



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: DANIEL D. TOMPKINS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R069

PRINCIPAL: DOREEN E. MURPHY

EMAIL: DMURPHY2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

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
Doreen E. Murphy	*Principal or Designee	
Lori Grunsfeld/Stacy Sweet	*UFT Chapter Leader or Designee	
Tina Sacchetti	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Salvatore Manuele	Member/Assistant Principal	
Bonnie Wartenberg	Member/Teacher	
Debbie Joseph	Member/Teacher	
Christine Russiello	Member/Parent	
Ayelet Schwartz	Member/Parent	
Michele Alba	Member/Parent	
Michelle Yzaguirre	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - By June 2013, 100% of students will have engaged in at least 10 authentic classroom discussions that will have taken place during ELA and Math Workshops as measured by teacher anecdotal logs and teacher check lists that are focused on the level of student discussion in the classroom.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - We have done much work as a school to implement the Common Core Learning Standards gradually into our current curriculum. After reviewing the standards thoroughly, and visiting our K-5 classrooms frequently, we realize that having the students engage in rich discussion allows them the opportunity to explore new concepts and demonstrate evidence of their understanding. The administrative cabinet, the Literacy Coach and our staff of classroom teachers all agree that our classroom teachers need to be provided with a deeper level professional development of how to facilitate effective student discussion in the classroom. We feel that we need to build on our previous work with the sophisticated level of questioning that began in the 2011-2012 school year. We also feel that it will be essential for us to build the level of discussion in the classrooms as the students continue to take part in the appropriately challenging units of study that center around the Citywide Instructional Expectations and shifts.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a. **strategies/activities that encompass the needs of identified student subgroups,**
 - Teachers will link the discussions that they lead to the students' backgrounds, knowledge and interests.
 - Teachers will utilize age and background appropriate language and concepts when facilitating discussions.
 - Teachers will have received extensive Professional Development on Danielson's Components 3B, 3C and 3D which will allow them to utilize Questioning Techniques to effectively improve the level of student discussion within the classroom.
 - Teachers will have re-evaluated their current means of facilitating student discussions and will have altered these techniques to include accountable talk prompts and a wider range of text dependent and open ended questions as measured by lesson plans and the visual "pivotal questions" that are posted on the Flow of the Day.
 - b. **key personnel and other resources used to implement these strategies/activities,**

- Principal
- Two Assistant Principals
- Literacy Coach
- Classroom Teachers K-5
- ESL Teacher
- Instructional Lead Teachers
- Su Phelan, Achievement Coach, CFN 533
- Sharon Fiere, Special Education Achievement Coach CFN 533
- Debbie Tasioudius, Special Education Achievement Coach CFN 533

c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Teachers will come together weekly during common planning sessions and will discuss how the level of student discussion is progressing within their classrooms. (*Review of Anecdotal Notes and Check Lists*)
- Instructional Lead Teachers will hold monthly grade meetings with classroom teachers where they will discuss how the teachers have been able to transfer what they have learned during PD sessions into the classroom regarding discussions.
- Instructional Leads will meet bi weekly with the administrators and the Literacy Coach to plan what means of more extensive professional development regarding questioning and student discussions needs to be brought to the teachers of each grade based on their discussion sessions with the teachers in each grade.
- The Literacy Coach will then work with the Achievement Coaches to plan Professional Development for the teachers to take part in.
- The classroom teachers will fill out reflection entries which will ask them to “give a try” to new concepts that they have picked up during the Professional Development sessions. Their focus will be on how the students were able to answer questions, show understanding, and apply knowledge as they took part in discussions.
- Administrators will speak to each teacher regarding the level of student discussions that are taking place within their room. Administrators will then make this a focal point during formal observations. During the post observation conference, the teachers will be asked to reflect on the Danielson Framework Component 3B. Teachers will then be asked to determine how they would fair regarding their level of Questioning and the level of student discussion that went on during their lesson. Teachers will be asked to evaluate if the strategies that they are currently using are successful and therefore have shown student growth.

d. timeline for implementation.

- September 2012 – June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Have the Instructional Lead Teachers Come into our School Leadership Team Meeting so that the Team may be briefed of this goal.
 - Literacy Coach will hold workshops for parents who will outline the level of Questioning and Student Discussions that will occur in the classroom.
 - Assistant Principal will post a letter on the website for parents who will encourage them to utilize a questioning graphic organizer at home which aligns to Webb's Depth of Knowledge and Bloom's Taxonomy as they read with their children and ask them about the story.
 - Parent coordinator and Literacy Coach will hold a workshop for parents which will outline the Instructional Shifts for Parents.

Budget and resources alignment

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

If other is selected describe here: ARRA RTTT Citywide Instruction

Service and program coordination

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

31R069 is a non-Title I school, ARRA RTTT Citywide Instruction is used to support the common planning time for teachers and coaches. Funding for Students in Temporary Housing will be used to meet the needs of the STH in the form of basic school supplies

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- To increase the level of progress of the Math Common Core bundle performance tasks from the initial to the final task.
- By June 2013, 100% of all educators will have implemented the Math Common Core task bundles as measured by the student work produced by the bundles.
- By June 2013, 100% all educators will take anecdotes identifying the task bundle standards that have been addressed during student conferences along with identifying the students' progress in focal indicators as measured by the anecdotal binders themselves.
- By June 2013, 100% of all educators will have developed multi step word problems that coincide with the Common Core multi-step word problems present on the Mathematics Task Bundle as measured by the word problem portfolio pieces themselves.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - After administering the suggested Common Core Task Bundle on each grade in the late Spring of 2012, the teachers on each grade analyzed and assessed the results using the benchmark Common Core Rubric. The results identified that the students needed to improve in developing their explanations of their process and substantiate why they implemented a specific strategy. This was the basis for many students in all grades achieving a Level 3 on the Rubric while decreasing our amount of Level 4's. Intensified experience with the writing of an explanation will allow for a larger amount of students to achieve the Level 4 range.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a. strategies/activities that encompass the needs of identified student subgroups,

- The Inquiry Team will meet every Thursday to analyze student task samples and identify Common Core Standard areas within the bundle that need to be targeted to improve progress. (November 2012-June 2012)
- The P.S. 69 Framework Team will *initiate* a framework (curriculum map that aligns to the Common Core Standards) in which the standards will be utilized as units of study with a concluding assessment that reinforce the skills of developing a high level rubric defined explanations. (September 2012 – June 2013)
- Classroom teachers will utilize the tool located in the Common Core Library which spends less time on introducing

many skills and more time on “digging” deeper on standard based skills through multiple mini-lessons, thorough discussions, various opportunities to exhibit a concrete understanding, and a thorough assessment of the “explanation” portion or “proof” to substantiate their “line of thinking” and rationalize and articulate the purpose of this explanation (college and career ready).

b. key personnel and other resources used to implement these strategies/activities,

