



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: THE NEW LOTS SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 19/K/213

PRINCIPAL: ANNE BERNARD

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SUPERINTENDENT: JOYCE STALLINGS-HARTE

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
Anne Bernard	*Principal or Designee	
Eric Wilkinson	*UFT Chapter Leader or Designee	
Karen Shallow-Smith	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Joy Anne Harvey	Member/Parent	
Carol Edwards	Member/Parent	
Dalia Sanespellot	Member/Parent	
Deborah Beckford	Member/Teacher	
Lynette Hazel	Member/Teacher	
Yvonne Banks	Member/Teacher	
	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.
 - ❖ *PS 213K's Quality Review 2012 (page 4) stated as an area for improvement: Create systems to evaluate the effectiveness of curricular and instructional decisions so that timely modifications result in improvements in adult learning and student performance.*

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

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.
 - ❖ *Through a clear and focused vision, by June 2013, the principal will implement a plan of action that improves the progress and performance of all learners as evidenced by the results of local and state assessments.*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - 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.
 - d) timeline for implementation.

The PS 213K leadership will be organized around systems of action steps for monitoring and evaluating curricular and instructional decisions and programs and shared common values. The research based instructional activities that will be used to support our goal have been selected based on the premise that when school leaders focus strategic and shared efforts around student outcomes, they create an environment that allows all students to achieve.

These strategies and activities will include:

- PS 213K's principal goal setting and a data based plan of action using all forms of data that align with school needs including organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.
- Weekly Principal and Assistant Principal Cabinet Meetings
- Identification and development of staff for shared leadership roles
- Create systems analyze and identify problems, devise solutions, develop improvements in practice
- Planning with school leaders and teachers in student goal setting using data, teacher effectiveness, and curriculum
- Strategic utilization of the school budget to maximize instructional delivery and resources (staffing, technology, materials, etc.), opportunities for professional development, extended learning for students, and a program that includes core areas as well as arts, physical education, and a range activities that appeal to all learners.
- We will research and implement curriculum that is aligned to CCLS and grade level performance indicators for all general education subjects; and instructional strategies that utilize a formative assessment process.

- Use grade level teams to review data results to determine what changes or interventions are appropriate for the students identified.
- Progress monitoring of student performance occurs across all tiers.
- Track student rates of improvement or responsiveness to instruction and formulate effective individualized programs.
- Monthly School Leadership Meetings (SLT)
- Newsletters, calendars, distribution and displays of data (monthly, ongoing)
- Monthly calendars for staff
- Providing opportunities for stakeholder voice including staff, parents, and students; Monthly: SLT, PTA, Student Council, community meetings with school leadership (Fall, Spring).
- Monthly evaluation of use of resources by the principal and school leaders

Key Personnel: PS 213K key personnel and other resources utilized for implementation will include the Principal, Assistant Principals, the School Leadership Team (SLT), instructional lead teachers, guidance staff, paraprofessionals. External support staff includes the Network specialists and CFN support team.

- Create a plan of action for evaluation of curriculum and instruction
- CFN 535 PD Support and monthly workshops in content areas
- CEI-PEA Assistant Principal workshop series

Transparency and Sharing of Information:

- PS 213K Meet the Teacher Night
- UFT Consultation Meetings
- Core Team Meetings: Administration, Parent Coordinator, Lead Teachers

Targets: Evaluate of our progress, effectiveness, and impact will include setting mid-year benchmarks and utilization of end year evaluative tools.

- By February 2013, the following assessments will assist in monitoring our progress: a full day instructional walkthrough performed by our Network specialists in collaboration with the Principal and the school team, review of our mid-year Compliance Review, in-house surveys, and review of teacher observations, balanced budget, and inventory review.
- By June 2013, we will use the following assessment tools to measure progress and plan next goals: Quality Review, final Compliance Report, Arts Survey, Principal's Performance Review, Learning Environment Survey, feedback from Network Leader and Superintendent, and collaborative self evaluation conducted by school leadership.

Budget and resource alignment

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

Tax Levy **Title 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).

We will maximize our instructional program by aligning funds to meet the needs of all of our students. We will collaborate with the CFN budget specialist to ensure appropriate allocation of funds, including personnel funds and OTPS.

- After school Program \$31,000. 23 weeks (2 days per week), 4 hours per week , 8 teachers, 200 students
- Supervisor for After school \$4,200. 23 sessions (2 days per week), 4 hours per week, 1 supervisor, 200 students
- Saturday Academy \$1,200. 4 weeks (1 day per week), 3 hours per week, 5 teachers, 150 students

- Supervisor for Saturday Academy \$650. 4 weeks (1 day per week), 3 hours per week, 1 supervisor, 150 students
- Materials \$8,000

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.
 - ❖ *PS 213K's Quality Review 2012 (page 5) stated as an area for improvement: Bolster the development of curriculum maps and challenging academic tasks aligned to key standards in order to promote the development of higher order thinking questions.*

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.

<u> X </u> 3.2 Enacted curriculum	<u> X </u> 3.4 Teacher collaboration
<u> X </u> 3.3 Units and lesson plans	<u> </u> 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, all classroom teachers will design and implement engaging, rigorous, coherent curricula which are aligned to key standards for a variety of learners as evidenced by curriculum maps highlighting new units of study, classroom lessons, activities, and assessments, including formative and end of unit performance tasks.*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - 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.
 - d) timeline for implementation.

