Parents will be notified by the Parent Coordinator if a TBE program becomes available. Monitoring the trends allows us to plan for future programs by determining the type of ESL class that will be offered, selecting appropriate staff and targeting certain grade levels.

6. Currently, the program models we offer are aligned with our parent selection forms. We offer parents an explanation of the three

models in their native language and English and then proceed to conduct a question and answer time to make sure they have a complete understanding of the three program choices. After parents are fully versed, they choose the program that is best suited for their child. As we monitor the parent selection forms, we tally the parent choices to ensure that the program models are aligned with parental 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>	1													1
Freestanding ESL														
Self-Contained	1	3	1	1	0	1								7
Push-In	6	4	4	4	5	4								27
Total	8	7	5	5	5	5	0	0	0	0	0	0	0	35

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	438	Newcomers (ELLs receiving service 0-3 years)	326	Special Education	60
SIFE	9	ELLs receiving service 4-6 years	48	Long-Term (completed 6 years)	4

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)			Total
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	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	12									12
ESL	314		26	48	9	38	4		2	366
Total	326	0	26	48	9	38	4	0	2	378

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	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish	12	10																	12	10
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	12	10	0	12	10															

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 3 Asian: 0 Hispanic/Latino: 17

Native American: 2 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	26	38	10	15	16	21								126
Chinese	10	0	1	1	0	1								13
Russian	12	9	11	7	4	5								48
Bengali	28	23	11	15	6	14								97
Urdu	5	4	3	6	3	6								27
Arabic	1	1	0	1	1	1								5
Haitian		2												2
French														0
Korean														0
Punjabi														0
Polish	1	0	1											2
Albanian	1	1	1											3
Other	28	35	11	11	11	1								97
TOTAL	112	113	49	56	41	49	0	420						

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?

ELL PROGRAMMING:

1a. Our organizational models consist of Self-Contained ESL, Push-In (Co-Teaching), Pull-out, and a Self Contained Dual Language Spanish/English class. All of our ESL teachers collaborate with the classroom teachers as well as the content area teachers to ensure consistency and alignment with curriculum and instruction. ESL teachers attend grade level conferences and meetings to look at student work and data. They also discuss ESL methodologies and strategies.

1b. Our program models consist of heterogenous and homogenous groups. In self-contained ESL classes, students are heterogenously grouped, therefore, the proficiency levels of the students could be beginner, intermediate and advanced. In the push-in, pull-out models, students are serviced homogenously. ESL teachers use both the push-in and pull-out models for instruction. In the push-in/in class model, an ESL certified teacher goes into the classroom to provide instruction. In the pull-out/out-of-class model, students travel to another classroom to receive ESL instruction. This instruction is also provided by an ESL certified teacher. Native language libraries are used to provide native language support. The Dual Language class is a 50/50 mix of English language learners and Spanish language learners. They are mixed proficiency levels in both Spanish and English.

2a. All of our English Language Learners receive the New York State mandated ESL/ELA instruction time based on students' proficiency levels. Beginner and Intermediate ELLs receive 360 minutes of ESL instruction a week. Advanced ELL's receive 180 minutes of ESL instruction a week. All of our ESL teachers are NYS highly qualified and certified. Students are placed according to their proficiency levels, beginners and intermediates are placed in one class. Advanced ELLs are placed in another class. ESL teachers are then assigned to classes according to the number of mandated minutes needed to service students.

2b. Classroom teachers and ESL providers work together to plan and implement ESL instruction. Beginner and Intermediate ELLs receive 360 minutes per week and Advanced ELLs receive 180 minutes per week as required under CR Part 154. The dual language classroom services all of her children and is with them for the full day. They also receive science from a certified bilingua teacher. To support the students in Native Language we use dual language books, bilingual glossaries and dictionaries.

3. A variety of ESL strategies are used in content area instruction to provide language support for the ELL's. These strategies include techniques such as Total Physical Response (TPR), role-playing, chants, using visual and auditory aids, such as realistic illustrations, concept posters, shared writing posters, word walls, CD's and tapes. In addition, cooperative learning strategies are implemented through

A. Programming and Scheduling Information

language practice games, group projects, and pairing of students by language proficiency levels.

In a self-contained class, the ESL teacher integrates ESL strategies across all content areas to help them attain performance standards. In a push in or pull out model the teachers collaborate in order to help the students build and develop the academic vocabulary, critical thinking skills, and language usage that is needed for proficiency in all content areas. Books in student's native language, paraprofessionals to assist, dictionaries, visual aids, and modeling all help make content comprehensible for students. Systematic and explicit instruction that is rigorous and differentiated is the focus for all of our ELLs.