- The P.S. 69 Instructional Lead Team (consisting of teachers and administration) will be closely monitoring the continued progress-growth of the students based on the bundles. The Team will identify practices to continue to foster growth as well as next steps for the teachers to implement *as a result of the data collected*. The Lead Team grade representatives will analyze the bundles with the teachers during Common Planning and grade meetings. (October 2012-June 2013)
- Assistant Principal serving in Math Coach Capacity
- Inquiry Team
- Classroom Teachers K – 5
- ESL Teacher
- Naomi Isaac Simpson – Achievement Coach CFN533

c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- The Instructional Team worked collaboratively to design the activity assessments that would enable students to gain experience working with the specific standard strands present on the Final Task Bundle Assessment. The Instructional Team will analyze each bundle activity with the classroom teachers during grade meetings and Common Planning sessions to identify standards based strands that the students are not mastering. The Instructional Team, along with the classroom teacher, will develop a plan, next steps, (activities and assessments) for each specific student that will enable them to receive differentiated instruction within those specific strands which will aid in their ability to improve on their explanations.
- The Inquiry Team is also analyzing the data of The New York State Baseline Assessments while closely studying the results of the subgroup students in Mathematics identifying the areas of strength and areas of needed improvement (non-mastery).
- The results, along with specific strands that were identified as needing improvement, are reported to the classroom teachers. The teachers will develop academically challenging tasks for each student that will enhance their content area understanding (September 2012 – June 2013)
- Professional Development Sessions offered to Staff on topics such as:
 - The Application Process and its importance to Math.
 - Self-Reflections and the relevance it has to Math

- Problem Solving Task through www.ThinkCentral.com

- Each monthly grade meeting will consist of time devoted to educators analyzing their anecdotes and multiple forms of data such as classroom assessments and the Problem Solving Tasks to identify commonality and share strategies to plan for improving student achievement, with a focus on students meeting their next steps. (September 2012-June 2013)
- Ongoing professional development will occur for each grade by the Assistant Principal utilizing and relating Danielson's Framework 3B to enhance the student's ability to think critically and respond to math questions. (November 2012-June 2013)
- Teacher observations will have an emphasis on teachers integrating students applying mathematical concepts to develop fluency. Teachers will be expected to place an emphasis on standards that are identified as needed mastery by the New York City Department of Education Standard Unit Framework and the Scope and Sequence. (October 2012 – June 2013)

d. timeline for implementation.

September 2012 – June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Parent Workshops and Parents on the School Leadership Team have been exposed to the academic expectations presented on the task bundles by analyzing the bundles and the correlating rubric. The professional development has allowed for parents to support the students with gaining the experience needing with the components of the bundle with an emphasis on the explanation portion of the bundle. (November 2012 – June 2013).
 - School Website offers parents/guardians suggested links to support educational growth at home.
 - Parent Brown Bag Lunches that offer a variety of "Math" topics like: Changes to Standardized Exams, Accountable Discussions, Self-Reflections etc.

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: , ARRA RTTT Citywide Instruction

Service and program coordination

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

31R069 is a non-Title I school, In addition to FSF funding, ARRA RTTT Citywide Instruction is used to support the development and implementation of CCLS units of study.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - By June 2013, 100% of students in grades 2-5 will have completed work pieces in Reading and Social Studies which highlight how they have been able to demonstrate mastery of Common Core Reading Standard 1: Key Idea and Details

Comprehensive needs assessment

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

After the NYS ELA exam results were distributed this year, we were able to see that our school went up by 2.6% in grades 3-5. With this being said, we realized that we would like to see that percentage rise more significantly. In analyzing the CCSS for ELA, we realize that the rigor of the reading excerpts on the future exams will increase. Therefore, this year we have adapted the Journey's Literacy Program and have placed an emphasis on the Shared Reading pieces of the program which lends itself to the valid text complexity that is aligned with the CCSS. We have decided to explore the way in which teachers utilize the Journey's Shared Reading piece as an opportunity for students to "Read closely" in order to determine what the text says explicitly, and how they then can formulate inferences from these text pieces, along with additional nonfiction social studies articles and documents that are utilized in the workshop.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a. strategies/activities that encompass the needs of identified student subgroups,**
 - Teachers will utilize independent reading conferences as a time to monitor how their students read a piece closely to determine what the text says. The teachers will then have students utilize high lighters to cite specific textual evidence as they draw conclusions from the text.
 - Teachers will foster model groups in each room that have perfected reading closely and are able to build their own thoughts after reading, while citing textual evidence to support. Other students will have the opportunity to watch these model groups and learn from their methodology.
 - Teachers will complete model think alouds where they will read aloud a rigorous text piece and model the close reading process. They will then mark up the piece with their thoughts and high light to cite evidence that backs up their opinions. Once completed,

these model pieces will be displayed in classrooms as an ongoing reference tool for students to utilize in all subject areas.

b. key personnel and other resources used to implement these strategies/activities,

- Principal
- Two Assistant Principals
- Literacy Coach
- Classroom Teachers 2-5
- ESL Teacher
- Instructional Lead Teachers
- Su Phelan, Achievement Coach, CFN 533
- Sharon Fiere, Special Education Achievement Coach CFN 533
- Debbie Tasioudius, Special Education Achievement Coach CFN 533

c. steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Instructional Lead Teachers will hold monthly grade meetings with classroom teachers where they will discuss how the teachers have been able to transfer what they have learned during PD sessions into the classroom regarding Close Reading.
- Instructional Leads will meet bi weekly with the administrators and the Literacy Coach to plan what means of more extensive professional development regarding Close Reading needs to be brought to the teachers of each grade based on their discussion sessions with the teachers in each grade.
- The Literacy Coach will then work with the Achievement Coach, Ms. Phelan to map out a professional development plan in order to achieve the goal of teachers knowing how to effectively bring Close Reading practices into the classroom.
- The classroom teachers will fill out reflection entries which will ask them to “give a try” to new concepts that they have picked up during the Professional Development sessions. Their focus will be on how the students were able to “Read Closely” in order to determine what the text says explicitly, and how they are able to formulate inferences from this text.
- Administrators will speak to each teacher regarding how the students are fairing with CCSS 1: Key Ideas and Details. Teachers will be asked to evaluate if the strategies that they are currently using are successful and therefore have shown student growth.
- Teacher teams will come together with the Literacy Coach to look at the texts that students have read and to then explore the work piece responses that they have completed after their Close Reading. (*Round 1 of looking at student work*) Teachers will fill out a graphic organizer with their noticing’s for each student. Grades will note trends and next steps for teaching.

- Teacher teams will come together with the Literacy Coach to look at the texts that students have read and to then explore the work piece responses that they have completed after their Close Reading. (*Round 2 of looking at student work*) Teachers will share out about how their previous findings had changed their method of teaching. They will then look at the new responses to note growth for each student.

d. timeline for implementation.