The PS 213K teacher teams will use the CCLS as foundation of curriculum development and refining. The research based instructional activities that will be used to support the goal have been selected based on the premise that all learners, Pre-k thru 12, must be prepared for college and professional life.

These strategies and activities will include:

- PS213K will fully Implement the Common Core Learning Standards
- Implementation of the New York City DOE Instructional Expectations and Shifts
- Development of units of study and multiple entry points for all learners
- We use of Rubicon Atlas as a curriculum management tool
- We will systemically refine our units of study
- Embedded formative and summative common assessments
- Use of DOK in order to raise the level of higher order thing questions
- Teacher teams will be provided with Professional Development by the Administrative Team and Network (Professional Development Action Plan)
- Teachers teams will infuse opportunities for students to engage
- The Instructional Team will meet regularly to coordinate this work across the school
- Teachers will be provided with professional development by the Administrative Team and Network (Professional Development Action Plan)

- Teachers will develop and revise CCLS aligned units of study that incorporate opportunities for students to conduct research and use supportive evidence
- Teacher Teams will infuse opportunities for students to engage with a balance of literacy and informational text as well as using complex text.
- Teacher will devise rigorous tasks to assess student performance and to evaluate curriculum
- Teacher Teams will produce units and lesson plans that support all learners.
- Teachers will engage students in a literacy task embedded in units of study aligned to the CCLS.
- Teacher teams will meet bi-weekly during their common planning periods(s) to assess student work and plan lessons as per unit of study.
- Teachers will utilize protocols for looking at student work
- We will analyze student work for learning gaps
- Revisions will be made to the curriculum based on the learning out comes (looking at student work).

Key Personnel: PS 213K key personnel and other resources utilized for implementation will include the Principal, Assistant Principals, the School Leadership Team (SLT), instructional lead teachers, guidance staff, paraprofessionals. External support staff includes the Network specialists and CFN support team.

- Create a plan of action for evaluation of curriculum and instruction
- CFN 535 PD Support and monthly workshops in content areas
- CEI-PEA Assistant Principal workshop series
- P.S. 213K Teacher Teams

Targets to evaluate the our progress, effectiveness, and impact will include:

- Completion of lesson plans and units of study using CCLS and support Instructional Shifts -beginning August thru June 6-8 week cycles: development of units of study
- Monthly Professional Development
- Completion of cycles of mini observations that reflect implementation of curriculum work
- By January, 2013 our Network will complete a full day instructional walk with the school leaders which will include a curriculum focus
- Completion of CCLS Performance Tasks
- RTI training and implementation facilitated by our Network support specialists September thru June including development of a “core” RTI team
- Benchmarks and targets that demonstrate increase in student progress and performance
- In order to involve teachers in decision-making regarding the use of assessments we will further the work of the Teacher Teams to develop their understanding of the assessment process, designing valuable assessments, and LASW protocols.

Budget and resource alignment

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: P/F SWP

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).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover

classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Rubicon Atlas Online Program for Curriculum Development \$3,000.
- Pearson Waterford Early Learning Program \$2,700. for Grades K-3
- Ticket To Read \$3,000.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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.
 - ❖ *PS 213K's Quality Review 2012 (page 5) stated as an area for improvement: Deepen instructional practices, so that lessons appropriately differentiate instruction and effective questioning elicits higher order thinking skills resulting in students producing meaningful work products.*

Tenet # 4 TEACHER 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.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- 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, the school community will continue to adopt and implement a research based framework for teacher effectiveness (Danielson) as part of their teachers' individualized professional development plans with a focus on 1e, 3b, and 3d.; as evidenced by several cycles of mini observations, improved pedagogy, enhanced questioning/discussion strategies of student engagement, and highly developed teacher teams.*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - 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.
 - d) timeline for implementation

The research based instructional activities that will be used to support the goal have been selected based on the premise that teachers must provide for the needs of all learners and prepare students for the rigors of college work which are a focus of the Common Core Learning Standards (CCLS).

High quality teaching demands that our profession uses guiding definitions of expertise and procedures for novice through advanced practitioners. Utilization of a framework for professional practice ensures that members of the teaching profession hold themselves and their colleagues to high standards of practice. Thus, Danielson (2007), will serve as our research based model. Danielson states: " The framework for teaching is based on important assumptions about what is important for students to learn, the nature of learning and how to promote it, the purposeful nature of teaching, and the nature of professionalism"(2007). In support of the work of teachers, our strategies and activities with timelines will include:

- PLC around the framework which includes norming, calibrating, professional reading/resources both internal and external, etc. (September thru June, ongoing)
- A tiered professional development plan that provides for whole school and individual teacher support (August thru June, ongoing)
- Preparing teachers in the use of data to inform instruction and understand the progress of all learners/subgroups
- September rollout of data initiative and teacher conferencing, January check-in for progress evaluation, June assessment, reflection and next steps).
- Preparing teaching in CCLS's and Instructional Expectations (ongoing)
- Formal and informal observations using a feedback and tracking progress September through June, 4 to 6 week cycles)
- Identification of points, coaches, lead facilitators and opportunities for their support

- Principal and Asst. Principal Study Groups
- Key personnel** and other resources will include school leadership, network support, instructional leads, and external consultants.