Technology is used in the classroom as a way to meet the needs of our ELLs. Students' vocabulary development is enhanced through seeing vocabulary in context. Real life examples and images provide a context for language and vocabulary. Listening Centers are utilized to provide the opportunity for repetition; the student can control their learning pace by pausing, rewinding, fast forwarding, and/or playing the text/story over again, and do this all on their own

4. We ensure that our ELLs are appropriately evaluated in their native language by identifying the home language recorded on the HLS. If the home language is Spanish, the Spanish LAB is administered. After the HLS process is completed, the school determines the student's native language. Spanish speaking students are given the Spanish Lab to determine their Spanish language fluency. The teacher may include an oral or written assessment to determine the student's native language proficiency, and then seek the assistance of a native language school support person. In the classroom students may use native language and biligual dictionaries and glossaries when needed. State math and science tests are available in students' native langauges and also during state testing, the school uses translation services as well as trained school personel to administer the math and science tests. Additionally, ELLs are allowed to use bilingual glossaries on these tests.

5. We utilize LAB-R and NYSESLAT scores, ELL Periodic Assessment, informal and formal assessments, and various ATS reports to differentiate the instruction for our ELL subgroups. Students are grouped according informal and formal data as well as student capabilities. Lesson planning includes preparation to accommodate the different proficiency levels and modalities.

5a. Our school services nine students who have been identified as a, " Student with Interrupted Formal Education" (SIFE). To support these students, the classroom teachers send an instructional packet home to the parents that include resources and handouts. These students are strongly encouraged to enroll in our after school English Language Learners Support Program, and the Summer ELL Program during July and August. These students are also provided with Academic Intervention Services. The service providers are all NYS highly qualified teachers. During the regular school day, the materials utilized are standards based and aligned with the New York City and State curriculum. In addition, we incorporate the buddy system for our SIFE students to make the transition easier for them.

5b. When newcomers arrive to our school from their native country, we immediately pair them with a buddy student who speaks their native language. Special attention is given to these students from the classroom teacher to welcome this student and assist them through their adjustment period. The classroom teachers are encouraged to use alternate techniques to communicate with the students i.e. drawings, hand movements, chanting, acting out, etc. . Translators are provided to speak with the students and the students' parents. We also plan to use the newcomers program available in the "On Our Way to English" series.

The service provider for the newcomers are ESL certified or NYS highly qualified teachers. Title III funds are utilized each year to support these students by providing additional support before/after the school day.

In addition, the guidance counselor is available to support the ELL newcomer population with academic, social and assimilation issues. The connection between the native culture and the target culture will be addressed through guidance interventions. Culturally diverse backgrounds are discussed to develop an atmosphere of understanding and tolerance. Each cultural group's attributes are explored, examined and discussed. The children are encouraged to find commonalities in the various ethnic groups in our school. This will better prepare them for the multi-cultural world that awaits them. Dual language books and native language dictionaries provide additional support.

5c. English Language Learners who are being serviced 4-6 years are invited to attend all afterschool programs. They are included in the Extended Day and also offered Academic Intervention Service by ESL certified teachers or NYS highly qualified teachers. Title III funds are utilized to provide these students additional academic support. To support content area instruction, ESL teachers use the push in model and provide support to help the students' reach the standards. Small group and one-to one instruction are part of daily instruction to improve their reading and writing skills.

A. Programming and Scheduling Information

5d. Long Term English Language Learners are served and we differentiate instruction to meet the individual learning styles of these students in the classroom. These students are encouraged to attend our after school program supported by Title III funds which will include test preparation for New York City and State standardized tests. We offer our Long Term ELL's ESL services using the push-in/pull out model. Academic Intervention Services are provided for these students. Parent workshops will be conducted throughout the school year so that parents can support their children at home. We will encourage these students to participate in the Title III summer school program that is designed for English Language Learners.

6. For our English Language Learners with special needs, we use a combination of data to identify and hone in on the students' specific needs. We use the student's IEPs, communication with the School Assessment Team, classroom teachers and paraprofessionals to identify best strategies to meet the special needs of these students. Daily instruction is strongly supported by co-teaching, hands on activities, modeling, repetition, and visual aids. PPT meetings are used to track and discuss student progress and next steps. Teachers use Orton Gillingham, Fountas and Pinnel, and American Reading to foster language development. Centers and learning stations are used to facilitate English language growth. Teachers use many instructional strategies to meet the needs of the ELL-SWDS. Differentiated small group instruction takes place throughout every school day. Other strategies include TPR, using visuals, repetition, engaging students in hands-on activities, role playing, use of technology, books on cd, etc... Teachers of SWDs use a positive reinforcement system to motivate children and encourage academic success.

7. In order to meet the diverse needs of ELL-SWDS, students may be mainstreamed in areas that they are more proficient in, based on formal and informal assessments and teacher recommendation. Curricular flexibility occurs according to students needs and proficiency. Students are involved in small group instruction throughout the day and also in extended day AIS. After school programs provide focused small group instruction and formal test preparation. According to their IEPs, students are eligible for accommodations that include timing, setting, and method of presentation in the classroom and during formal testing. According to IEPs, students receive flexible scheduling during the appropriate academic field, i.e. Math, ELA, etc...