- January 2013 – June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Have the Instructional Lead Teachers come into our School Leadership Team Meeting so that the Team may be briefed of this goal.
 - Literacy Coach will hold workshops for parents/guardians which will outline the method of “Close Reading” that will occur in the classroom.
 - Literacy Coach will post a letter on the website for parents/guardians who will encourage them to have their children practice Close Reading as they explore the newspaper or periodical articles at home. Parents/guardians will be encouraged to have students highlight the specific text evidence that they have lifted from the reading passage.
 - Parent Coordinator and Literacy Coach will hold a workshop for parents/guardians which will outline the Instructional Shifts for parents/guardians. There will be an emphasis on CCSS 1.

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: ARRA RTTT Citywide Instruction

Service and program coordination

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

31R069 is a non-Title I school, In addition to FSF funding, ARRA RTTT Citywide Instruction is used to support the alignment of instruction with CCLS.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - To establish the Instructional Lead Team that will meet monthly with the cabinet to drive the Common Core work expectations.
 - By June 2013, 100% of all educators will have had further professional development in the Common Core Standards with a primary focus in reading informational texts as measured by our Professional Development Timeline and Agendas.
 - By June 2013, 100% of all educators will have had further professional development in the Common Core State Standards with a primary focus on operations, algebraic thinking, and number operations in Base Ten as measured by our Professional Development Timeline and Agendas.
 - By June 2013, 100% of all classroom teachers will have had the opportunity to review, revise, and enhance the P.S. 69 Frameworks for Learning maps in both ELA and Math as measured by the minutes to the Team Meetings as well as the Frameworks themselves.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - With the Common Core Standards taking effect, it is vital that staff members are supported with improving student academic achievement and aligning their work to the Common Core Standards. The cabinet and staff members have realized that there is a need for ongoing support in order to provide clarity and consistency in reference to planning and implementing appropriately challenging units of study. The lead team will be able to provide this development as well as model what is expected with the Common Core Shifts and Citywide Instructional Expectations.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Lead teachers will meet with teacher grade teams to discuss concerns and specific needs of students with diverse backgrounds, knowledge and interests.
 - Lead teachers will assist teachers with studying subgroup data in order to refine teaching practices and Frameworks for Learning in ELA and Math, incorporating strategies that meet the needs of subgroup students.

- The Instructional Lead Team will come together to analyze trends in student achievement and make informed instructional decisions that meet the needs of subgroup students.
 - Lead teachers will model lessons that center on effective questioning and high quality discussion amongst all students. Leads will provide a plethora of strategies to create appropriately challenging lessons to prepare students for performance based tasks that are aligned to the Common Core.
- b) key personnel and other resources used to implement these strategies/activities,
- Principal
 - Two Assistant Principals
 - Literacy Coach
 - Classroom Teachers 2-5
 - Instructional Lead Teachers
 - Su Phelan, Achievement Coach, CFN 533
 - Sharon Fiere, Special Education Achievement Coach, CFN 533
 - Debbie Tasioudius, Special Education Achievement Coach, CFN 533
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- Instructional Lead Teachers will meet with the cabinet to discuss and understand their role as a lead and the expectations for teachers.
 - Instructional Lead Teachers will hold monthly grade meetings with classroom teachers to discuss instructional needs and instructional successes. This will drive future meetings.
 - Instructional Lead Teachers will meet bi weekly with administrators and the Literacy Coach to plan professional development regarding the needs of teachers and student achievement/data.
 - The results regarding student work samples and the Common Core performance task are analyzed vertically across grades to ensure progression and consistency with rubrics and future benchmarks.
 - Student work will be used to refine Frameworks for Learning in ELA and Math to align to Common Core and the needs of the students. The refinement of the frameworks for learning will be ongoing as progression allows. (teachers will be supported by Lead Teachers)
 - Professional development will be planned by the Literacy Coach along with Achievement Coaches, reflecting the feedback from the Instructional Leads.

- Lead teachers will “turn-key” the information that they learn from professional development sessions to teacher teams during monthly grade meetings.
- Team members will model lessons and provide sample lessons to expose staff to rigorous student tasks, which will be embedded in their daily teaching practices.
- Instructional Lead Teachers will provide on-going support to ensure teacher understanding of new information that is provided to support them with the current Instructional Shifts.

d) timeline for implementation.

- September 2012 – June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Instructional Lead Teachers will visit School Leadership Team Meetings, so that the team may be briefed on the role of the Instructional Leads and the positive impact they will have on the school community.
 - Instructional Leads will hold workshops for parents that outline the Instructional Shifts and expectations of students.
 - Instructional Leads will work with Administrators and The Literacy Coach to create information about current trends in curriculum as well as resources to support them with utilizing questioning at home which aligns to Webb’s Depth of Knowledge and Bloom’s Taxonomy.
 - Instructional Leads will work to post information regarding student goal expectations and goals mastered on the schools website.

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 Title I Title IIA Title III Grants x Other

If other is selected describe here: ARRA RTTT Citywide Instruction

Service and program coordination

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

31R069 is a non-Title I school, In addition to FSF funding, ARRA RTTT Citywide Instruction is used to support the implementation of the CCLS.

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/Math	Project Leap- The school has two academic intervention providers who work with third graders. These students are targeted groups identified by our school's Inquiry Team. The teachers use the results from the Math Baseline Assessments and the ELA and Math Benchmark Assessments, to identify skills that these students need greater support with.	Small group	During the school day
	Great Leaps- Students work one on one with a teacher for a minimum of ten minutes a day on intense phonics, sight phrase, and fluency instruction. Students will learn strategies that will help them to make significant strides in reading fluency, which will help them to increase their reading level.	Small group	During the school day
	Reading Recovery- This program is a short-term research-based early intervention program designed to offer additional support in reading and writing at the first grade level. This program targets hard to teach low achieving students who	Small group	During the school day

	<p>are at risk of literacy failure. Students receive 30 minutes of daily one to one instruction over a period of 3 to 4 weeks. The aim of this intense program is to accelerate the literacy progress of each student until the Reading Recovery provider works with 8 students in each session.</p> <p>Extended day groups- This program begins in September and continues through June for two and a half hours of instruction per week. This program targets students who are performing at a Level 1 or 2. Groups are configured after a needs assessment is conducted. Data is also used to help the teachers configure these groups. Teachers work with small groups to target skills that students need to have remediated. During these sessions, children practice test-taking strategies in both ELA and Math. Teachers also aim to improve writer's workshop skills. Students are exposed to authentic literature, Common Core practice books and math-manipulatives during this period. Inquiry Team members meet with fifteen targeted fourth graders during extended day. In September, the team analyzes the data from Grade 3 ELA, ED Performance Testing and Teacher Evaluations. The students are grouped according to skills, which need the most remediation. In groups of five, students receive additional intervention through various programs, such as, Acuity, Ed Performance Testing, Rally Education Reading Skill-by-Skill</p>	<p>Small group</p>	<p>During the school day</p>
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	Series, and New York Paired Passages. In June, reevaluations of Ed Performance Testing, reading levels and report card grade analysis determine the success for the students and the program. Students are continually traced until the completion of 5 th grade by the mini inquiry team.		
Mathematics			
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social Worker Strategies: self-esteem, power and strength cards, reflection, crisis intervention, problem-solving, role playing, organization strategies, journaling, socialization skills and modeling.	Small Group/one to one	During the school day
	Wilson/Orton Gillingham Approach-Target Population: Language-Disabled and Dyslexic Students (Language-based) Orton: (Reading/Math) The certified Orton/Gillingham instructor has 16 students in all that will be seen throughout the year based on their IEPs. Individual or a group of 3 students having difficulty with reading, spelling and understanding language as well as expressing language, learns, using an Orton Gillingham approach. Orton is a multi-sensory alphabetic structured approach to the language. It is highly structured and tailored to meet individual needs. This population has shown very slow progress in acquiring reading skills. Tools consist of hands-on materials to retrain the brain. A multi-sensory approach is	Small group	During the school day