Targets to evaluate the our progress, effectiveness, and impact will include:

- By January 2013, our Network will complete a full day instructional walk with the school leaders
- By January 2013, completion of 2 mini-observation cycles, and by June 2013, all mini observations will be completed
- By January 2013, 20 Formal observations/ By June 2013, 20-formals observations
- Teacher baseline, mid-year, end-year evaluations and self –evaluation
- October thru June, (ongoing) Teacher feedback sessions
- October thru June, (ongoing) Looking at Student Work protocol implementation
- January analysis of mid-year student periodic assessment data
- June through September: Analysis of state assessment data

Budget and resource alignment

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

X Tax Levy 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).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Datacation \$8,000.

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.
 - ❖ *PS 213K's Quality Review 2012 (page 5) stated as an area for improvement: Ensure the use of assessments that align to curricula so that teachers can accurately identify students' strengths and needs resulting in targeted instructional supports at the team and classroom level.*

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, the school will identify and develop systems to identify students at risk and will provide all targeted at risk students with social and emotional supports that meet their needs and ensure success in their academic performance and preparation for next steps in high school and college as evidenced by adoption and successful implementation of a school wide system behavioral management system.*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - 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.
 - d) timeline for implementation.

Our approach to culture building and social-emotional support is informed by a theory of action. Positive Behavioral Interventions and supports (PBIS) (Bambara, Dunlap, & Schwartz, 2004) is the research based model that will support our work. Strategies and activities will include:

- Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students.
- Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. For example, attendance, participation in afterschool programs and activities are key indicators that will guide our youth development work.
- Effective use of school counselors to support individual student academic program planning, collaboration with teachers
- Training for all staff in classroom management and behavioral interventions
- Opportunities for student voice and student choice
- Transitional supports (elementary to middle school)
- Student activities/community involvement/afterschool opportunities (August-September, ongoing)
- Attendance plan (September-June)
- Guidance and crisis intervention plan (September-June)

- Establishment of student personal goals and future plans (September-June)
- Monthly parental opportunities (workshops, breakfasts, evening events)
- Student recognition events and celebrations (January and June)
- Identification of community service and volunteer opportunities
- Identify external supports, community based organizations (CBO's)

Key personnel and other resources will include school leadership, teachers, guidance, college counselor, paraprofessional, attendance team, network support, crisis paraprofessional, instructional leads, and external consultants.

Targets to evaluate the our progress, effectiveness, and impact will include:

- Increase in student attendance (daily monitoring, mid-year, final attendance rate)
- Decrease in student lateness
- Reduction in classroom management issues
- Increase in activities and afterschool participation
- Increase in academic achievement

Budget and resource alignment

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

Tax Levy **Title 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).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Character Development books \$20,000.
- Dance \$4,000.
- Martial Arts \$18,000.
- Supplies: Robotics \$2,000.

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.
 - ❖ *Increase parent engagement and involvement*
 - ❖ *Provide parents with the information and training needed to become involved in planning and decision making in support of the education of the children*

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.

6.2 Welcoming environment 6.4 Partnerships and responsibility

6.3 Reciprocal communication 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, the school community will increase parent involvement and outline how parents will share responsibility for improved academic achievement through increased participation and communication as well as increased opportunities for parents to become involved in each child's education and the receipt of increased feedback on each student's learning outcomes as measured by the 2013 NYC DOE Learning Environment Survey.*

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Response to Intervention (RTI) (Swanson & Deshler, 2003), a research based model, maintains that when families, schools, and communities work together, children are more successful in school and schools improve. Family, School and Community Partnering Across the Tiers consists of the following: effective partnerships including parents, families, students, community members and educators. Indicators of an effective partnership include 1) sharing information, 2) problem-solving, and 3) celebrating student successes. Central to effective partnership is the recognition of shared responsibility and shared ownership of student challenges and successes.

We support the belief that when the school community strategically aligns professional development, family outreach, and student learning experiences and supports, our students will thrive. Our strategies to increase parent involvement will include the following:

- Utilization of current data to identify subgroups and analyze needs of individual students
- Planning and implementation of a Family outreach plan (August-June, ongoing)
- We hold New Parent Orientation/Family Nights/Open House for Parents (Fall, Spring)
- We send home monthly grade newsletters

- We send home mid-term progress reports
- We have a full time Parent Coordinator and allocation of space for a Parent Resource Center/office
- Identification of funding and resources to engage parents in their child's education (workshops, events, celebrations) August-September
- Monthly implementation of parental offerings (workshops eg. ARIS, breakfasts, evening events)
- We hold student recognition events (January and June)

Personnel

Key staff that will support this work includes PS 213K school leadership, parent coordinator, data specialist, guidance staff, community supports and our network support.

Targets

- Parent-Teacher conferences
- Parents attend student/class publishing celebrations
- Workshops for parents
- GED program for parents
- Cooking classes for parents
- Saturday program ELL for parents - weekly February 2013 - April 2013

Budget and resource alignment

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

Tax Levy **Title IA** Title IIA Title III Set Aside Grants **Other-describe here: P/F SWP**

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).
- Parent Workshops (eg. building relationships) \$1,500.
- Materials-\$1,000.