Courses Taught in Languages Other than English ⓘ

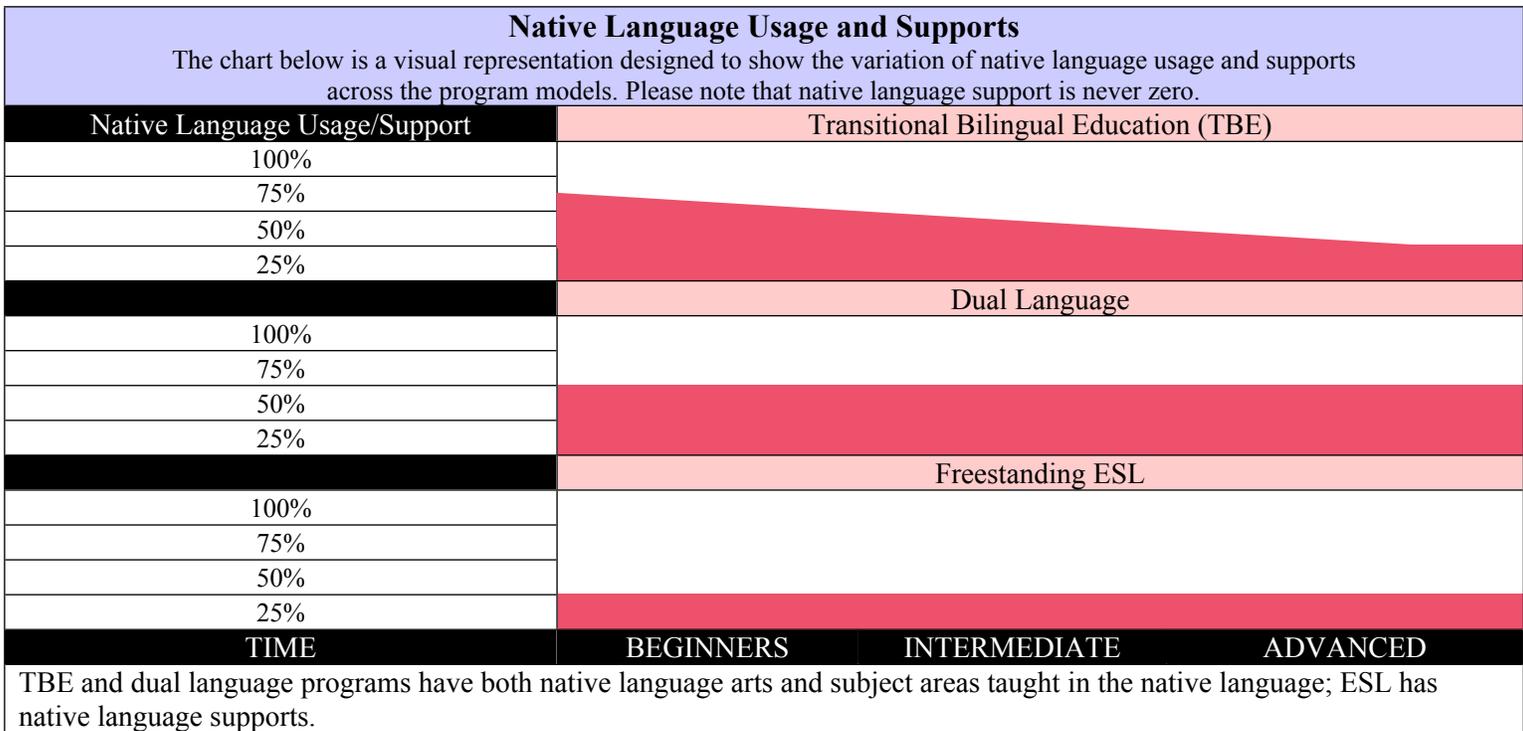
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

	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



B. Programming and Scheduling Information--Continued

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

8. Our targeted intervention program is for all ELLs in grades 2, 3, 4, and 5. The intervention spans ELA, math and all content areas. The intervention includes small group instruction as well as differentiation by product and process. The instruction is in English, however, native language materials are used for additional support. The targeted intervention infuses literacy skills in content areas which align the curriculum to the Common Core Learning Standards to increase academic language and rigor.

9. During instructional time, Former ELLs are provided with additional ELA and Math support in the classroom as well as in Extended Day. They are also invited to after school programs. The support includes but is not limited to the use of visuals, graphic organizers, use of technology, smart boards, and small group instruction. The test coordinator ensures all Former ELLs receive the following testing accommodations on all NYC and NYS Exams. The accommodations are, time extension, separate location, use of bilingual glossaries and dictionaries, alternate language editions, oral translations for lower incidence languages, and written response in the native language.