	<p>needed for students to achieve automaticity. Orton associates Letter(s) with sound associates.</p> <p>Wilson: (Reading) Groups of 6 students. Wilson is based on Orton Gillingham principles. It is a very scripted program with manuals, workbooks, word-cards, etc. It is an intervention-reading program from Grade 2 – 12, who have not developed basic decoding and spelling skills.</p> <p>Guidance Counselor Strategies: Relaxation techniques, Journal writing, reflecting, self-esteem building and strength cards</p>	<p>Small group/one to one</p>	<p>During the school day</p>
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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.

The Principal will recruit new teachers through the Open Market Hiring System.

The Principal will also trial ATR teachers who are in the Open Market Hiring System. Once the ATR is deemed highly effective they will be hired on a permanent basis.

Student teachers who are working in the building will also be considered for recruitment. The student teacher will attend all professional developments with their cooperating teacher. Through these sessions administration will get a sense of the student teachers work ethic and educational knowledge. These experiences will prepare them if they are to become a full time employee in our school.

The school will use the BEDS Survey reports to identify and determine teachers who need further course work to achieve a highly qualified status.

Newly appointed teachers will receive Principal support, through various professional development opportunities. They will be training in Common Core Standards, Journey's Reading Anthology, Danielson's Line of Questioning, as well as other highly effective professional development.

Newly appointed teachers will be entered into the Mentor Tracking System. They have all been given support through a highly effective, qualified teaching mentor. To ensure the teacher is highly effective, the mentor will meet with the teachers weekly to discuss the level of questioning that is taking place in the classroom. The teacher will also have to log 90 minutes into MTS weekly.

Newly appointed teachers will work under their license to assure highly effective instruction. This will be closely monitored by administration through formal and informal observations.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 Debra Maldonado	District 31	Borough Staten Island	School Number 069
School Name Daniel D. Tompkins			

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

Principal Doreen E. Murphy	Assistant Principal Leila Miniaci
Coach Doreen Seaman	Coach Jamie Bacetty
ESL Teacher Jean Kashanian	Guidance Counselor Nicole Stentella
Teacher/Subject Area Nicholas LaCava/Science	Parent Tara Colasanto
Teacher/Subject Area type here	Parent Coordinator Margaret Goodman
Related Service Provider Cynthia Schargen	Other type here
Network Leader Nancy Ramos	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	931	Total Number of ELLs	38	ELLs as share of total student population (%)	4.08%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. Our pupil intake team has attended EPIC workshops and as such is trained in admission procedures for ELL students. Our team consists of the ESL teacher, pupil accounting secretary, parent coordinator, assistant principals and bilingual paras. We are fortunate to have paras who speak Spanish, Arabic, Albanian, Russian and Italian. Upon initial registration, our school secretary distributes the appropriate HLIS in a language that the parent understands. Our ESL teacher examines each survey and indicates the proper OTELE code and signs the form. If a language other than English is indicated the ESL teacher, along with a translator may conduct an interview with the parent and child to assess the level of English acquisition and prior education. The LABR is then administered, by the ESL teacher, within 10 school days, to the pupils meeting the criteria for taking the LABR. LABR exams are handscored at the school in order to determine English Language Proficiency level. A record of handscores is maintained at the school. The Spanish LAB is administered to all new admits who are Spanish speaking and have been found to require ESL services. All ELLs requiring the NYSESLAT are identified as they have been receiving ESL services for the entire year. The RLAT and RLER report are used to double check for NYSESLAT eligible students. Parents are notified when the exam will be given and also receive the NYS NYSESLAT Parent Information Brochure. Our ESL teacher administers the NYSESLAT and as such assures that all components are taken by each eligible student. We capture all absent students and follow all the testing requirements. Our ESL teacher and Testing Coordinator work together to establish appropriate schedules, modifications and/or locations for testing.

2. Our school strives to assure that every parent knows the program choices available to them. When a child is determined to be an ELL (hand scores LABR) his/her parents are invited to attend an orientation meeting. Initially, one is given in the morning and the other in the evening during our "Back to School" meeting. Letters are distributed in appropriate languages and follow up calls are made by bilingual school staff. Videos describing the 3 program choices, as well as multilingual parent brochures are available. Translators are available at orientation and if we cannot provide a translator in a particular language, we use the Over The Phone Interpretation Service. Also the parents are given computer web links to various ELL resources. Parents are advised of their prerogative to choose a bilingual or TBE/DL program. If the parent survey indicates one of the above choices, the ESL teacher makes note of this and keeps count. We will inform the parents, in writing, if their program selection becomes available.

3. Our ESL teacher sends out entitlement letters within the first ten days of school. Follow up phone calls and approaching parents at arrival or dismissal assures their return. At orientation, parents receive help in completing the Parent Survey and Selection Form. If they did not attend orientation, then telephone interviews are conducted and/or meetings are suggested and set up. Parent Survey and Selection Forms are signed by the parent. A copy is placed in the student's cumulative record folder and a copy is placed in a folder and kept in a central location for monitoring purposes. If a parent does not express a programmatic preference in any of the ways mentioned above, the default program is transitional bilingual. If there are 15 students on two contiguous grades who share the same home language and no program is selected, the school will open a bilingual class.

4. For our ESL classes, students are initially grouped by grade with differentiated instruction geared towards all levels of ELLs. When additional minutes are mandated, students combine with varied grades. The RNMR report, along with interim assessments and classroom teacher consultation provide the necessary data to drive instruction. New admits are immediately brought to the attention of the ESL teacher if they are first time entrants to the New York City school system or ATS indicates they are eligible for services. Placement information is sent to the parents, in their native language.. If a new entrant exceeds the LABR cut score, the parent is also notified that their child is not eligible for services. All parents are notified of their child's eligibility to be tested and the results of the LABR/NYSESLAT. Continued entitlement letters are distributed the first week of school. The parent completes a "tear off" to indicate that they are aware that their child will continue to receive ESL services. Also, the computer generated parent letters were distributed to all students who took the NYSESLAT.

