



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** PRIMARY SCHOOL 280Q

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 30Q280

**PRINCIPAL:** MS. LENIA MATIAS

**EMAIL:** [LMATIAS@SCHOOLS.NYC.GOV](mailto:LMATIAS@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** DR. PHILIP COMPOSTO

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
LENIA MATIAS	*Principal or Designee	
JESSICA GOLDBERG	*UFT Chapter Leader or Designee	
MARTA GONZALEZ	*PA/PTA President or Designated Co-President	
SILVANA KABBADIAS	DC 37 Representative, if applicable	
NOT APPLICABLE	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
NOT APPLICABLE	CBO Representative, if applicable	
ANGELICA BEISSEL	Member/ TEACHER	
MARCIA ELWARARI	Member/ TEACHER	
ANA SANCHEZ	Member/ PARENT	
ANGELA QUINTERO	Member/ PARENT	
VIANNEY MENDEZ	Member/ PARENT	
ZUELY CEDENO	Member/ PARENT	
NOT APPLICABLE	Member/	

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

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

- By June of the 2012-2013 school year, 60% of our students will demonstrate mastery of grade level common core text as outlined in the Common Core Learning Standards as measured by the Fountas & Pinnel Benchmark Assessment System.

### **Comprehensive needs assessment**

- Based on the results of our fall 2012 baseline literacy assessments, only 50% of students in grades K through 2 met or exceeded benchmark reading goals. As a result, we have concluded that we need to increase student's progress in this area.

### **Instructional strategies/activities**

#### Activity #1

- **Response to Intervention:** Small group literacy interventions will be provided to students based upon their needs as measured by benchmark assessments.
  - Target Population- students performing below benchmark reading levels, not including students with IEPs
  - Responsible Staff members- All teachers participating in the extended day 37 ½ minutes
  - Implementation Timeline- Three six week cycles beginning in November 2012 through June 2013

#### Activity #2

- **Professional Development (PD):** Teachers will participate in professional development sessions to learn proper implementation of the Wilson Foundations program, participate in in-house workshops led by Teacher's College staff developers as well as off-site at Teacher's College, participate in professional development workshops based on the Common Core Learning Standards and participate in monthly planning sessions with colleagues.
  - Target Population: Homeroom and cluster teachers
  - Responsible Staff Members: Principal and Staff Developers
  - Implementation Deadline: August 2012 to June 2013

#### Activity #3

- **Inquiry Teams:** All classroom teachers will participate in grade level inquiry teams in order to enhance teaching and learning of literacy through data analysis and the revision and implementation of Common Core Standard aligned performance tasks.
  - Target Population: Kindergarten, First and Second Grade Teachers
  - Responsible Staff Members: Grade Leaders, Staff Developers, Principal
  - Implementation Timeline: September 2012 to June 2013

#### Activity #4

- **Quarterly Goals:** All students will have quarterly literacy goals based on their current level of performance. The goals are communicated to parents in writing and updated on a quarterly basis based upon assessment data.
  - Target population: Kindergarten, First and Second Grade Students
  - Responsible Staff Members: Homeroom teachers
  - Implementation Timeline: October 2012 through June 2013

### **Strategies to increase parental involvement**

- All parents have access to the school's website which has links to literacy activities as well as a link to ARIS where Parents can view their child's academic progress based upon quarterly assessments
- Parents will be invited to Meet the Teacher night in October, Meet the Parent Coordinator, Parent-Teacher Conferences, Parent Volunteer Program, Open School Week in November, monthly Family Center Workshops, and Common Core Workshops hosted by our teachers, parent coordinator and

principal

- Parents were invited to attend a literacy workshop entitled *Parents as Literacy Partners* hosted by the Teacher's College Reading and Writing project
- Parents monitor their child's reading by signing a nightly reading log that their child completes
- Parents receive a quarterly literacy goal and quarterly updates on their progress
- Families may enroll children in the Arts and Literacy Afterschool Program to assist with literacy and homework on a daily basis

**Budget and resources alignment**

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

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

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

If other is selected describe here:

**Service and program coordination**

**Budget and resources alignment**

- Teacher's College Professional Development (Title I)
- Foundations Professional Development (Title I)
- Recruitment of certified teachers for all classrooms and related services (FSF)
- Purchase of Foundations Materials (Title III)
- Purchase of Fountas and Pinnell reading materials (FSF )
- School Website (FSF)

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

By June of the 2012-2013 school year, 40% of our students will master counting and cardinality, operations and algebraic thinking, and measurement and data as outlined in the Common Core Learning Standards as measured by the final enVisionMATH assessment.

### **Comprehensive needs assessment**

Based on the mathematics results of our fall 2012 baseline assessments, 12% of students scored a level 3 or above in an exam that tested in the strands listed in our goal. As a result, we have concluded that we need to increase student progress in this area.

### **Instructional strategies/activities**

#### Activity #1

- **Math Intervention:** Math interventions will be provided to all students based on the needs of the student and areas of improvement delivered in a small group setting.
  - Target population: All students, with a focus on lowest performing students.
  - Responsible staff members: All teachers participating in math intervention
  - Implementation timeline: Three 6-week cycles beginning in November, 2012 through June, 2013.