10. The American Reading Program has been implemented for our grade 3-5 students, and Orton Gillingham is being used for our K-2 teachers. We are using Istation with all of our students. Targeted students in grades 2-4 are receiving AIS and afterschool using the Anchor Comprehension Workshop. Our data indicates a large number of ELL students in the Newcomer 0-3 years. After analyzing the RLAT and RNMR, we found that we have students who are stalled at one proficiency level and are not showing growth over time. In addition, we have identified a weakness in the reading and writing modality. Therefore, we are considering new programs that are recognized by the OELL and may help provide the appropriate ELL remediation.

11. We have discontinued using Reading Street for all students. This program was not found to be rigorous and appropriate for our students.

12. All ELLs are given the opportunity to participate and are afforded equal access to all school-wide programs and extra-curricular activities. ELL students are invited to all school-wide programs via permission slips that are sent to the families.

12b. ELLs will be invited to afterschool programs run by Brienza and also using Title III funds. Afterschool programs target different ELL groups. These groups include Advanced and proficient ELLs in grades 3,4, and 5 and Beginner/Intermediate ELLs in grades 2, 3, 4, and 5. The Brienza program has been hand tailored by the principal to meet the needs of our learners. Title III after school programs provide additional literacy instruction in speaking, listening, reading, and writing.

13. There is a variety of technological support for ELL students, such as ELMOS, whiteboards, overheads, laptops, computers and computer software. Students use Imagine Learning, BrainPop Jr., Starfall, and Raz-Kids as well as other academic internet sites. Students also are assessed using Istation. All students are provided with time to use laptops in the classroom. Listening centers are utilized to help our students increase their listening and speaking skills.

14. Dual language books are available in all classrooms. Bilingual and picture dictionaries are also commonly used. School staff support students in native languages whenever possible. Translation services in students' native languages are provided in science and math during formal assessments. Glossaries and word- to -word dictionaries are also available and distributed to all ELL and Former ELL students as

well as their classroom and cluster teachers.

15. Required services provided to ELLS correspond to their age and grade level. All materials are grade, age and content appropriate. The content of materials is specifically aligned with student's native language when applicable. Lessons are designed based on the Common Core Learning Standards specific for each grade however, differentiation targets student's specific needs.

16. NA

17. NA

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)?

1. In our Dual Language Kindergarten children are taught with a 50% 50% time program. The teacher uses the "rollercoaster model" and does a half day in one language and a half day in the other language. The following day it flip flops.

2. The class is integrated for the whole day. The children learn science and social studies in both languages. They also attend a science cluster which is taught in Spanish.

3. The language is separated half a day/half a day. Each half day is spent immersed in one language. The teacher speaks that language and gives all instruction in that language.

4. The class is self contained Dual Language model.

5. Both languages are taught simultaneously. One day will be English in the morning and Spanish in the afternoon. The next day will be Spanish in the morning and English in the afternoon. This pattern continues day to day.

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.

PROFESSIONAL DEVELOPMENT AND SUPPORT FOR SCHOOL STAFF

1. Professional Development for our ELL personnel is provided throughout the year and the focus is on ESL methodologies and strategies on working with the Newcomer population, ELLS who have special needs and ELLS who have been serviced for 4-6 years. Teachers analyze and plan instruction based on student data and focus on the four modalities, Listening, Speaking, Reading and Writing. Classroom teachers will revisit strategies for using story grammar: characters, setting, problem and solution, and to use text-to-text, text-to-self and text-to-world connections to support the ELLS in mastering these skills and strategies. Collaboration of teachers is provided through staff development sessions, both inside and outside of the school, grade meetings and also through team teaching and planning. Articulation time is provided during common preparation periods, or as programmed by both the ESL and classroom teacher. Some ELL staff attend the ELL Institute given by the OELL. All ELL staff have been trained in Orton Gillingham. Many ESL teachers are part of the Emergent Bilingual team run in conjunction with CUNY supporting students, families and the school.

2. The Guidance Counselor and Parent Coordinator support ELL students as they transition from elementary to middle school by providing students and families information about open houses and offer special assemblies. Parents are invited to come up to the school if they need help filling out the applications or if they have questions about the middle school choices. Throughout the year, administration, the parent coordinator and the guidance counselor attend meetings regarding promotion criteria, middle school applications, and middle school fairs. Staff is also supported through yearly meetings and are regularly updated about OLSAT testing, middle school fairs, and application deadlines.

3. ELL training is provided for all staff members. Professional development happens throughout the year during faculty conferences, grade conferences, with the OELL and CFN 609. American reading professional development is helpful for all teachers of ELLs. We also have presenters, such as Ms. Elma Noyola from EXC-ELL. We also have Aussies who provide professional development. Record and track keeping of the 7.5 hours will be maintained through attendance sheets and logs.