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	The Teachers College Reading/Writing approach aligned to the CCLS, Wilson Foundations, Open Court, and the Balance Literacy approach are utilized to differentiate classroom instruction. In addition, instructional software, including Ticket to Read, and Waterford will be utilized daily to supplement ELA instruction for students with IEP's and at risk students. (Curriculum Maps and pacing are devised and aligned to the CCLS)	Push-in personnel work with small groups of at-risk students during the literacy block. Small group, one to one, tutoring is also available	These academic intervention services are provided during regular class time, after-school and the extended day period.
Mathematics	A Common Core Learning Standards Math Initiative aligned to grade level scope and sequence is used. Also the CRAW method is used to further enhance student learning of needed concepts. Components of the Everyday Math program, including math	Push-in personnel work with small groups of at-risk students during the math block. Data driven small-group instruction, one to one, tutoring is available. Pull-out services are also utilized to meet the needs of at-risk students	These academic intervention services are provided during regular class time, after-school and the extended day period.

	games, the use of technology and hands-on manipulative are used to differentiate mathematics instruction		
Science	Students are provided with hands-on instruction and investigations to enhance their learning. Also, technology is used for research and presentation.	Push-in personnel work with small groups of at-risk students during the literacy block. Small group, one to one, tutoring is also available	These academic intervention services are provided during regular class time, after-school and the extended day period.
Social Studies	The Teachers College Reading/Writing approach aligned to the CCLS and grade level scope/sequence.	Push-in personnel work with small groups of at-risk students during the literacy block. Small group, one to one, tutoring is also available	These academic intervention services are provided during regular class time, after-school and the extended day period.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk students receive counseling in small groups and individually. They learn social skills, conflict resolution techniques, anger management and strategies to make appropriate decisions. The students are also be taught skills to deal effectively with anger and to interact with peers in an appropriate manner.	The Guidance Counselor, Social Worker, and Psychologist support students with-in small groups, one to one, and whole class setting	These at-risk services are provided during the school day, after-school and the extended day period.

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.

**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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 Ellen Padva	District 19	Borough Brooklyn	School Number 213
School Name The New Lots School			

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

Principal Anne Bernard	Assistant Principal Lisa Buckley
Coach Francis Alexander	Coach
ESL Teacher Rosalind Segura	Guidance Counselor Oneka Thompson
Teacher/Subject Area	Parent Karen Shallow-Smith
Teacher/Subject Area type here	Parent Coordinator Pauline Forbes
Related Service Provider type here	Other
Network Leader Charlene Smith	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	456	Total Number of ELLs	30	ELLs as share of total student population (%)	6.58%
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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. [@](#)

Paste response to questions 1-6 here

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). Pedagogues there is assist parents with any questions on completing the form. Ms. Segura, the ESL Teacher and Mr. Alexander the testing coordinator are the pedadogues who work with parents to complete the necessary forms and are also present at the ELL parent orientation meetings. When If the dominant language in the home is something other than English, the student is then administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R) within their first 10 days of enrollment. Every few days in October, and weekly thereafter, ATS is used to ensure all potential students are identified, in addition to the HLIS form. Either the ESL teacher, Ms. Segura or Mr. Alexander, one of our testing coordinators and math coach conducts the process from formal initial assessment, conducting the LAB-R, provideing ESL services and administering the yearly NYSESLAT. The NYSESLAT is the assessment utilized by the ESL teacher to measure the growth and assess the individual needs ESL students in the 4 categories of testing, speaking, listening, reading and writing. During the first few weeks of the year the ESL teacher sends out an entitlement letter and plans with the Parent Coordinator an Ell Parent Orientation where the three educational options, Transitional Bilingual Education (TBE), Dual Language, Freestanding English as a Second Language are explained. At the meeting, a copy of the family guide and the ELL parent brochure are distributed. In addition, the Ell parent information EPIC video is played in the parents native language. Copies of the Parent Survey & Program Selection Form is made available and at that time they are once again given the opportunity to decide the educational program for their child. Copies of all documentation are kept in the compliance binder. PS213 offers a freestanding ESL program and the students are serviced based on their level. Beginner and intermediate students receive 360 minutes of instructional minutes by an ESL teacher weekly while, advanced students are allotted 180 minutes of instructional time by the ESL teaher weekly. Parents have elected for their children to remain in the Freestanding English as a Second Language program at PS213 100% of the time for the past few years therefore, alignment between parents choice and program offering is consistent.

If the student fails the LAB-R, and his home language is Spanish, he is then administered the Spanish Lab-R. These exams are administered during the first two weeks of being admitted. It is also explained to the parent during the interview process that we don't have a bilingual program and all of our services are the Freestanding ESL push-in model. ESL services will begin usually within the first week that student is enrolled.

Our annual open house is usually held the last Thursday in September. At this event, parents are given a survey to determine if they are still interested in our Freestanding ESL program or participating in another program at another school. We provide a list of schools and options for all New York City. At this meeting, parents are also invited to visit classrooms and talk about services that are available. A package of information is also prepared including agenda, school calendar, activities, organizational sheet for the school, and a flyer explaining the parent choices in their native language. Parents have always elected to keep their children at our school in our freestanding ESL program. When we survey the parent choices, the trend has been to keep the students in our services 100% of the time. The parents are given the information of the bilingual and transitional programs in our surrounding schools but they have opted instead for the convenience of location, and also most of these families have more than one student studying at the same school.

All documents are stored in the ELL compliance binder every year and stored permanently. The Ell compliance binder contains the HLIS, Parent Survey and Program Selection Forms, and all information passed out at the Ell parent orientation. The entitlement letters sent out at the beginning of the year and the BESIS reports and all the principal certifications completed.