#### Activity #2

- **Professional Development (PD):** Teachers will participate in professional development to learn the proper implementation of Pearson enVisionMATH program which we have adopted to implement in 2012-2013, participate in professional development workshops on the Common Core Learning Standards, and Six Red Marbles online mathematics programs, and participate in monthly planning sessions with colleagues.
  - Target population: Homeroom Teachers and cluster teachers
  - Responsible staff members: Principal and Staff Developers
  - Implementation timeline: August, 2012 to June, 2013

#### Activity #3

- **Inquiry Teams:** All teachers will participate in one of three inquiry teams in order to enhance teaching and learning of mathematics through data analysis and the implementation of Common Core Standard aligned performance tasks.
  - Target population: Kindergarten Teachers, First Grade Teachers, Second Grade Teachers
  - Responsible staff members: Grade Leaders, Staff Developer, Principal
  - Implementation timeline: September, 2012 to June, 2013

#### Activity #4

- **Quarterly Goals:** All students will have quarterly math goals based on their current level of performance. The goals are communicated to parents and changed on a quarterly basis.
  - Target population: Kindergarten, First Grade, and Second Grade Students
  - Responsible staff members: Homeroom Teachers
  - Implementation timeline: October, 2012 to June 2013

### **Strategies to increase parental involvement**

- All parents will have access to our school website, where they can view links to math activities, including a differentiated math website based on their child's performance
- Parents will be invited to Meet the Teacher Night in October, Meet the Parent Coordinator, Parent-Teacher Conference, Parent Volunteer Program, Open School Week in November, monthly Family Center Workshops, and Common Core Workshops hosted by our teachers, parent coordinator, and principal

- Parents will receive quarterly Math Goal and updates on their children's' performance
- Families may enroll children in Arts and Literacy Afterschool Program to assist with math and homework on a daily basis

**Budget and resources alignment**

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

If other is selected describe here:

**Service and program coordination**

**Budget and resources alignment**

- Recruitment of certified teachers for all classrooms and related services (FSF)
- Purchase of enVisionMATH program (FSF)
- Professional Development on enVisionMATH (Title I)
- Purchase of Six Red Marbles online learning program (Title III)
- School Website (Title I SWP)

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

- By June 2013, a Response to Intervention (Rtl) system for literacy intervention in all classes will increase the performance of struggling students, as measured by the Fountas & Pinnell Reading Benchmark System.

#### **Comprehensive needs assessment**

- As per newly established federal regulations, we must provide at risk services in literacy for struggling students and based on the results of the assessments administered in September, 2/3 of our student body qualified for this service.

#### **Instructional strategies/activities**

##### Activity #1

- **Response to Intervention (Rtl):** Rtl interventions will be provided to all students based on the 4-tier system: Tier 1 – whole group, Tier 2- small group with the second group of students most in need, Tier 3 – small group with students most in need, and Tier-4 a referral and evaluation process for students in need of further services and interventions.
  - Target population: All students, with a focus on lowest performing students.
  - Responsible staff members: All teachers participating in Rtl intervention
  - Implementation timeline: Cycle 1: October to December; Cycle 2: January to March; Cycle 3: April to June

##### Activity #2

- **Professional Development (PD):** Teachers will participate in professional development, led by staff developers from GoldMansour & Rutherford, CFN 202, and the literacy staff developer, to learn the proper implementation of Response to Intervention, Wilson Foundations, and Guided Reading Instruction.
  - Target population: Homeroom and Cluster Teachers
  - Responsible staff members: Principal, Staff Developers
  - Implementation timeline: June to October 2012

#### **Strategies to increase parental involvement**

- The parent coordinator will hold an information session about Response to Intervention (Rtl) for all parents in September. Additionally, parents will be notified when children begin and end an Rtl cycle as well as the progress their child has made.

#### **Budget and resources alignment**

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

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

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

If other is selected describe here:

**Service and program coordination**

- Literacy Staff Developer (Fair Student Funding)
- Data Specialist (Fair Student Funding)
- GoldMansour & Rutherford Professional Development (Fair Student Funding)
- CFN 202 Professional Development (Tax Levy)
- Wilson Foundations Materials (Title I)
- Guided Reading Materials (Title I)
- Parent Coordinator (Tax Levy)

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4**

- By June 2013, 100% of the teachers will participate in professional growth through a systematic and responsive professional development plan that meets the school goals and learning needs of the staff.

### **Comprehensive needs assessment**

- When we analyzed last year's Professional Development, we realized that there was a lack of coherence and alignment to the school's goal. Additionally, it was hard to keep track of the types of professional development opportunities that we offered. When we analyzed the performance of students in literacy for the 2011-2012 school year, our data indicated that 62% of students were below grade level. Therefore, we noticed a need to increase professional development in reading fundamentals and reading instruction. Based on the results of our Quality Review report we determined that we needed more professional development on how to differentiate instruction.

### **Instructional strategies/activities**

#### Activity #1

- **Selection of Three Professional Development Tiers:** In August 2012, the school selects three tiers of focus for professional development: 1) The NYC Instructional Expectations, 2) Danielson's Framework for Teaching, 3) Formal and Informal Teacher Observations Trends
  - Target population: All staff
  - Responsible staff members: Staff Developers, Principal, Teacher Leaders
  - Implementation timeline: September 2012- June 2013

#### Activity #2

- **Establish Professional Partnerships:** Select professional learning organizations and selects internal staff members to support the major areas of focus. Partnerships will include: Children's First Network 202, Teachers College Reading and Writing Project, GoldMansour & Rutherford, New Teacher Mentors, Literacy Staff Developer and Math Staff Developer, NYC Leadership Academy Mentor
  - Target population: All staff
  - Responsible staff members: Principal, Staff Developers, Study Group Leaders
  - Implementation timeline: August 2012- June 2013

#### Activity #3

- **Professional Development Opportunities:** External workshops, internal study groups, one-on-one coaching, ARIS Learns, lab sites, etc.- throughout the year, analyzes teacher feedback, and measures impact on student learning on a weekly basis during cabinet meetings.
  - Target population: All staff
  - Responsible staff members: Principal, Staff Developers, Study Group Leaders, Mentors
  - Implementation timeline: August 2012-June 2013

### **Strategies to increase parental involvement**

- Professional Development Plan was shared with School Leadership Team.
- Workshops attended by staff members are disseminated to parents through workshops

**Budget and resources alignment**

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

If other is selected describe here:

**Service and program coordination**

- Grade Leaders (FSF)
- Literacy Staff Developer (FSF)
- Math Staff Developer (FSF)
- TC Staff Developers (Title I)
- GoldMansour & Rutherford Staff Developer (Title I)
- CFN Coaches (FSF)
- New Teacher Mentors (FSF)
- NYC Leadership Academy Mentor (Grant)

## ANNUAL GOAL #5 AND ACTION PLAN

### **Annual Goal #5**

- By June 2013, school leaders will ensure a collaborative school community by developing systems and structures for effective communication and transparency with all stakeholders. This change will be reflected by a 10 percent increase in the area of communication on the NYC School Learning Environment Survey for 2012-2013.