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?

PARENT INVOLVEMENT

1. In our efforts to ensure that there is English Language acquisition of parents, we offer ESL classes for them two times a week. We offer Rosetta Stone language classes in both the morning and afternoon for parents wanting to learn English and/or Spanish. We also host a series of workshops conducted by the Parent Coordinator to support parents in understanding the curriculum. During these workshops parents are made aware of current data and are informed of student and parental expectations. Translators are available at all parent teacher conferences, parent workshops and PTA meetings. Translation headsets are utilized as well to ensure effective communication. We have also purchased two "language pens" which translate from English into many of the languages spoken in our school.

Parents are constantly encouraged to become a member of our PTA in order to assist us in addressing their needs. Parents are invited up for curriculum conferences to meet with their child's teachers in order to learn academic expectations for the school year and how they could assist at home. In addition, parents are invited to open school week to observe instruction and get techniques that they can utilize at home. The PTA holds movie night for all families, as well as holding our first "Bingo Night" this January.

2. Throughout the year, parents are invited up for celebrations which include but are not limited to writing, reading and author studies. Parents partner with teachers on Dr. Seuss day to read aloud various books written by the author. They are invited to all special assemblies, author visits and encouraged to attend all class trips. The school is also hoping to again receive a grant from Target, to hold our second annual "Family Reading Night", where teachers and families sit down together to share and discuss how to read with a child. This grant was a huge success last year, and we are hoping to continue and grow this event. Our goal is to have family reading night in multiple languages.

3. Parent needs are evaluated through feedback from the New York City Learning Environment Surveys and the Parent Coordinator. Our parent involvement activities address the needs of our parents because they are geared towards not only our core curriculums but the recommendations that come out of our surveys and their feedback at various meetings. Parent needs are also addressed from the feedback that is given during parent teacher association meetings. Parents give recommendations at School Leadership Team Meetings which address the needs of the parent population. The New York City Learning Environment Survey is used to determine parent needs and concerns. Feedback from teachers helps us address the needs of our parents.

4. Parental involvement activities are planned and coordinated with the needs of the parents in mind. These plans are derived at SLT meetings, cabinet and PTA meetings. The Parent Coordinator and staff constantly discuss and evaluate the needs of the community and plan activities accordingly.

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)	57	9	3	12	11	15								107
Intermediate(I)	29	28	33	11	14	11								126

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	19	14	14	17	29	20								113
Total	105	51	50	40	54	46	0	0	0	0	0	0	0	346

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	15	2	1	10	1								
	I	33	11	4	3	10								
	A	32	17	28	15	16								
	P	10	16	28	14	28								
READING/ WRITING	B	48	8	10	10	7								
	I	19	21	32	12	14								
	A	11	12	12	16	29								
	P	8	5	0	0	5								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	30	53	42	6	131
4	28	46	64	1	139
5	27	40	59	5	131
6					0
7					0
8					0
NYSAA Bilingual Spe Ed			2		2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7	12	33	14	61	4	5	0	136
4	4	8	23	18	26	8	43	5	135
5	7	12	23	14	30	4	24	3	117
6									0
7									0
8									0
NYSAA Bilingual Spe Ed					2				2

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	8	10	12	11	36	12	42	3	134
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)									
Chinese Reading Test									

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

ASSESSMENT ANALYSIS

1. Our school uses the Fountas and Pinnell Benchmark Reading Assessment system for grades K-2. We use American Reading for grades 3-5. The results are collected and analyzed by administration. In addition, teachers enter the Fountas and Pinnell and American Reading data into Reading Tracker, which uploads to ARIS and ARIS Parentlink. Students are grouped accordingly in daily lessons and activities. This tool provides us insight to the students' letter and sound recognition, sight word analysis, reading level, and comprehension. The data helps us to determine exactly where the needs of our ELLs are and how to drive our instruction. Our school annually evaluates the success of our ELL programs through teacher feedback, surveys, student improvement, ATS Reports, RNMR and RLAT, ELL Periodic Assessments, the New York State Accountability Overview Report and NYSESLAT results. These assessments tools help us determine the strengths and weaknesses of our ELLs and are used for instructional purposes.

2. A review of the LAB-R and NYSESLAT scores indicates that the following numbers of students have scored at the Beginner level: 79 Kindergarten students, 74 first graders, 14 second graders, 15 third graders, 14 fourth graders and 4 fifth graders; at the Intermediate level: 1 Kindergarten students, 25 first graders, 27 second graders, 33 third graders, 11 fourth graders, and 13 fifth graders; Advanced level: 28 Kindergarten students, 18 first graders, 14 second graders, 14 third graders, 17 fourth graders, and 31 fifth graders. The number of beginners and intermediates are clearly higher in the lower grades.