We have many languages spoken in our school. We have staff that can speak, read and write all the languages of our students, therefore we are able to translate all documents into the necessary language with their assistance and with translation services. The languages spoken by our students are Spanish, French, Bengali, Hatian Creole, Fulani and Arabic.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" 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 <input type="checkbox"/>
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This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	11	4	5	2	5	3								30
Total	11	4	5	2	5	3	0	0	0	0	0	0	0	30

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	26	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	
TBE										0
Dual Language										0
ESL	24	0	5	6	0	0	0	0		30
Total	24	0	5	6	0	0	0	0	0	30

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	1	2	0	3	0								11
Chinese														0
Russian														0
Bengali					1									1
Urdu														0
Arabic	5	3	2	2	1	3								16
Haitian														0
French	1		1											2
Korean														0
Punjabi														0
Polish														0

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
Albanian														0
Other														0
TOTAL	11	4	5	2	5	3	0	30						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
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?

Ells are receiving a general education instruction in a heterogeneous class with other non-Ells, however all are in the same grade per class. In addition, the Ells are pulled out by their ESL teacher to receive instruction based on their level of proficiency.

The following services are provided for SIFE students - Academic Intervention Services (AIS), After School Programs and One on One ESL instruction.

ELL's with less than three years in U.S. schools are supported by the ESL push in program, small group classroom differentiated instruction in language arts and academic instructional services support.

There are no six-year or more ELL's at this time. If there were, besides ESL instruction, these services would be provided to them

- Academic Intervention Services (AIS)
- 37.5 minutes extended day tutorial assistance
- Small group tutoring

Once special needs students are identified instruction begins with articulation between the ESL teacher and the classroom teacher. Student IEP's are referenced throughout this process. Once strengths and weakness of these students are assessed and identified, a systematic research-based program for language acquisition is utilized by the ESL teacher with supportive activities used by the classroom teacher

A. Programming and Scheduling Information

and other assigned staff.

Continued transitional support for students reaching proficiency on the NYSESLAT is provided by subject area teachers in the form of differentiated instruction, dynamic student grouping and student mainstreaming.

Mandated instructional minutes are provided to students according to proficiency levels in each program. Service is provided to students by an ESL teacher as mandated. Beginners and intermediate students receive 360 minutes of ESL instruction weekly. Advanced students receive 180 minutes. These mandated instructional minutes are supported by the ESL teacher's weekly schedule. See response to questions 1-7 here

Courses Taught in Languages Other than English ⓘ

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

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

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

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

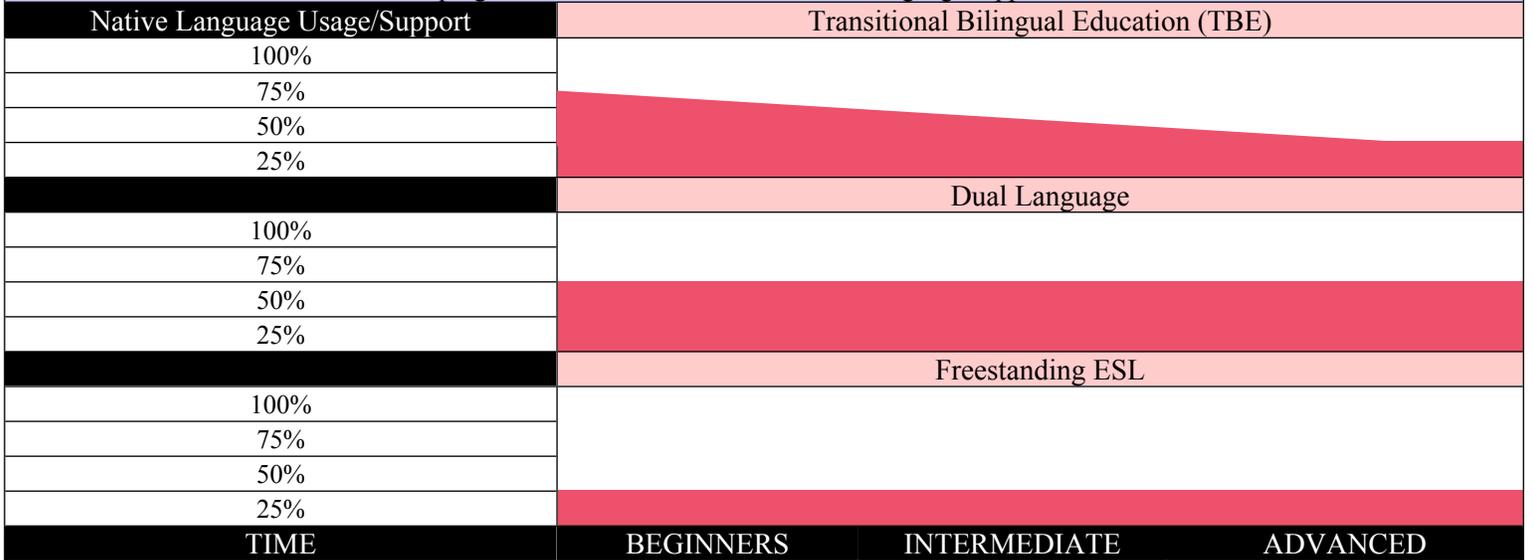
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

Paste response to questiExplicit ESL services are provided using the CALLA approach. This approach is targeted at students determined to be at the advanced, intermediate and beginning levels of English language proficiency. The CALLA approach includes topics from the major content subjects, the development of academic language skills and explicit instruction in learning strategies for both content and language acquisition.

Students in the ESL program at Public School 213 are serviced by a pull out program according to their mandated instructional time.