### **Comprehensive needs assessment**

- When we analyze the school learning survey from 2011-2012, we noticed a dip in scores for all categories.

### **Instructional strategies/activities**

#### Activity #1

- **Hire Parent Coordinator:** Parent Coordinator will serve as a liaison between school and families
  - Target Population: Prospective Applicants
  - Responsible Staff Members: Principal, Grade Leaders, Parents
  - Implementation Timeline: Spring 2012

#### Activity #2

- **School Learning Survey 2011-2012:** School Leadership Team and Parent Coordinator analyze results of survey
  - Target Population: School Leadership Team
  - Responsible Staff Members: Principal, UFT
  - Implementation Timeline: Fall 2012

#### Activity #3

- **Internal Learning Survey in Fall 2012:** Parent Coordinator will disseminate and analyze results of internal learning survey to assess improvement in specified areas
  - Target Population: All Families
  - Responsible Staff Members: Principal, Grade Leaders, Parents, Teachers, Parent Coordinator
  - Implementation Timeline: Fall 2012

#### Activity #4

- **Establish New School-Family Structures:** School Leadership Team will establish new school protocols to reflect the interests of families based on survey results
  - Target Population: All School
  - Responsible Staff Members: Principal, School Leadership Team, Parent Coordinator
  - Implementation Timeline: Spring 2013

**Strategies to increase parental involvement**

- As per instructional strategies listed above.

**Budget and resources alignment**

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

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

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Parent Coordinator (FSF)
- PTA Executive Board
- Teachers (FSF)
- Parents
- Afterschool Staff (Grant)

**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	Response to Intervention (RtI) using guided reading, shared reading, guided writing, and shared writing.	Small group or one-to-one based on student need.	Before school as part of the extended day program.
Mathematics	Modeling, guided, and shared activities.	Small group based on student need	During the school day
Science	FOSS	Small group or individual	During the school day
Social Studies	Literacy-based strategies	Small group or individual	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Play therapy and group conversation	Small group or individual	During the school day

### HIGHLY QUALIFIED TEACHERS (HQT)

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

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

We ensure that staff is highly qualified by:

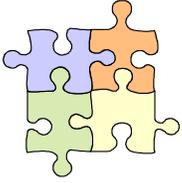
- Publishing detailed postings for all necessary positions
- Carefully screening resumes
- Conducting interviews for all positions
- Requiring model lessons from all applicants
- Verifying certification documents and references
- Inviting all new staff members to an orientation in the summer to establish administrative and instructional expectations
- Assigning mentor teachers and buddy teachers to all new staff members
- Developing a professional development plan that outlines all goals and steps for professional learning in the school
- Establish partnerships with professional development organizations that support teachers throughout the year through classroom visits, coaching, workshops, conferences, and lab sites
- Assigning teaching positions based on certification, professional experience, and teacher preference
- Schedule time during the school day for teachers to collaborate regarding curriculum, data analysis, and inquiry projects

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

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

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

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## Primary School 280

11372

P:718.424.9031 F:718.424.9093 E: 30q280@schools.nyc.gov W: [www.ps280q.org](http://www.ps280q.org)

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34-20 94<sup>th</sup> Street, Jackson Heights, NY

# Parental Involvement Policy (PIP) 2012-2013

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 Teacher 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 Common Core Learning 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-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.

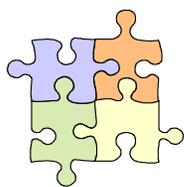
To increase and improve parent involvement and school quality, our school will:

- 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-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 to serve as a liaison between the school and families. The Parent Coordinator 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 1<sup>st</sup> 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 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:

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- inviting families to Meet the Teacher, Open School Week, and Coffee with the Principal
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- establishing and maintaining a Family Center
- encouraging more parents to become trained school volunteers for the cafeteria and classrooms;
- 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 College Binders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.



## Primary School 280

11372

**P:** 718.424.9031 **F:** 718.424.9093 **E:** 30q280@schools.nyc.gov **W:** [www.ps280q.org](http://www.ps280q.org)

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34-20 94<sup>th</sup> Street, Jackson Heights, NY

### Family-School Compact 2012-2013

#### **School Responsibilities**

We, as educators, will prepare our students for university life and professional careers in the following ways:

- Provide a high quality curriculum and differentiated instruction in a rigorous learning environment that enables all children to meet the Common Core Standards in the least restrictive environment
- Ensure our community's safety and respect our community's diversity while fostering a sense of mutual responsibility and accountability for our success
- Dedicate ourselves to continually improving our teaching craft and to meeting professional expectations
- Provide an afterschool program and enrichment opportunities for students
- Maintain parents and families informed of academic expectations at the start of the school year and of academic progress at the end of each quarter.
- Provide parents opportunities to volunteer and participate in the life of the school
- Collaborate with the Parent Teacher Association and the School Leadership Team in the planning, review, and improvement of the school's Comprehensive Education Plan and other initiatives

#### **Family Responsibilities**

We, as parents, will prepare our children for university life and professional careers in the following ways:

- Become knowledgeable about my child's academic curriculum and school expectations
- Foster a love for school and learning at home
- Diligently communicate any concerns or suggestions to the teacher, parent coordinator, or principal
- Monitor homework completion and check the College Binder on a daily basis
- Ensure that my child is in school and on time every day
- Volunteer or participate in the life of the school
- Prepare my child every day by sending him/her with his uniform, school supplies, and energy to learn

#### **Student Responsibilities**

We, as students, will prepare ourselves for university life and professional careers in the following ways:

- Try my best every day to learn the curriculum and to meet the Common Core Standards

- Be a cooperative and positive learner by respecting all members of our community and by following school rules
- Be a responsible student by bringing to class all necessary materials and taking care of school supplies
- Complete all homework and projects and hand them in to the teacher or to my parents
- Care about my community and dedicate myself to improving it in any way possible