3. The NYSESLAT results are analyzed and reviewed to differentiate instruction and group students accordingly. In examining students' results in the four modalities of listening, speaking, reading and writing, it is evident that in kindergarten and first grade, the results demonstrate a high percentage of beginner and intermediate level students. This indicates that basic English language skills must be emphasized through daily exercises in speaking, listening, reading and writing. The statistical results also indicate that students are beginning to achieve high results of success in second grade. Therefore, intensive ESL instruction should be targeted in grades kindergarten, one, and two in an effort to ensure that the students reach proficiency after the NYSESLAT is administered in grade two. Third, fourth, and fifth grade students will be targeted for intensive instruction in the four modalities using ESL strategies and methodologies that will be integrated in the content area instruction in order to increase their language acquisition proficiency. For the new arrivals, we have a Newcomers Program which is described in this policy as well.

4a. We have found that Newcomer ELLs have achieved a higher performance level score when taking content area test in their native language. In the upper grades (3-5), the number of students performing at Beginner level is lower when compared to students in the lower grades (K-2). After analyzing the spring 2012 NYSESLAT results, 6% of the kindergarten students reached an overall level of proficiency. 27% of our first grade students reached an overall level of proficiency. 2% of our second grade students reached an overall level of proficiency. 28% of our third grade students reached the proficiency level. 7% of our fourth grade students reached an proficiency level and 3% of our fifth grade scored proficient. Data from the spring 2011 NYSESLAT shows that proficiency is as follows: 9% of the kindergarten ELLs reached proficiency, 26% of first grade, 10% of second grade, 13.6% of third grade, 19.6% of fourth grade, and 27% of fifth grade scored proficient on the NYSESLAT.

4b. Results of the ELL Periodic Assessment are reviewed and distributed to all staff members of ELLs. These results are used to drive instruction, identify student needs and provide academic intervention support during the day and to design after school programs. The ELL

periodic data is also available for parents through the Pearson Inform website.

4c. Informal and Formal assessments reveal that our ELLS perform higher in Mathematics than in English Language Arts. In addition, the Periodic Assessments provide us an item analysis of the specific skills that need to be mastered. Our ELL population tend to struggle with the higher order thinking questions which include synthesizing, text structure and identifying theme. Native language is used through the use of dual language books and bilingual glossaries and dictionaries to assist them with the higher order thinking questions and text complexity.

5. In our Kindergarten Dual language class the teacher uses Fountas and Pinnel for all learners for English assessment. She uses Estrellita for all learners for Spanish assessment. The teacher also uses informal assessment in class for both languages. The children whose home language is Spanish were also administered the LAB-R and Spanish LAB upon enrollment. The English proficient children have not yet taken any city or state tests.

6. The data from Fountas and Pinnell, American Reading, Estrellita, Orton Gillingham, Periodic Assessments, student work, classroom exams and Informal assessments are all used to evaluate the success of our ELL programs and to determine the progress our ELL students are making in listening, speaking, reading and writing. Based on our findings, our ELL programs are continued, revised or terminated.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: 179

School DBN: 20K179

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bernadette Amato	Principal		1/18/13
Bernel Connelly, C. Spagnolo	Assistant Principal		1/18/13
K. Vitale	Parent Coordinator		1/18/13
M. Sakic	ESL Teacher		1/18/13
	Parent		1/18/13
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

School Name: 179

School DBN: 20K179

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		
A. Cohen	Guidance Counselor		1/18/13
	Network Leader		
B. Maddalena	Other <u>S.E. Coordinator</u>		1/18/13
N. Grillo	Other <u>Data/Testing Coor.</u>		1/18/13
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 20K179 School Name: The Kensington School

Cluster: 6 Network: 609

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.

Upon admission each family fills out a HLIS for each child attending school. This form along with an interview determines the child's HL. This form also asks the parents what language they want notification from the school in, both orally and written. Parents also fill out a student registration form which asks their preferred language for communication- both spoken and written. This is then input into the PARU screen for every admit. An RAPL is also run and can help assess the needs of the parents. Parent language information is also filled out on each copy of the child's blue card. We also assess need informally based on staff decision following a conversation with the parent asking them what language they are most comfortable to communicate in.

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.

Our findings show that the written language needs of our school are found to be in Spanish, Tajik, Russian, and Bengali. A new language need this year is Chinese. The oral interpretation needs of our school are the same. We have many parents who speak Spanish, Tajik, Chinese, Russian, and Bengali. The majority of the Tajik and Uzbek parents we speak to can understand the oral translation in Russian, since this is the first language they learned in school. We are an overflow school taking in many students whose parents speak and understand Chinese. These findings were discovered through the PARU screen, RAPL screen, blue cards, and parent, school, staff meetings and interviews.