The following instructional materials are used to support ELL instruction: Real World Phonics, Words Their Way vocabulary, Reading Comprehension, video, audio and computer instruction administered by the ESL Teacher.

Professional development is provided to all staff by the ESL teacher during grade and extended day professional development meetings.

New teachers receive mandatory ESL training from the regional support staff and additional training throughout the school year.

Continued transitional support for the students reaching proficiency on the NYSELAT is supported by subject area teachers and student mainstreaming. The content area instructional component shall provide grade and age level appropriate instruction in the required content area subjects in English supported by English as a second language methodologies, employed in a systematic and structured way and shall be designed to develop cognitive skills of limited English proficient students.

The ESL program is staffed by a full time certified ESL teacher. The goal of the ESL program is to transition the students to a mainstream instruction model. The program is designed as a pull-out model based on their level for the mandated time. Beginners and intermediate ELL's receive 360 minutes a week of literacy instruction by the ESL teacher while advanced students receive 180 minutes of weekly instruction. Instruction is given in English with occasional directions in the student's native language for the purpose of scaffolding their instruction. On-site staff include bilingual teachers who can, if necessary, assist students with Spanish and French translation. Potential English language learners are identified first by the language survey completed by the parent upon initial admission to the school. Students who have been identified as potential ELL's are then administered a LAB-R and deemed eligible for the services based on the LAB scores. Students are taught literacy skills using both literacy (reading and writing) and oral instruction in every session. Various materials and strategies are employed including kinesthetic, audible and oral driven instructional approaches. A parent orientation is held at the beginning of the year to discuss program choices.

CR Part 154 of the New York state Commissioner of Educations Regulations requires school districts to provide parents of new English language learners (ELL's) an orientation session on state standards, assessments, school expectations and program requirements for bilingual education and English as a second language (ESL) programs. The orientation shall be provided in English or when necessary in the parents' home language.

Explicit English as second language (ESL) services is provided using the CALLA approach. This approach is targeted at students determined to be at the advanced, intermediate and beginning levels of English language proficiency. The CALLA approach model includes topics from the major content subjects, the development of academic language skills and explicit instruction in learning strategies for both content and language acquisition.

The language arts instructional components include English language arts instruction and English as a second language instruction. The learning standards for English language arts (ELA and English as a second language ESL) are the same. The key idea & performance indicators for such standards should serve as the basis for the English as a second language & ELA curriculum. ELA instruction provides students at the advanced and transitional levels of English language proficiency with a minimum of one unit of study or its equivalent divided into substantially equal daily allotments of instructional time.

The English as a second language program is staffed by one certified and licensed ESL teacher. This teacher utilizes systematic research based programs for improving language acquisition. The programs utilized include Phonics and Friends, Open Court decodable and

thematic language arts units. In addition, all ELL students in grades 3-5 are enrolled in the after school and extended day programs. These supplemental programs utilize the curricular resources outlined in the Section VI of the school's CEP.

Parents of ESL students attend an orientation at the beginning of the year. This orientation is held immediately after enrollment for late registrants. During orientation, they are apprised of available program options for their child including pull-out services. They then work with the LAP team to determine the ideal program requirements for their child. Parents are then updated on their child's progress throughout the year during parent-teacher conferences. Based on parent feedback from previous years, the ESL teacher has also expanded the ESL program to include periodic assessment reports to keep parents consistently informed of student progress. At the end of the academic year, parents meet with both the ESL and classroom teachers to discuss the program's success. The LAP team uses both student academic data and parental feedback to revise the ESL program annually. In addition, parents of ELL's have access to the parent coordinator who organizes functions year-round for the benefit of all students, including ELL's. P.S. 213 also supports community affairs that benefit ELL's such as free ESL classes, tutoring, volunteer support groups and free translation services.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response To ensure that all staff is informed of ESL mandates and have access to ESL instructional strategies the LAP team will provide professional development to all staff during the school year. Professional Developments offered for educators of Ells is attended by our ESL teacher and any other appropriate trainings offered through the OELL as well.

Continued transitional support for the students reaching proficiency on the NYSELAT is supported by subject area teachers and student mainstreaming. The content area instructional component shall provide grade and age level appropriate instruction in the required content area subjects in English supported by English as a second language methodologies, employed in a systematic and structured way and shall be designed to develop cognitive skills of limited English proficient students.

The language arts instructional components include English language arts instruction and English as a second language instruction. The learning standards for English language arts (ELA and English as a second language ESL) are the same. The key idea & performance indicators for such standards should serve as the basis for the English as a second language & ELA curriculum. ELA instruction provides students at the advanced and transitional levels of English language proficiency with a minimum of one unit of study or its equivalent divided into substantially equal daily allotments of instructional time.

9/6 and 9/7 Provide teachers with a foundation of the four Domains and how to view each Domain
Review the Instructional Expectations and its implications “Write Around”

Charlotte Danielson’s Framework for Teaching

To provide teachers /staff with the framework overview
and the alignment of City-wide Instructional Expectations

To use the framework Domain 2 The Classroom Environment to inform our level of performance

Leveling the performance from Unsatisfactory to Distinguished
Teacher self evaluation

Academic Rigor Teachers will create rigorous lesson plans with higher order thinking questions using Table 6.1 Sample Open-Ended Questions That Promote Responses to Literature as a guide.

Using and the Depth of Knowledge Wheel to develop reading response questions.