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Teacher Signature

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Principal Signature

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Parent Signature

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Student Signature

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

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>C. Amundsem / N. Dimaggio</b>	District <b>30</b>	Borough <b>Queens</b>	School Number <b>280</b>
School Name <b>Primary School 280Q</b>			

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

Principal <b>Lenia Matias</b>	Assistant Principal <b>Not Applicable</b>
Coach <b>Marcia Elwarari</b>	Coach <b>Not Applicable</b>
ESL Teacher <b>Habanna Cashpal</b>	Guidance Counselor <b>Truddy Ann-Gordon</b>
Teacher/Subject Area <b>Angelica Beissel/Gr.1 Dual</b>	Parent <b>Lisset Martinez</b>
Teacher/Subject Area <b>Anna Flores/ESL Teacher</b>	Parent Coordinator <b>Raquel Abad</b>
Related Service Provider <b>Monika Sendra/IEP Teacher</b>	Other <b>Not Applicable</b>
Network Leader <b>Nancy Dimaggio</b>	Other <b>Not Applicable</b>

### 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	<b>4</b>	Number of certified bilingual teachers	<b>4</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>2</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>2</b>		

### D. School Demographics

Total number of students in school	<b>220</b>	Total Number of ELLs	<b>140</b>	ELLs as share of total student population (%)	<b>63.64%</b>
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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. 

1. Upon arrival of parents for registration, the parents complete a registration packet which includes the Home Language Identification Survey(HLIS). One of our ESL teachers (Ms. Guevara) meets with the parents to assist with the completion of the HLIS and to conduct an interview with them in order to determine the student's dominant language. As a result of the interview, along with the assessment of the HLIS, this pedagogue determines the OTELE Code (Other Than English Language Exposure) for the child. All newly admitted students who speak a language other than English at home and meet the criteria of eligibility are administered the Language Assessment Battery-Revised (LAB-R) within 10 days of enrolling in our school. If Spanish is the dominant language and the child does not meet benchmarks in the English exam, the Spanish LAB-R is administered as well. The results of the test are used to plan instruction and create class groupings. Parents are invited to attend an orientation session where they are shown a video describing the various programs that are available to English Language Learners (ELLs), and given a school-created brochure that describes all of our classes. At this time, parents make an informed decision as to which program they would like their child enrolled. The school reviews the forms and places students (within 10 days of admission) in the selected program depending on the number of students that warrant such a program and seat availability in the class. In 2011-2012, we have two self-contained English as a Second Language (ESL) classes, four Dual Language (DL) classes, and one ESL teacher who pushes-in throughout the school day based on students' level of performance on the LAB-R. In 2011-2012, we have recruited a bilingual IEP teacher to work with our students as well. Should there not be enough students to form an ESL, TBE, or DL class; then parents are informed of the availability of such programs in another school within the district. At the same time, parents have the option to reject their child transferring to another school. Instead, parents may choose to participate in the ELL programs available at our school at the time. Our school monitors the preferences of families for future class planning and development. All identified ELLs receive the mandated units of ESL/ELA/NLA according to the results of the LAB-R. In the spring, ELLs will be given the NYSESLAT exam to determine language proficiency in English and continued entitlement for ESL services. To evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT), our ESL teacher (Ms. Guevara) runs the ATS report to determine which students need to be administered the exam. Additionally, we make sure that we order enough materials for all students and our teachers and parents are informed about the different components of the exam. All of our teachers and NYSESLAT eligible students are invited to participate in our Early Morning Program (Extended Day) where they prepare for the NYSESLAT's different components using Attanasio and Associates test preparation materials.

2. The parents of all newly registered students identified as ELLs are invited to participate in a parent orientation in June, during the first month of school, or within 10 days of admission should the child enroll after September. During the orientation, parents are shown a video and given a brochure in their native language which describes the three programs available in the NYC school system. Parents are given a survey allowing them to indicate their preference for either Bilingual, Dual Language, or ESL programs. Students are placed in the appropriate program based on parental preference and the availability of such programs at PS 280Q. The school reviews the forms and places students in the selected program depending on the number of students that warrant such a program. TBE and Dual Language requires a minimum of 15 students on two (2) contiguous grade levels in that program. Should there not be enough students to form TBE/DL class; then, parents are informed of the availability of such programs in another school within the district. Parents have the option to reject their child transferring to another school and chose to participate in the ELL programs available at the school

of initial enrollment. The school keeps track of the records for those students whose parent preference is not available, so that classes can be formed should the numbers meet the warranted criteria for formation of such programs. If parents have concerns about program placement during the school year, the teacher meets with the family to discuss and develop an action plan that best suits the needs of the student. School staff and administration will be available to translate for those parents that speak a language other than English. In the event that there is no staff member available that speaks the parents native language, the Translation Unit is called and a person is made available to translate for the parent via phone. The contact information for the Translation Unit is posted in several areas around the school and listed in our Administrative Handbook. Parent orientation sessions will be planned in September, October, and throughout the year as well as before, during, and after school, so parents have many opportunities to participate. Should parents not be available to receive and complete their entitlement letters, letters will be sent home and followed up with a phone call until all of the surveys are received.

3. Our ESL teacher (Ms. Guevara) ensures that entitlement letters are distributed by using the LAB-R scores of students. Ms. Guevara prepares an entitlement letter for each family which we backpack home. Additionally, she keeps copies of all the letters that are distributed in binders that are housed in the ESL room. Parent Survey and Program Selection forms are distributed to parents during the registration process. While we check that all forms are completed by the end of the registration meeting, Ms. Guevara follows up on outstanding Parent Survey and Program Selection forms after she reviews them. Forms that are completely filled out are stored in her office. The ESL teacher schedules appointments before, during, and afterschool with any families who need further guidance or clarification.