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.

We use translation services whenever possible to help us translate important written documents. We use in house interpreters, such as paraprofessionals, aides, teachers, parent volunteers and PTA members. (Parents are not used when the information is of a sensitive nature.) We also use the Translation and Interpretation Unit run by New York City D.O.E. to have documents translated. We also use Google Translate when need be. Many documents sent by the D.O.E. are offered in the languages spoken in the school, those are then printed and distributed as needed. These include the parent bill of rights, parent option letter, and many other important documents. Also the report cards are offered in many languages of the city. When written translation is not available and all other options have been exhausted, a notice on the English document in the missing language tells parents they need someone to interpret the document and it is important. When possible a parent may bring an adult family member or neighbor to help them.

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.

We have many sources for oral interpretation services. For parent teacher conferences we use the BIGWORD. (The D.O.E supported translation service.) Also for oral translation we use paraprofessionals in the building as well as in house staff, parent volunteers, and PTA members. (Parents are not used when the information is of a sensitive nature.) For new admits, the Parent Option Video is offered in many languages and parents choose what is most comfortable for them. When possible a parent may bring an adult family member or neighbor to help them.

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>.

The school will continue to use all of the above translation options and selections. We will also post in a conspicuous location at or near the primary entrance a sign in Spanish, Russian, Bengali, Chinese, Urdu and Arabic, indicating the availability of interpretation services. We will also update our school's safety plan so that procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. We will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P. S. 179 The Kensington Schoo	DBN: 20K179
Cluster Leader: Jose Ruiz	Network Leader: Debra Van Nostrand
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: Push In services
Total # of ELLs to be served: 90
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input 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: 9
of certified ESL/Bilingual teachers: 4
of content area teachers: 5

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:

1) Based on our current NYSESLAT results, ELA data and teacher observations, our students need additional support in direct and guided instruction in reading, writing, speaking and listening. Our 2010, 2011 and 2012 NYSESLAT data has shown that the greatest amount of mobility occurs within the first grade. For the last two consecutive years, our first grade students have made the greatest gains out of all of the grades, and has had the largest number of proficient students by the end of the year. Therefore, we want to continue to support students in this grade by using technology programs such as iStation to provide ELLs with differentiated instruction in foundational skills. Istation provides students with targeted instruction in phonemic awareness, phonics, vocabulary, and comprehension. Students are taught through interactive activities that differentiate instruction based on each student's needs. This supplemental technology based program will be used for 20 minutes, two times a week. We will target beginner and intermediate ELLs in our self-contained ESL classrooms in grades K, 1 and 2. This will effect 4 self-contained ESL classrooms (approximately 100 students). Supplemental instruction and interventions, based on program data, will be given by the classroom teachers, who are ESL certified.

2) Based on the 2011 - 2012 Progress report and the results of the 2012 NYS exams, P.S. 179 received a D in student performance, but a B in student progress. Our English Language Learners in the testing grades have not met AOR for the passed three years. Additionally, analysis of our 2010, 2011 and 2012 NYSELAT results show that students need additional support in reading and writing. We will conduct a Saturday enrichment program to target 50 Long-term ELLs in grades 3, 4 and 5. Activities will focus on language development (both conversational and academic) and vocabulary development. Teachers will teach reading, reading comprehension and vocabulary through expository text. Additionally, teacher s will delopment students' vocabulary through the use of visuals, REALIA, and TPR (Total Physical Response). Students will also practice mathematics and critical thinking skills through multistep problems. Session will take place for 9 Saturdays, 3 hours per session. There will be 1 supervisor, 2 certified ESL teachers and 3 general education teachers for this program. The program will begin February 2, 2013 and end April 20, 2013. Students will receive 1 1/2 hours of instruction in literacy and 1 1/2 hours of instruction in math. General education and ESL teachers will co-teach classes. All of the general education and ESL teachers will have a common planning time. General education teachers will receive direct and indirect ESL support through the use of the co-teaching model and common planning time.

3) An After School program designed to develop and enhance students' comprehension skills, reading, reasoning and critical thinking will be take place for two hours, two (2) days a week for 16 weeks. Two certified ESL teachers and two general education teachers will provide skill based instruction to increase students' reading, writing, listening and speaking skills. The teachers will deliver direct instruction to

Part B: Direct Instruction Supplemental Program Information

students. The program will target beginner and intermediate ELLs in grades 2 and 4. Teachers will use skill based literacy materials that allow students to practice comprehension skills and strategies using text on their individual independent levels. there will be one supervisor for this program. General education teachers and ESL teachers will co-teach classes. All of the general education and ESL teachers will have a common planning time. Sessions will take place on Mondays and Wednesdays from 2:30 pm - 4:30 pm. The program will service 40 students. Additionally, students will receive support with foundational skills using the iStation program. Istation provides students with targeted instruction in phonemic awareness, phonics, vocabulary, and comprehension. Students are taught through interactive activities that differentiate instruction based on each student's needs. This supplemental technology based program will be used for 20 minutes, two times a week, during the 16 week After School program. The four classes will use the program in the computer lab on a rotating schedule.