5. Our tracking of parent surveys and selection indicates that ESL is the overwhelming choice of our parents. For example, over the past 2 years 100% of our parents selected ESL. Our parent surveys are readily available for review. The original survey is placed in the child's permanent record folder, while a copy is kept in an active binder by the ESL teacher. If necessary the HIBE or RBPS reports in ATS may be checked to ensure continuity of services and compliance with parent choice.

6. Our ESL program is aligned with and reflects 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	26	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	26		5	12		1				38
Total	26	0	5	12	0	1	0	0	0	38

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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	4	1	4	3	3	1								16
Chinese		1	1	2	1									5
Russian														0
Bengali														0
Urdu			1											1
Arabic		2	3		3									8
Haitian														0
French														0
Korean	1			1										2
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian					1									1
Other			1	1	2	1								5
TOTAL	5	4	10	7	10	2	0	38						

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?

Paste response to questions 1-7 here

I.P.S. 69 provides instruction to English Language Learners (ELLs) through an ESL program implemented in Kindergarten through 5th grade. Our ESL teacher provides services in 7 “chunks” of time: morning tutorials, 5 periods of pull-out /push-in services and extended day activities. All mandated minutes are provided during the school day. Extended day activities provide remediation and/or enrichment. Our ESL program seeks to provide the means for successful participation and achievement in the classroom. This is achieved in several ways:

- a)The “pull-out” technique allows for the creation of a safe, non-threatening environment in which to both practice basic language skills and become familiar with cultural/school expectations. The students are heterogeneously grouped, most often by grade.
- b)The “push-in” program provides “on the spot help”, not only to the ELL in the classroom but to the teacher working with limited English speakers. The ELL receives guidance while involved in regular classroom activities. Confidence is bolstered as participation increases.
- c)The “co-teaching” approach allows for small group instruction, across the curriculum, in order to facilitate comprehension of content material and provide for continuity of instruction. In the ESL classroom the ELL works on the same tasks and lessons as his peers.

The type of model used is determined by the needs of the students. We have one full time, fully certified ESL teacher. Supervisors fully support our ESL program and offer assistance, suggestions, and accommodations.

New immigrants receive intensive small group instruction using various ESL strategies such as modeling, scaffolding, repetition,

A. Programming and Scheduling Information

and rephrasing. Our other ELL students continue to receive support in oral language development while simultaneously receiving instruction in reading and writing. We have extensive classroom libraries and other materials which foster learning of the N.Y.S. comprehensive core curriculum in literacy and math. Our use of Rigby's English In My Pocket and On Our Way to English as well as Scott Foresman Accelerating English Language Learning has proven successful. Computer use is aligned with content area instruction i.e., Edmark's Mighty Math, Imagination Express and Baileys Book House. The Learning Company's Reader/Writer Rabbit and Laureate Learning Systems Language of Daily Living provide additional support.

Lessons and assessments are aligned with the performance standards. The language of instruction is English. Our ELLs participate in all school activities (i.e. holiday shows, science fairs, class trips, etc.) Many ELLs attend after school center programs. They also receive small group tutoring sessions during morning study groups and individualized remediation or enrichment during our mandated extended day. After school homework help is available as well as targeted remediation in content areas. AIS Is also an option for our ELLS. An F-status teacher also provides additional support.

2. Based on LABR and NYSESLAT data, the students receive the mandated minutes; beginners and intermediate 360 minutes, advanced 180 minutes. Intermediate and beginner students attend mixed grade ESL classes in order to receive mandated minutes. Our staff is aware of NYS regulations regarding ELLs. NYSESLAT, as well as interim assessments data analysis, drives instruction and remediation. Our ELLs also participate in varied enrichment activities based on interest and/or talent One of our "bottom lines" is to enhance our Schoolwide Enrichment Model by studying and exploring Howard Gardner's Multiple Intelligence Theory. This affords us the opportunity to further focus on how our ELLs learn and to also determine their strengths and talents. By participating weekly in an interest based activity (MIM - Minds in Motion) our ELLs are fully integrated into our school culture. Our professional development activities include techniques for classroom teachers to deliver comprehensible information to ELLS. Our math and literacy blocks allow for small group, individualized attention with a focus on differentiated instruction.

3. Content area instruction is delivered in English by either the classroom teacher or content specialist. All of our teachers are trained in meeting the needs of ELLs. By using ESL strategies, such as modeling, scaffolding and peer collaboration, content becomes comprehensible. Our content specialists and coaches often attend workshops offered by the Office of English Language Learners. Also, our ESL teacher collaborates with both the content area and classroom teacher to determine comprehension gaps. The ESL teacher can then address these issues during the ESL class by using visuals, rephrasing and same language tutors.

4. ELLs are formally evaluated in their native language when the Spanish LAB is administered. In other instances, we rely on report card grades from other schools (or countries), prior assessment results, and parental input.

5. Plan for SIFE – Our plan for any future SIFE admits includes assessment of their needs, providing state mandated ESL periods, grouping based on language level, relevant materials and any other interventions deemed necessary. AIS, After School Programs, providing a language buddy, reaching out to parents in their native language are all considered and implemented as needed.

- o Plan for Newcomers – Newcomers are fully integrated into our school community. Newcomers are often given same language “buddies” to address immediate concerns. They are also given additional ESL and/or AIS periods. Books on tape and computer activities (such as Edmarks Mighty Math series and Imagination Express series), enrich their transition. These students also benefit from participating in various Title III programs (homework help, test prep, push in teacher). These programs, along with differentiated, small group instruction during literacy and math blocks prepare ELLs for our academically rigorous curriculum and state tests.

- o Plan for 4-6 year ELLs – ELLs receiving 4 – 6 years of ESL services have not acquired the academic language, reading skills and writing ability necessary to succeed on state exams. In order to address these deficits we hire a push-in teacher, encourage participation in after-school activities, tutorials, study groups and use high interest materials (Modern Curriculum Press Quick Reads and Reading for Comprehension) to provide practice. Our Title III Programs offer additional support. Monitoring the progress of ELLs by the Inquiry Team keeps our staff aware of and involved in creating meaningful, standards based lessons for our ELLs. Item analysis of the ELA provides insight as to the specific reading comprehension skills which must be practiced.

- o We are a K -5 school and have not had students who have completed 6 years of ESL.. However, in the event that this occurs, their needs would be met. Teacher input, item skills analysis of questions on assessments and parent interviews would guide us further to create targeted interventions. The student would be monitored closely to determine whether he is learning and progressing. We are flexible and open to changing strategies to assure success.

- o Plan for Special Education – Identification of ELLs with special needs is immediate. Our health coordinator, along with the IEP teacher and speech teacher, notify the ESL teacher of new admits in alternate placements. The ESL teacher then examines the IEP and

A. Programming and Scheduling Information

home language form. Language needs are determined and necessary interventions are put in place. AIS teachers, using the Wilson technique, along with after remedial strategies are used. Our special education ELLs are mainstreamed with our general education ELLs during ESL.