4. Based on the HLIS, all newly admitted students who speak a language other than English at home and meet the criteria of eligibility, are administered the Language Assessment Battery-Revised (LAB-R). The results of the test are used to determine the child's placement in Bilingual, Dual Language or ESL programs second to parent preference. Parent orientation sessions are held to ensure that parents are aware of these programs and how placement is determined. At these meetings, parents have the opportunity to complete Program Placement forms. Using this information in conjunction with the parental preference, students are either placed in a Bilingual, Dual Language or ESL program within 10 days of admission and placement letters distributed at the time of student placement by the ESL teacher, Ms. Guevara. The ESL Teacher also invites parents to ask questions about each program and to reflect on how their child will function in each of the different settings. Ms. Guevara maintains the records in the ESL room.

5. According to the latest available survey results , Dual Language continues to be the most requested program by parents (56 families), followed by ESL (40 families), and TBE (5 families).

6. Our school's offerings continue to be aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes,

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	140	Newcomers (ELLs receiving service 0-3 years)	140	Special Education	14
SIFE	0	ELLs receiving service 4-6 years	0	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	0	0	0	0	0	0	0	0	0
Dual Language	70	0	0	0	0	0	0	0	0	70
ESL	70	0	14	0	0	0	0	0	0	70
<b>Total</b>	<b>140</b>	<b>0</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>140</b>

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

**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
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish	38	12	32	8															70	20
Chinese	0	0	0	0															0	0
Russian	0	0	0	0															0	0
Korean	0	0	0	0															0	0
Haitian	0	0	0	0															0	0
French	0	0	0	0															0	0
Other	0	0	0	0															0	0
<b>TOTAL</b>	<b>38</b>	<b>12</b>	<b>32</b>	<b>8</b>	<b>0</b>	<b>70</b>	<b>20</b>													

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 20

Number of third language speakers: 1

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 10

Native American: 5

White (Non-Hispanic/Latino): 3

Other: 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
Spanish	27	32												59
Chinese	1	1												2
Russian	0	0												0
Bengali	4	2												6
Urdu	0	0												0
Arabic	0	1												1
Haitian	0	0												0
French	0	0												0
Korean	0	0												0
Punjabi	0	0												0
Polish	0	0												0
Albanian	0	0												0
Other	1	1												2
<b>TOTAL</b>	<b>33</b>	<b>37</b>	<b>0</b>	<b>70</b>										

## 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?

1. The organizational models at PS280Q consist of 1) two kindergarten and two first grade side by side dual language classes, 2) a kindergarten and a first grade self-contained ESL class, and 3) a kindergarten and first grade push-in ESL program. The students in the dual language classes are grouped by home language and travel between the English and Spanish worlds. The students are heterogeneously grouped since placement is determined by parental request. Although most of the students come from Spanish speaking homes, some come from Bengali and Chinese homes too. The students in the push-in ESL are surrounded by mostly proficient students throughout the day.

2. During our recruiting process and throughout our professional development, we are committed to having teachers who are certified to

## A. Programming and Scheduling Information

teach English Language Learners or who are knowledgeable about effective language instructional strategies. Instructional mandates are met in various ways: a) the dual language program, b) the self-contained ESL class, c) the push-in ESL program. Those students who test on the Intermediate and Beginner levels meet the mandate by working with an ESL or bilingual teacher for 360 minutes per week. Those students who test in the advanced category, meet the mandate by working with an ESL or bilingual teacher for 180 minutes per week. Students in the dual language program meet the native language arts mandate by receiving 50% of instruction in their native language (Spanish). Students in the ESL class and program meet the native language arts mandate by receiving 25% of instruction in their native language (Spanish, Urdu, Bengali, or Chinese) through teacher communication, a native language library, and online programs.

3. Though the content areas (math, science, social studies) are delivered slightly differently in the ESL and DL programs, the instructional approaches that teachers use are very similar. In the ESL and DL classrooms, the teachers allocate three periods each week to social studies and align instruction to the NYS Core Curriculum using Houghton Mifflin Social Studies. Similarly, both the DL and the ESL programs use enVisionMATH and FOSS to teach math and science. However, in the ESL program, math and science are taught in English. In the dual language program, math, science and social studies are taught in English and Spanish on alternating days and parents are sent information in both languages. Instructional approaches in both programs include: dramatization, total physical response, vocabulary instruction, manipulatives, repetition, visual aids, audio aids, and elements of Sheltered Instruction Observation Protocol (SIOP).

4. We ensure that English Language Learners are appropriately evaluated in their native language by purchasing materials that are available in languages other than English, such as Spanish and Chinese. Additionally, our teachers differentiate assessments to ensure student comprehension and participation.

5. We differentiate our instruction for ELL subgroups in the following ways:

A) For SIFE students, depending on the number of students that fall within this category, we may open a special class for them to support their transition to a school environment. If numbers do not allow for this, we will provide additional academic services before and after school, counseling with our guidance counselor, and have the Child Study Team track the success of these students.

B) For students who will be in school for less than three years, we will make sure teachers use effective ESL strategies and that their parents participate in workshops throughout the year that support student learning at home. Similarly, we will organize cultural learning opportunities for these students to learn about their new country through field trips and performances.

C) For students who will be in school for 4 to 6 years, we will have a specific learning plan that sets specific learning goals based on their previous performance on standardized exams.

D) Our plan for Long-Term ELLs includes intensive small group instruction before, during, and after school and including summers if possible.

E) Our plan for ELLs identified as having special needs will begin with an analysis of those students' IEPs by the teacher and Child Study Team. Based on the needs of the child, students will receive instruction and services aligned to the information in the Individual Educational Plan.

6. After a thorough review of the students' latest IEPs, various instructional strategies are used to meet their specific needs such as creating an environment that allows ELL-SWDs to be more comfortable and be able to take greater risks such as increasing accountable talk in the target language, breaking tasks down into smaller "chunks" with frequent comprehension checks as opposed to an overall unit test, and using realia or manipulatives in the classroom which provide comprehensible input in the second language. Also, explaining key concepts through visual aids such as flow charts, story maps, pictures, Venn diagrams as well as demonstrations while supporting or scaffolding student language development to promote success, are additional instructional strategies that are used in our school.