Provide PD and ongoing support to aid teachers in the planning of lessons. Teachers will work collaboratively with the literacy coach to create lesson plans for lesson units. Teachers will be introduced to the unit of study, discuss and

strategize about skills/strategies and discuss student exemplars.

Ongoing PD during grades common planning.

Election Day PD Turnkey Citywide Instructional Expectations for the year (look for different ways)

Look at CCSS - (Using nouns/verbs activity as per workshop given by Micheal Vespe)

Check Micheal’s Blackboard for ideas. To infuse academic rigor in literacy in every classroom using to CCSS to drive instruction.

PD – Teachers will review 2 lesson plans and evaluate for rigor. (Materials will be provided). Teachers will create a rigorous lesson plan, using Blooms Taxonomy

November – Grade Teams Common Planning

Questioning – using popsicle steps. Structure to ensure that all students are called upon.

November Flushing out specific skills (inference, synthesis, drawing conclusion)* To be revisited

Ongoing throughout the school year during weekly common planning grade meetings.

Assessing where we are in the curriculum for reading and writing. Teachers will discuss students work, curriculum maps, and observation/conference noticings.

Discussing and working with teachers unpacking the different genres/units in the reading and writing workshop, looking at expected outcomes for students; creating and developing rubrics.

Grades 3-5 – Personal Narratives, Persuasive Texts, Comprehension of Short Texts, Poetry, Informational Texts, Studying a Genre, Reading Projects - Grades K-2

Differentiated Instruction –

Planning to meet the needs of our students. Focus on the current reading levels of students Grades 3-5, develop a plan on how to move these students, in particular the students who are reading below grade level.

Plan: Identify and understand our students learning styles. Using the RTI model as a pathway to help these students. Place students in Tiers I, II, III (grouping for instruction). Create an Individual Student Support Plan. (Resource: Differentiated Student Groups)

Teacher Goals for the class Using a Leveled Set of Books Resource; Guided Reading- Irene C. Fountas & Gay Su Pinnell Beckford, Styles, Gehr, Jairam

Higher Order Thinking Questioning

To utilize Bloom's Taxonomy to understand levels of thinking and to design questions (Analysis /Synthesis) Power

Words

Developing effective questions using the CCSS power words (see flip chart).

Efficacy Courteous tone of voice when interacting with students.

Looking at student work to drive instruction (Academic Rigor)To develop more effective assignments, projects, and assessment tasks. To support teachers' instructional practice through focusing on student performances and how they are assessed.

The process asks participants to:

- Provide warm and cool feedback on student work samples and teachers' assignments, scoring instruments, and so on.
- Describe the student work, to ask questions about it, and to speculate about the problems or issues in the work that the student was most focused.
- Interpret the presenter's dilemma to raise questions and offer hypotheses about the essence of that dilemma.

(Resource – Looking Together at Student Work 2nd Edition p. 34. Atlas)

Teachers (Grades 3-5) will be trained on ACUITY – looking at the data on student work to drive instruction.

- Analyzing the Item Analysis to drive instruction and grouping
- Benchmark goals for the students
- Exams based on deficient skills
- Use acuity to group students based on RTI tiers
- Devise an action plans

December

Network Professional Development - Creating and evaluating the quality of our curriculum maps.

Understanding the purpose of curriculum mapping.

Unpacking and understanding the school year Citywide Instructional Goals and its alignment to the Common Core.

Aligning curriculum and assessments to the Common Core

Teachers will create:

- curriculum maps in all subject areas aligned to the Common Core Standards
- Align curriculum and assessments in all subject areas to the Common Core

Dr. Marie Alcock Ph.D.

Creating and evaluating the quality of our curriculum maps. Understanding the purpose of curriculum mapping.

Special Needs Population Achieve 3000

	Reading and Understanding the IEPs Understanding the Roles, Expectations and Responsibilities of the Teacher Assistant Ms. Fung
Critical Thinking	Accountable Talk (laminated talk stems)
Technology	Student research projects,
Para-Professionals	Roles, Responsibilities and Expectation in the Classroom

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?

R Part 154 of the New York state Commissioner of Education's Regulations requires school districts to provide parents of new English language learners (ELL's) an orientation session on state standards, assessments, school expectations and program requirements for bilingual education and English as a second language (ESL) programs. The orientation shall be provided in English or when necessary in the parents' home language.

Parents of ESL students attend an orientation at the beginning of the year. This orientation is held immediately after enrollment for late registrants. During orientation, they are apprised of available program options for their child including pull-out services. They then work with the LAP team to determine the ideal program requirements for their child. Parents are then updated on their child's progress throughout the year during parent-teacher conferences. Based on parent feedback from previous years, the ESL teacher has also expanded the ESL program to include periodic assessment reports to keep parents consistently informed of student progress. At the end of the academic year, parents meet with both the ESL and classroom teachers to discuss the program's success. The LAP team uses both student academic data and parental feedback to revise the ESL program annually. In addition, parents of ELL's have access to the parent coordinator who organizes functions year-round for the benefit of all students, including ELL's. P.S. 213 also supports community affairs that benefit ELL's such as free ESL classes, tutoring, volunteer support groups and free translation services.

Parents are invited to such activities such as educational trips, tournaments, recitals, PTA meetings, fundraisers for charities that benefit children, Family Day Feast, school fairs, book clubs, and workshops held by the Board of Education or at other schools such as Parents Support about ARIS Let's Talk, and Basic English For Spanish Speakers.