6. Our teachers use America's Choice strategies and grade level materials. We have extensive classroom libraries, with an emphasis on non-fiction. Science and social studies are the major topics of these books and as such help prepare the ELLs for content area study. Our teachers use QTEL strategies developed by A. Walqui. Research shows that these strategies not only increase comprehension but also accelerate language acquisition. We are beginning to implement the language and tasks outlined by the Common Core Standards.

7. We constantly evaluate our academic process and progress. We are flexible in reviewing, revising, eliminating and implementing strategies. Our teachers collaborate to determine what "works" and will lead to success in a rigorous academic environment. Our Special Ed ELLs are in CTT classes which provide ample opportunity for interaction with general ed students. They reap the benefits of peer tutoring and good language and behavior models. All our ELLs participate fully, in all classroom and school activities. They are considered assets to our school progress and performance.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

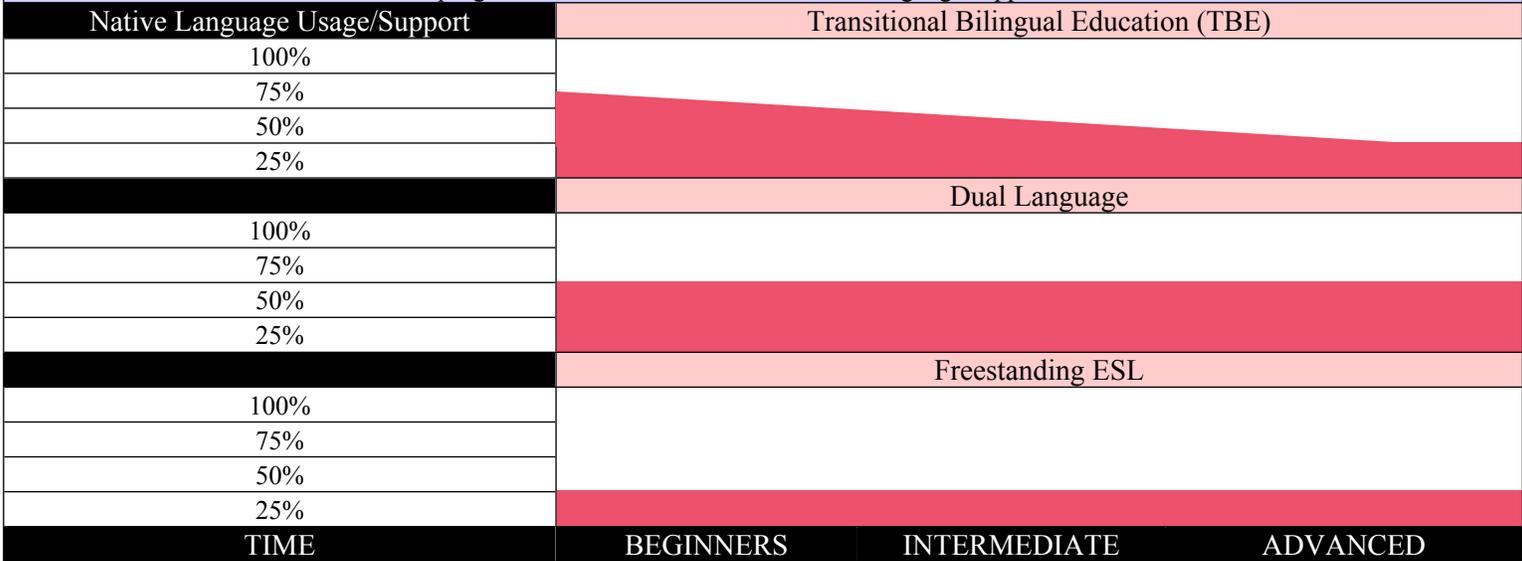
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 her

8. Plan for Content Area – Our ELLs are fully integrated into every aspect of our curriculum. They set comprehensible, achievable goals in each area and are thus forced to think about their learning (metacognition). Content area instruction is scaffolded by modeling, bridging, schema building and other QTEL strategies. Content areas teachers attend ESL Professional Development. With the use of the workshop model, all our ELLs are fully involved in small group, differentiated instruction in reading, writing, science, social studies and math. Guided reading, hands on math games, and writing conferences give our ELLs ample opportunity for practice, comprehension and participation. The use of language buddies, bilingual libraries, and “ELL friendly” materials such as Everyday Math, computer software and books on tape enhance academic language. Our ELLs traditionally score above grade level on math assessments.

o Our ELLs are a part of our targeted Inquiry Team students. We study the relevant data and determine the most beneficial interventions. Academic deficiencies are addressed not only in the classroom but during ESL periods, extended day tutorials and morning study groups. Our 2 day F status teacher works with both ELLs and former ELLs to remediate weaknesses as well as to offer enrichment opportunities. Our targeted interventions for ELLs in ELA, math and content areas include small group, differentiated instruction, and reteaching in different modalities to assure that we reach our verbal, auditory and tactile-kinesthetic learners. Our workshop model provides ample opportunity for instruction, guidance, practice and review.

9. Plan for transition ELLs – Our transition plan for ELLs who have achieved proficiency includes morning study groups, after school test prep sessions and collaboration between the classroom teacher and ESL teacher. Our classroom teachers are well aware of the challenges these ELLs encounter. Staff development discusses this issue and offers strategies for cooperative/buddy grouping, rephrasing assignments, etc., in other words total inclusion. Our F status teacher also provides support to our transition ELLs. All former ELLs receive the state mandated test accommodations for 2 years after attaining proficiency.

10. We will continue our new initiative ELL TEAM (Teaching English and Math) which targets our ELLs in grades 3, 4 and 5. In addition to the required ESL periods, an F-status teacher pushes in to our ESL classrooms and targets these students in order to: 1) assess lesson comprehension 2) provided clarification and further explanation 3) model good practices 4) provide one on one support 5) help with homework issues 6) monitor progress 7) collaborate with the classroom and ESL teachers.

11. We are implementing the above strategy in lieu of last years intensive English intervention because our experience (and research) strongly supports a push-in model approach.

12. Our ELLs are afforded equal access to all school programs. Our School wide Enrichment Model provides ample opportunities for our ELLs to participate in enjoyable, non-threatening and educational activities. Type I assemblies, Brown Bag Lunches, MIM (specialized interest periods), and Talent Pool focus on the strengths of each student. ELLs actively participate, develop and showcase their talents, and bolster their confidence by involvement in this initiative. ELLs not only have equal access to all our daily programs, but also participate in after school activities. Parents are notified (translations available) about Anchor Society, homework help, latchkey, test prep, enrichment clusters, evening events and all other supplemental activities.