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:

1) An Inquiry Team focusing on using students' native language to further their academic progress will continue to evaluate the needs of the school and develop an action plan for success. The Translanguage Team was formed as part of a Bilingual education Grant from CUNY. Our plan for 2012-2013, is to sustain the team and further the work that started in 2011.

Research shows that there is a strong, positive correlation between literacy proficiency in a student's native language and their ability to learn English. The common underlying proficiency between languages allows students to transfer cognitive, academic skills across languages. One goal of the translanguage team is for students to use knowledge of their native language, as well as cultural and personal experiences, to develop competencies across content areas. The team will develop systems to support students, educators and parents. Six team members will meet twice a month for seven months to study data, compile resources, create lessons, and create systems that support this work.

2) Classroom teachers and English as a Second Language (ESL) providers will receive professional development and support in vocabulary development and reading strategies for ELLs. An EXC-ell (Expediting Comprehension for English Language Learners) consultant will work with participants on developing methods, routines and strategies that meet the Common Core Standards, promote rigor and improve student interactions. Participants will also receive professional development that will deepen their knowledge and understanding of the different tiers of vocabulary words, the four learning modalities (reading, writing, speaking and listening), and language acquisition. Professional development sessions will take place on January 28, 2013 and January 29, 2013. Our consultant is Ms. ELma Noyola.

Part C: Professional Development

During the 2012-2013 school year, the major objective is to provide quality, job-embedded professional development that will help the school and teachers critically reflect on their current practice and how this is aligned to Common Core Learning Standards (CCLS), student needs, and current research.

The same five components(phonemic awareness, phonics, fluency, vocabulary, reading comprehension) as those identified by the National Reading Panel are important for ELLs. However, ELLs need extra time and quality activities within the 45 to 90 minute blocks for vocabulary and discourse (oral language) development and to process the information that has to be learned. Research consistently emphasizes the importance of vocabulary development. Of these findings, none is more important than the contribution of vocabulary knowledge to reading comprehension. It is critical to learning to read and academic success, especially for ELLs.

Through professional development, teachers will learn

January 28, 2013 -Instructional strategies for content vocabulary , including the applications of vocabulary to teacher-student and student-student interaction/discourse, as well as, lesson planning

January 29, 2013 - Lesson planning - How do we select which vocabulary to teach before, during and after reading.

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:

1) Parent involvement is a critical component of the academic success of students and the school as a whole. Parents play a vital role in helping their child to learn the skills necessary to succeed in school. Research shows a direct correlation between a student's academic growth and parent involvement. Therefore, teachers and schools have an obligation to reach out to parents in the community in order to open and maintain a continuous dialogue in order to elicit an effective collaboration between the school and the home. In an effort to foster communication and eliminate barriers between school personnel and parents who speak another language other than English, we will provide instruction in English to parents. The sessions will take place for a half hour before school on Tuesdays, and Wednesdays, and for one hour after school on Fridays. Parents will use the Rosetta Stone language program to increase their proficiency of the English language. Rosetta Stone immerses learners in the target language, surrounding them with images, written text and spoken words and requiring them to respond with a mouse, keyboard and orally. Three teachers trained to use the program, will support parents during this

Part D: Parental Engagement Activities

time. Parents will be encouraged to bring their children to the session, so parent and child can learn side by side. The school will send flyers to the parents, in their language of preference, to notify them about the program. Parents will need to register with the parent coordinator.

2) Additionally, our Parent Coordinator will host several workshops throughout the school year aimed at teaching parents ways to improve their children's academic progress. Workshops include topics such as How to Read with You Child, and Bed Bug Prevention. Parents will be notified of upcoming workshops through flyers, in their language of preference, sent home in the home language of the parent. Translators will be provided for parents during these sessions.

January 16, 2013 - Family Literacy Workshop - Talking About Books with Your Child

January 30, 2013 - Math Curriculum Workshop - Grades K-2 What Students Need to Know and How to Help Them Reach Expectations

February 13, 2013 Literacy curriculum for Grades K-2 What Students Need to Know and How to Help Them Reach Expectations

March 20, 2013 - Literacy Curriculum for grades 3 -5. The Importance of Reading Nonfiction Text

3) In order to increase communication between parents and the school. We support parents by providing translations at numerous events throughout the year. Translators are present at our monthly PTA meetings as well as Bi-yearly Parent-Teacher Conferences.

Part E: Budget

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

Allocation Amount: \$51220

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 		

Part E: Budget

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

Allocation Amount: \$51220

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$51,220	