Translation of all necessary correspondence is completed in-house. We have staff that can speak all the languages of our ESL community. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services.

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)	5	2	1	2	2	3								15

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	4	1	3		1									9
Advanced (A)	2	1	1		2									6
Total	11	4	5	2	5	3	0	0	0	0	0	0	0	30

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	3	1			4
5	1				1
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	2		3						5
5	1								1
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4	1								1
8									0
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.

There are now 30 Ells at this time, eleven in kindergarten, four in the first grade, five in second grade, two in the third grade, five in the fourth grade and three in fifth grade. The Ell's I service typically enroll at a lower level such as Beginner, and advance as they are serviced. However this year we enrolled 4 new students in the school system who just arrived from Yemen in grades 2nd - 5th grade who speak no English at the time of their enrollment.

Children who were in kindergarten last year and received ESL all made progress, 2 of which moved up a level to Intermediate and Advanced, while the other two just gained points within their level. Three out of four students who moved to second grade improved, with one moving up a level. The two students in the third grade both are beginners, one of which just arrived from Yemen, the other arrived two years ago. Three students in the 4th grade all improved with one moving up a level, and one was only tested once as she just arrived from Dominican Republic last year. Two out of three students in the third grade are new entrants who just arrived from Yemen, and the third arrived two years before. All three studnts are beginners at this time.

All across the grades, the students are more proficient at speaking and listening, and least proficient at reading and writing. Kindergarten students are assessed with Eclass by their classroom teacher. This year the kindergarteners are entering at mostly beginning and intermediate levels of proficiency. In addition they speak mostly Arabic, and Spanish, one speaks French and Fulani. The frist graders are mostly intermediate in Listening/Speaking, and Beginners in Reading/Writing. The sane pattern follows in the second, third and fourth grade, Students excel more at Listening/Speaking than Reading/Writing. Proficiency level in Listening/Speaking was reached by one students in the second and fourth grades only. And one student reached proficiency in Reading/Writing in the 4th grade. All the fifth grade students are beginning levels in Reading/Writing, with the exception of the student who has been in the school for 2 years, she has reached advanced levels in Listening/Speaking.

The results of the ELL interim assessments are shared with teachers during grade and extended day professional development conferences. Articulation between the ESL and classroom teacher is ongoing. This ensures that students are actively engaged in standards-based instruction. The implication for Public School 213's LAP and instruction begins with articulation between the ESL teacher and the classroom teacher. Once strengths & weakness are identified, a systematic research based program for improving language acquisition program is utilized. Two such programs in use are Open Court Reading and Wilson. Teacher's plan tasks that encourage & support thinking, reading, speaking, writing and listening. The following services are provided for SIFE students - Academic Intervention Services (AIS), After School Programs and One on One ESL instruction. ELL's with less than three years in U.S. schools are supported by the ESL push in program, small group classroom differentiated instruction in language arts and academic instructional services support.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anne Bernard	Principal		1/1/01
Lisa Buckley	Assistant Principal		1/1/01
Pauline Forbes	Parent Coordinator		1/1/01
Rosalind Segura	ESL Teacher		1/1/01
Janet Edwards	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Francis Alexander	Coach		1/1/01
	Coach		1/1/01
Oneka Thompson	Guidance Counselor		1/1/01
Charlene Smith	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 19k213 **School Name:** The New Lots School

Cluster: _____ **Network:** CFN 535

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.

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). This informs us of the language needs of the parents of English Language Learners. The classroom teachers, testing coordinator and parent coordinator as well as the ESL teacher work together to make sure the language needs of our students and their parents are met. All official correspondence is sent home in the parents' native language. In addition, there is an ELL parent orientation meeting at the beginning of the year to answer any questions the parents may have. The material is presented in the parent's native language and there is also staff on hand who speak Arabic, French, Haitian Creole and Spanish, the home languages of our ESL community. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services.

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.

In the past 5 years our ESL population has consisted of mostly Spanish speaking backgrounds, however, most recently we have received students whose dominant home language is Arabic, French and Haitian Creole. There are teachers and paras in-house as well as a secretary who speaks at least one of these languages. In this way documents can be quickly translated in the necessary language, we have not needed to look for a translator. However, should the need arise, we will utilize the Translation and Interpretation Unit of the Board of Education for interpretation services.

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.

Official correspondence for the parents of ELL's will be sent home in their home language according to their Home Language Identification Survey (HLIS). In-house staff, including secretaries and teachers who are fluent in the appropriate language translate the documents for the school. Whenever needed, the Translation and Interpretation Unit of the Board of Education will be used to ensure timely execution of notice dissemination to the parents of ELL's.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services are provided by in-house staff, including secretaries and teachers who are fluent in the appropriate language of the parents or guardians of ELL's according to their Home Language Identification Survey (HLIS). In addition, there is an ELL parent orientation meeting at the beginning of the year to answer any questions the parents may have. All materials are presented in the parent's native language and there is also staff on hand who speak French, Haitian Creole and Spanish, the home languages of our ESL community. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services.

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>.

Language needs will continue to be assessed based on the Home Language Identification Survey (HLIS). All correspondence, including meeting materials and notices from the school will be sent home in the dominant home language according to the HLIS. In-sight staff who speaks the necessary languages will continue to be employed for this endeavor for timely translation and delivery. In-sight staff will also be utilized for oral translation needs. In the case of future students enrolled whose language is not spoken by one of our staff, the Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services both oral and written.