13. Instructional Materials - In order to assure academic rigor, ELLs are exposed to quality literature, are involved in small inquiry and

study groups and are assessed using various tools, such as WRAP, Acuity, Harcourt Interim Assessment, teacher created common assessments and portfolio. The use of varied materials, visuals, and realia support student understanding. Differentiation of instruction along with scaffolding of instruction leads to independence at each proficiency level. P.S. 69 is an America's Choice school. As a learning community, we embrace discovery based learning techniques for our students. All of the disciplines are taught through the workshop model where the teacher will present new material to the whole group, the students will be involved in a group task, the students will have independent work time, and the teacher will differentiate instruction to meet the needs of the individual students. ELLs are fully integrated and involved in the workshop model. Students are encouraged to draw on their life experiences during writer's workshop. Through exposure to the writings of relevant authors, the students develop a sense of what should be included in their own writing pieces. With the guidance of the teacher during conferencing, each of the students is expected to nurture their writing seeds throughout the stages of the writing process. Each student is reading books that are on the appropriate reading level. It is during reader's workshop where the students will have an opportunity to learn reading strategies and to be exposed to the different literary elements. The teachers will often aide the class in dissecting the work of an author. By scaffolding instruction, ELLs begin to move from pictures to graphic organizers to lists and responses. Students will often work with many different kinds of math manipulatives, and are encouraged to become independent problem solvers. Our ESL teacher uses Quick Reads, Rigby On Our Way to English, and Scott Foresman Accelerated English series. Leveled, non-fiction libraries prepare the students for content area instruction. Technology, aligned with classroom lessons, is utilized (Edmark Might Math and Destination Series, Reader/Writer Rabbit etc.) These and other research based materials promote language development in all modalities.

14. Use of Native Language – The native language of our students is appreciated and forms the basis for exploration of their culture, traditions, values and ancestry. Multicultural literature enhances our classroom libraries. Our school library has many translated versions of books. Multicultural fairs are held during the school year to showcase our diversity and afford our students the opportunity to take pride in their heritage. We are continuing to build our bilingual non-fiction libraries so that social studies and science become more easily comprehensible. Parents are also encouraged to utilize these sources to educate and inform their children. Native Language is also used to inform parents of important social services such as Child Health Plus, Free Lunch/Breakfast etc. Same language buddies, use of bilingual glossaries and bilingual content related books support the use of native language to transition to second language.

15. We are diligent in providing support and resources which correspond to ELLs ages and proficiency levels. With the guidance of formal and informal assessments we are well aware of our ELLs' varied proficiency levels. Our literature rich classroom libraries are leveled, MIM sessions are age appropriated and lessons are differentiated.

16. Newly enrolled ELLs (and their families) are greeted personally by the ESL teacher and appropriate translators. They are welcomed to our community, assured of our commitment to educate their child, informed of school policies and requirements and encouraged to discuss any issues and concerns. They are made aware of our "open door" policy at P.S. 69 and our dedication to creating a warm, safe and welcoming social and educational environment. We enlist the help of a "PRO Team" (Parents Reaching Out) member for further assistance and to increase the comfort level of being in a new, unfamiliar environment. Prior to the beginning of the school year, we hold a Kindergarten orientation. Parents of ELLs have access to translators, the ESL teacher, parent coordinator and administration. All their concerns are addressed. In addition, all students receive a "Welcome Back to School" letter itemizing procedure, necessary supplies, and school schedules. Translated versions are sent as needed. In September our ESL teacher holds an orientation for ELL parents. She also meets the parents of new admits, as they enroll, to explain options and procedures as well as handle concerns.

17. English is our language of instruction. We do, however, encourage and invite parents who speak and read in languages other than english to come to school and read to our students in their native language. Our multi lingual paraprofessionals also participate in native language read alouds and offer native language support.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Our entire staff including principal, assistant principals, paras, guidance counselors, occupational, physical and speech therapists, secretaries and parent coordinator participate in on-going staff development sessions. ELL specific issues are addressed in workshops conducted by coaches, support specialists and ESL teachers. These sessions are held on staff development days and after school. ESL specific topics are also discussed during faculty conferences. Our onsite teacher center offers ELL related materials and research.
 - September – Identification of ELLs
 - October – Multicultural issues and the ELL student
 - November – States of language acquisition
 - December – ESL techniques and methods
 - January – Ideas for classroom teachers

Other workshops, not yet completed will follow for the months February – June. Our ESL teacher as well as classroom teachers attend QTEL apprenticeship sessions and other ELL related professional development. They then turnkey the information for our staff. Classroom teachers often observe ESL methodologies in the ESL classroom. Our staff development often includes an ESL component where our ESL teacher supports the workshops presented by our literacy and math coaches. This support includes discussions about scaffolding of instruction, use of collaborative activities and experiments/manipulatives. We have also implemented “Lunch and Learn” and “Study Groups” with our ESL teacher. Our staff is trained in utilizing effective ESL strategies into daily activities, group lessons, content area instruction and assessments. Cultural implications, laws governing ESL and other issues are also discussed.
2. In order to assist our staff in their efforts to support ELLs as they transition from one grade level to the next, we hold articulation meetings during the June clerical days. Classroom teachers, our guidance counselor, as well as our ESL teacher, have the opportunity to discuss ELL students-their progress, reading and math levels, language needs, social issues and any other topics deemed relevant. This enables the future teacher to differentiate instruction for ELLs from day one. Personnel and students from our intermediate school come and speak to our 5th graders. These students attend an orientation session at our local intermediate school, I.S. 72.
3. Collaboration between staff is valued and as such common preps, by grade, have been initiated. Effective planning, meaningful discussion and Professional Development time are a result of these common meeting times. All of the above Professional Developments meet and surpass the 7.5 hours of ESL mandated training. Records of ELL training for our staff is kept in a binder by our ESL teacher.

E. Parental Involvement

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

Paste response to questions 1-4 here

Our aim is to establish mutual trust and respect between ELL parents and our staff. The parents of ELL students are encouraged to not only become familiar with our school procedures but to also become active participants in school events. We hold informative orientation sessions in the fall for newly enrolled ELLS as well as continuing ELLs to discuss issues relevant to the upcoming school year (schedules, school events and meetings, expectations, calendar etc.), and in spring for incoming enrolled kindergarten students and any new entrants. Additionally, in spring, parents are invited to learn about state exams and the requirements for their children. We provide translators as well as translated versions of various forms and letters. During parent orientation, administrators are introduced, and a tour of the building is given. Our staff provides a warm, respectful and welcoming atmosphere. Our ESL teacher provides adult English classes. Many parents have taken this opportunity to improve their own language skills and as such become positive education role models for their children. The NYC translations services are used to inform parents of mandated assessments and expectations. Our PTA is diverse and reaches out to ELL parents in an effort to encourage membership. Most of our parents attend parent-teacher conferences because we provide translators for both the afternoon and evening conferences. ELL parents are encouraged to attend literacy and math workshops given by our coaches. Our PRO Team (Parents Reaching Out) initiative has proven to be quite successful. In an effort to “buddy” our newcomer parents with truly bilingual, experienced parents, we reached out and enlisted the help of parent volunteers. They often act not only as the liaison but also offer support and explanations to newcomers. They raise their comfort level and as such hasten the adjustment period related to recent immigration and/or first exposure to New York City schools. The above procedures assure that we meet the needs of ELL parents. Our progress report consistently rates our school an A in Communication and Engagement. Our ELL parents are given parent survey forms in their native language and as such are strongly represented in our progress report.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	1	3	1	1	0								7
Intermediate(I)	1	2	4	1	2	0								10
Advanced (A)	3	1	3	5	7	2								21
Total	5	4	10	7	10	2	0	0	0	0	0	0	0	38