7. We carefully select the instructional programs that are available to our ELL-SWDs because we would like for all of them to have equal access and success in the general education curriculum. As a result, ELL-SWDs learn the same curricula while their teachers have the knowledge and flexibility to differentiate, modify, and accommodate to the learning demands of their students. Taking into consideration the student's language level, the lessons may be planned to meet the child's educational goals with differentiated instruction. Additionally, service providers work in conjunction with the classroom teacher and with each other in order to create a program that centers on the student's strengths and is aligned to the school curriculum. With the differences in needs of ELL-SWDs, it is imperative for all service providers to work closely together in order to fulfill all mandates without scheduling conflicts, repeated instruction, or instructional gaps.

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

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

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

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

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

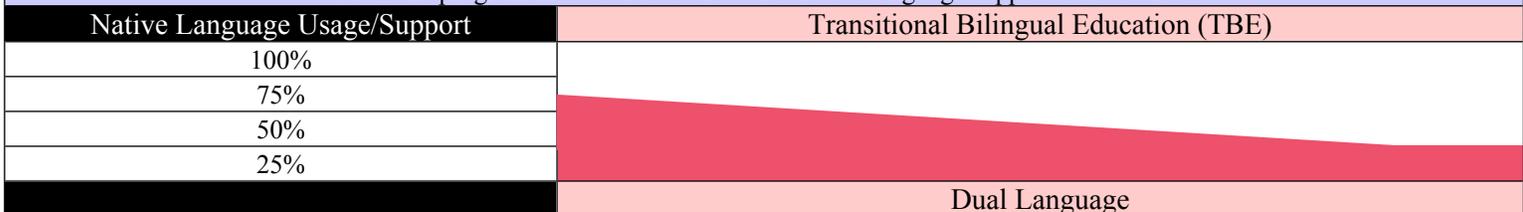
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

**Native Language Usage and Supports**

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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?

8. Through our Child Study Team, we use a Response to Intervention (RTI) program at our school for students, including ELLs, in mathematics and literacy. The first and second tiers of intervention will be conducted by the child's homeroom teacher in the classroom based on the results of schoolwide or teacher created assessments. The third tier of intervention will be provided once a week by the classroom teacher (mathematics) or by the IEP teacher (literacy). During our Early Morning Program, ELL students will receive literacy intervention in small groups, such as letter work and fluency practice, as well as test preparation. The language of instruction will always be English for students in the ESL program and will vary in Spanish/English for students in the dual language program based on the child's dominant language.

9. For students who need transitional support, we develop specific learning plans that the teacher will use to plan the instructional day and communicate growth patterns to parents.

10. This coming school year, we will expand the Imagine Learning pilot program to assess how effective this online computer program is in teaching English literacy to students. Five to six students, in each class, will be selected to participate and complete the online program activities throughout the year. Also, we will be launching a new mathematics program which is available in English and Spanish and has a strong audio-visual component and differentiation activities that will support our ELLs. Another improvement is the adoption of Fountas and Pinnell and Reading Tracker to better assess the reading growth in our students and communicate results online to the school community. Lastly, we will be adopting a new social-emotional learning program, The Responsive Classroom approach, to teach conflict resolution, cooperation, and discipline. A new program that we plan to bring to our school is Six Red Marbles, which will invite students in the dual language program to practice literacy and mathematics in both languages. Another new program, enVisionMATH by Pearson, supports ELLs by providing daily visual instruction on the SMARTBoard and differentiated learning opportunities in the classroom and at home.

11. In 2011-2012, we plan to discontinue the Everyday Mathematics program because we were not satisfied with the progress our students made in mastering the Common Core Learning Standards. We believe that this program does not provide enough emphasis on foundational math skills and does not allow for sufficient practice. Also, we will discontinue our partnership with Morningside Center because we believe their program's emphasis on literature to teach social-emotional skills was not as effective with our English Language Learners.

12. ELLs have equal access to all school programs. The schedule which they follow is exactly the same as monolingual students-- start and end times, lunch period, specialist periods, etc. are all the same. ELLs students will receive an invitation to participate in our Early Morning Program for NYSESLAT preparation.

13. We use the following instructional materials to support ELLs: Teachers College Reading and Writing Project, Mondo Let's Talk About It, Mondo Let's Sing About It, Cancionero, Wilson Foundations, Estrellita, enVisionMath, SUBE, Reading A-Z, Houghton Mifflin Social Studies, FOSS, Move to Improve, Imagine Learning online program, Six Red Marbles online program, and the Responsive Classroom Approach.

14. In ESL, native language support is delivered by providing home communication and instructional materials in Spanish or other home language as appropriate. Also, students are allowed to communicate with each other in their native language and to ask questions to the

teacher in this language too. In the Dual Language Program, native language support is delivered during the literacy block every day and during the content area blocks on alternating days. All students have materials in their native language of literacy and home communication is available in that language as well. Our school library is also representative of the various languages spoken in our childrens' homes, so students have the option of checking out these books to read at home.

15. As a kindergarten and first grade school, all of the instructional materials we use and the instructional approaches we follow will be appropriate for the developmental stages of early childhood students.

16. Before the beginning of the school year, we will hold orientations with families to share suggestions for literacy, math, and art activities that can be done in the home and to inform parents of learning opportunities in the community. Also, parents are informed of age-appropriate behaviors for early childhood students and updated on neighborhood events in New York City appropriate for the family.

17. Through our Schoolwide Enrichment Model (SEM) all students will be invited to learn a foreign language during our project cycles which will last 3-4 weeks.

### **C. Schools with Dual Language Programs**

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

1. In the Dual Language Program, approximately 50% of the time is spent in the target language. Initially though, because emergent literacy is taught in the child's dominant language, the percentage of time spent in the target language is slightly smaller. As students progress, they increase the amount of time in the target language until 50% is reached. In kindergarten, students receive literacy instruction everyday in their dominant language. They then receive content area instruction in both English and Spanish. In first grade, students receive literacy instruction in both languages 50% each. They also receive content area instruction in both lanaguages, 50% each.

2. EPs and ELLs are integrated approximately 50% of the instructional day (in the afternoons). In the morning, kindergarten students learn in their native home language consistently. First grade students learn literacy in both languages in the mornings in homogeonous groups. In the afternoons, both grades integrate for content area instruction. No content areas are taught separately.

3. In this side-by-side model, there are two classroom teachers - one providing instruction in Spanish and the other in English. The first three periods of the day are reserved for literacy instruction. When with the English teacher, students receive literacy instruction in English. When with the Spanish teacher, students receive literacy instruction in Spanish. After literacy, students are integrated for content area instruction. Once again, when they are with the English teacher, they receive instruction in English, and when with the Spanish teacher, they receive instruction in Spanish.

4. The Dual Language model used is side-by-side, the Spanish teacher in one room and the English teacher in another room.

5. Emergent literacy is taught in the child's native language in kindergarten and in both languages starting in first grade.

### **D. Professional Development and Support for School Staff**

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

1. All personnel at our school ( Common Branch Teachers, Specialist Teachers, Bilingual, ESL, and Monolingual teachers, Paraprofessionals, Guidance Counselors, Occupational/Physical Therapists, School Administrators) will participate in professional development sessions that are aligned to Common Core Standards, Depth of Knowledge and Universal Design as well as professional development in Imagine Learning Computer Program and NYSESLAT preparation. Teachers will also be invited to participate in differentiated professional development through ARIS Learns once they complete a professional self-assessment and goal-setting plan.

2. Once our kindergarten and first grades reach the middle school transition stage, our guidance counselor will plan orientations and school visits, so students and families are familiar with the articulation process from elementary to middle school. Also, we will take our students to middle school fairs to aide them in their selection process.

3. All pedagogues will participate in 7.5 hours of ELL training once a month during our Early Morning Program time. Ms. Marcia, our staff developer, will facilitate the following courses: Practices and Strategies for ELLs in the Classroom on 11/21/11, Supporting ELLs across Stages of Language Acquisition on 12/12/11, ELL Students in the Reading and Writing Workshops on 1/9/12, Tailoring Reading Units to Meet the Needs of ELLs on 2/13/12, Tailoring Writing Units to Meet the Needs of ELLs on 3/12/11, and The Application of Common Core State Standards for ELLs on 4/16/12. The staff developer will maintain records of the professional development courses in her files. Additionally, all pedagogues will be invited to enhance their knowledge of ELL instructional strategies using ARIS Learns.

## **E. Parental Involvement**

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

1. In the summer of 2011, we hired our first Parent Coordinator to help us engage parents in our school decision making process and to support them in the education of their children. In June 2011, we held PTA elections to select our new PTA Executive Board and held several open houses and orientations to build support within our parent body. In the fall, we will continue to hold orientations to welcome new families to our school. Through our Family Center, the PC, PTA, and SLT will coordinate monthly workshops, meetings, and volunteer opportunities, so our parents feel welcomed and informed with the happenings of our school. Monthly cafeteria menus, school calendars, and instructional newsletters will also help our families stay informed. Communication will always be sent in English/Spanish and in any other language represented in the community. With the help of translation devices, all of our parents will feel welcomed and understand the meetings we hold throughout the year. Through out partnership with Learning Leaders, we plan to have parents present in our building throughout the day, so they support teachers and students inside and outside of the classroom. In 2011-2012, our new school website will be an added form of communicate and engagement with families.

2. Currently, we have partnerships with:
- NYCares and Citi for community service projects and school beautification
  - The Queens Public Library for book readings and library access
  - Learning Leaders training for parent volunteers
  - Beacon-Goodwill Afterschool Program and homework help
  - Cool Culture Arts program for workshops and exhibit trips

3. We evaluate the needs of parents through surveys distributed in September. These surveys allow us to plan our monthly Family Center Workshop where parents are invited to learn about those topics that are of interest to them. Additionally, our Parent Coordinator attends professional development meetings and supports our parents on an as needed basis. The School Learning Survey is another way that we learn about the ideas and suggestions that our parents have.

4. Our parental involvement activities address the needs of parents because they are directly related to their child's success in school. The activities we plan serve to inform parents about their child's academic and social curriculum and how they can best support their child's learning. Our activities are also reflective of any parenting or adult education needs that parents express throughout the year.

## 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)	63	39												102
Intermediate(I)	1	27												28
Advanced (A)	6	3												9
Total	70	69	0	0	0	0	0	0	0	0	0	0	0	139

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	4												
	I	21												
	A	29												
	P	15												
READING/ WRITING	B	38												
	I	28												
	A	2												
	P	1												

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

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

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math 0	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other 0	0	0	0	0
Other 0	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

**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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

**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.

1. To assess early literacy skills in English of our ELLs on a school-wide level, we use Fountas and Pinnell reading assessment starting in September and assess student growth over three periods until June. To assess early literacy skills in Spanish of our ELLs on a school-wide level, we will begin with the supplementary assessments such as concepts of print and letter recognition and then onto reading assessments as students progress to levels of reading. Additionally, Estrellita is used to assess letter-sound recognition, syllable recognition, decoding skills, and fluency. Aside from these schoolwide assessments, teachers will use ReadingA-Z, TC, or Fountas and Pinnell as a resource to conduct informal running records throughout the day. Our school's instructional plan outlines what our children need to master in literacy by the end of the school year. All of the assessment systems (including Reading Tracker) that we utilize will inform us on the progress our students are making to meet these goals.

2. The majority of our students tested in the "beginner" category, especially in their reading and writing skills.

3. During our professional development session on Tailoring Instruction for ELL's, Common Branch Teachers, ESL teachers, Related Service Providers will be encouraged to differentiate their instruction for each child and use the NYS rubric in assessing student performance. Additionally, teachers were instructed to spend more time on reading and writing practice since these areas are more difficult for students as shown in the NYSESLAT data results.

4. At this point, we do not have NYSESLAT results across the grades nor 2011-2012 Periodic Assessments data available to answer this question. However, when did data becomes available, all pedagogues who teach ELL students will have the opportunity and guidance required to analyze NYSESLAT results.

5. For dual language programs, English Proficient students are assessed in the second (target) language using Fountas and Pinnell Benchmark Assessment System. The level of language proficiency in the second (target) language varies for English Proficient students. This data will be available once our baseline assessments are published on the last week of October. Our students do not participate in state and city assessments.

6. Will evaluate the success of our programs for ELLs based on their progress on early literacy assessments, teacher feedback, instructional observations, family and teacher survey results, and a school self-assessment. Our goal is for all of our students to reach proficiency by the time they graduate 5<sup>th</sup> grade or before.

### **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.

None

## Part VI: LAP Assurances

**School Name:** Primary School 280Q

**School DBN:** 30q280

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
LENIA MATIAS	Principal		1/1/01
NOT APPLICABLE	Assistant Principal		1/1/01
RAQUEL ABAD	Parent Coordinator		1/1/01
HABANNA CASHPAL	ESL Teacher		1/1/01
JAIME CHACA	Parent		1/1/01
ANGELICA BEISSEL/ DUAL	Teacher/Subject Area		1/1/01
ANNA FLORES/ ESL	Teacher/Subject Area		1/1/01
MARCIA ELWARARI	Coach		1/1/01
NONE	Coach		1/1/01
TRUDDY ANN-GORDON	Guidance Counselor		1/1/01
NANCY DIMAGGIO	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 30Q280      **School Name:** PRIMARY SCHOOL 280Q

**Cluster:** 2      **Network:** .02

**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**

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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.

In order to assess our school's written translation and oral interpretation needs, we analyze the results of students' Home Language Survey and Preferred Form of Communication Survey. These surveys let us know the language of communication that is preferred by each of our families.

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.

According to our assessment, the majority of families are Spanish speaking, followed by English, and a minority of Chinese and Bengali speakers. The findings were reported to the school community in a spreadsheet that outlined the preferred language results for each class in our school.

## Part B: Strategies and Activities

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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.

Communication in English, Spanish, and Chinese is done in house by our staff and parent volunteers. These translations are sent home at the same time. Information is translated to other languages with the help of the DOE Translation Office. These translations require more time.

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 in Spanish-English in the school is provided by staff and parent volunteers. We rely on interpretation services in other languages by using the DOE Interpretations telephone number (718.752.7373).

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>.

(A) Families receive copies of the Bill of Rights and Responsibilities each fall when they are given the Code of Discipline in their home language.  
(B) In our main entrance and main hallway, we have posted a sign in all languages a sign indicating the availability of interpretation services. We gathered the signs from the DOE website.  
(C) In our safety plan, we have included the Translation Phone Number, so parents and staff can use it should they need to communicate in another language during an emergency.  
(D) Should we have a family that speaks a non-covered language, we will provide them with a copy of Regulation A-663 in their language by contacting the Office of Translation and Interpretation.  
(E) Our school website, WWW.PS280Q.ORG, is available in over 20 languages.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Primary School 280Q	DBN: 30Q280
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 200
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 10
# of certified ESL/Bilingual teachers: 10
# of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We would like to enhance the learning experience of all our English Language Learners (Kindergarten, First Grade, and Second Grade ELLs) by offering an intensive Saturday ELL Academy that will provide additional learning opportunities for students to speak, listen, write, and read in English. The academy will consist of 10 groups, each led by a classroom teacher who is certified to teach in ESL or bilingual education. Teachers will use balanced literacy materials to provide authentic learning opportunities alongside NYSESLAT test preparation materials.

All English Language Learners will be invited, including students receiving special education services, and especially those students who have failed to make one year's progress on the NYSESLAT in previous years or on the benchmark assessments in literacy.

The Saturday ELL Academy will be supervised by the principal, Ms. Lenia Matias, at no charge, and staffed by ten bilingual or ESL certified teachers.

The following teachers will be invited to apply for a teaching position based on their teaching licenses: Ms. Marjorie Villalon, Ms. Tatyana Lapson, Ms. Rosani Lanfranco, Ms. Anna Flores, Ms. Maria Ponciano, Ms. Lollinez Perez, Ms. Jessica Melendez, Ms. Stephanie Rodriguez, Ms. Karen Belgrod, Ms. Denise Aponte, Ms. Carmen Vazquez, Ms. Jenny Tsang, Ms. Danielle Cross, Ms. Sorangel Pardo, Ms. Monika Sendra, Ms. Angelica Beissel, Ms. Marcia Elwarari.

The Saturday ELL Academy will be held from 9am to 12 noon, for 10 Saturdays, starting in January . As stated previously, the program will consist of 10 classes with 10 teachers who are certified in ESL or bilingual education. There will be approximately 15 students in each class.

### Part C: Professional Development

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

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

Begin description here: The Literacy Staff Developer, Ms. Marcia Elwarari, will provide on-going professional development to the teachers of ELL students to improve student performance. The teachers mentioned above will be exposed to effective practices for English Language Learners, brainstorm ways to differentiate for English Language Learners, taught how to track data for English Language Learners, and given an overview of the NYSESLAT exam--- test format, the grading rubric, and the testing schedule.

Professional development sessions will occur throughout the year on selected Wednesday mornings during Early Morning Program time with all teachers participated in the Saturday ELL Program. Topics will consist of:

- How to meet the Common Core Standards in an ELL Classroom, November
- How student talk can support English Language Acquisition, December

**Part C: Professional Development**

-How to push English Language Learners to Read and Write with Stamina, January

**Part D: Parental Engagement Activities**

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

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

Begin description here: The parent coordinator, Mr. Brian Roquez, and ESL Teacher, Ms. Jackie Guevara, will invite the parents of English Language Learners to a series of hour-long workshops on English Language Identification, ELL programs, and the NYSESLAT exam. The workshops will be offered during school hours and after school hours a week before the start of the NYSESLAT Saturday Academy. Parents will receive paper invitations in their childrens' backpacks. All workshops will be co-taught by the parent coordinator and ESL teacher and topics will include:

- How to help your child learn English at home, November
- What does the NYSESLAT test and how is the exam graded?, December
- What are the Common Core Learning Standards that my child must meet?, January

**Part E: Budget**

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

Allocation Amount: \$17348

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

**Part E: Budget**

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

Allocation Amount: \$17348

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