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		0	0	1	0	0							
	I		1	0	0	0	0							
	A		2	6	2	2	1							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P		1	1	4	7	1							
READING/ WRITING	B		1	1	1	0	0							
	I		2	3	1	2	0							
	A		0	2	5	7	2							
	P		1	1	0	0	0							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	1	8			9
5		1	1		2
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			1						1
4			7		2				9
5			2						2
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

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

New York State Regents Exam

		Number of ELLs Taking Test		Number of ELLs Passing Test	
		English	Native Language	English	Native Language

New York State Regents Exam

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

Native Language Tests

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

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

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

6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

Our staff uses data to inform decision making and drive instruction. Ongoing assessment allows us to not only evaluate student learning and growth but to also effectively target instruction.

1. Our school uses the WRAP assessment and DRA to : 1) determine reading level (independent instructional or frustration) 2) notice reading behaviors 3) determine guided reading groups 4) decide on instruction for skills block. Our ELLs benefit from this assessment in that they are placed in appropriate groups for instruction. Small group, differentiated instruction allows the teacher to not only monitor reading comprehension strategies that our ELLs have acquired but to also notice areas where repetition and reinforcement are necessary.

2. We have found that the trend in LABR results fall into 5 categories:

- a. Newcomers who speak minimal or no English become our new beginner ELLs.
- b. Special education students with severe cognitive delays are also beginner ELLs.
- c. Students transferring from private, parochial, or out of state whose parents indicate a language other than English along with English on the HLIS.
- d. Students born in the United States who speak only another language, not English, at home tend to score at the low intermediate level of the LABR.
- e. Students who are truly bilingual with preschool attendance and some English spoken at home tend to score at the advanced level or pass the LABR.

Our 7 beginner ELLs fall into 3 categories-3 are new admits from other countries, one is severely disabled and x coded the other 3 students have reading and writing difficulties (RNMR, teacher observation) which we are attempting to remediate with our various interventions. Our 10 intermediate ELLs either increased a proficiency level (B to I) on the NYSESLAT (2010) or stayed on the intermediate level but increased their scaled score especially on the listening/speaking section. Of our 21 advanced ELLs, 12 scored proficient and 9 scored advanced on the listening/speaking subtest. On the reading/writing subtest only 2 scored proficient while 19 scored advanced. the majority of our studentns gained in scaled score points. Thirteen of our 42 ELLs attained proficiency levels on the 2011 NYSESLAT and as such exited the ESL program.

Patterns in Proficiency

The pattern in students' results indicates that our students excel on the listening/speaking components of the NYSESLAT/LABR. Since reading/writing skills develop and improve over a longer period of time, our ELLs score lower on those components. It is classic BICS (basic interpersonal communication skills), preceding CALP (cognitive academic language proficiency) in language acquisition.

The LABR scores for our Kindergarten students are clearly influenced by pre-school attendance and amount of English spoken at home. Those who score 20 and above listen attentively, respond accurately, and recognize letters and symbols. The opposite is true for newcomers and those children who didn't attend pre-school. Their raw score is significantly lower in all 4 modalities. The 2011 RNMR confirms our ELLs strengths in listening/speaking, with the majority of our students, 29, scoring at advanced or proficient levels. The reading/writing analysis shows 16 students at advanced, 8 intermediate and 3 beginner. Our goal is to move all our student by at least 1

proficiency level. This data correlates with both teacher observation and ELA results.

When examining the NYSESLAT scores and modality report (RNMR) we derived that students in grades K-5 have shown improvement in the 4 modalities. Reading/Writing scores in grades 3-5 drop for some students, especially those designated as special education, as the test becomes more difficult. Listening/speaking for grades K-5 continues to give us higher scores which remain consistent throughout the grades. The RNMR reveals Scaled Score improvement while the NYSESLAT shows proficiency level gains. In addition, examining the NYSESLAT performance report in NYSTART it again becomes clear that the focus for our ELLs continues to be reading and writing.

3. The above results led to our goal of improving reading comprehension and writing skills. Classroom teachers are well equipped to provide instruction and modeling of the writing process. Small group instruction and guidance during our balanced literacy block benefits our ELLs. Further interventions include an F status teacher who one day “pulls out” small groups of students to deliver targeted instruction and one day pushes in to support ELLs in their classroom. For our most “at risk” students (determined by ELA and Math scores, periodic assessments, teacher input) we have initiated our ELL TEAM approach-intensive reading and math instruction. Vocabulary development is one of our bottom lines and ELL students are benefitting from this focus and direct, explicit vocabulary instruction. We expect our differentiated, targeted, data driven interventions to have an impact on all state assessments.

Since our goal is for our ELLs to communicate effectively in all modalities and for BICS and CALP to develop as simultaneously as possible, we provide challenging content area instruction which is aligned to classroom activities. We use research based strategies to enhance learning. The Common Core learning standards now guide our lessons. We use the appropriate scaffolding components to drive instruction.

4. ELL Interim Assessments are used by the ESL teacher to drive future instructions. Classroom teachers use the information to guide assignments and expectations. Individual needs for improvement are addressed.

Our ESL teacher is a member of our Inquiry Team and as such has access to all assessment reports. In depth analysis of available data (ITA, ELA, State Math test, WRAP) allows us to remediate problems, monitor progress and deliver targeted differentiated instruction. Standards based instructions, accountability, scaffolding of academic language, modeling experiments; rephrasing and clear expectations will lead to cognitive academic language acquisition. Further, ELL participation in academically rigorous tasks and group activities stimulates language acquisition. The results of our periodic assessments correlate to the results of the NYSESLAT. Our ELLs need to acquire specific reading comprehension skills pertaining to critical analysis, inference and main idea.

5. We do not have a dual language program.

6. Our school measures the success of ELLs both objectively (formal assessments, portfolios) and subjectively (teacher input, student participation, parent satisfaction). Our assessment tools include the ESL Interim Assessment, Acquity, DRA and teacher developed exams. We do not use native language for instructional purposes. We do however encourage “language buddies” to offer explanations, instructions and feedback in native language. We are also developing our bilingual libraries.

Our determination coupled with the pedagogical skills of our staff has led to the development of an engaging, academically rigorous, relevant and successful ESL program. Achievement is our priority.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/4/11
	Assistant Principal		11/4/11
	Parent Coordinator		11/4/11
	ESL Teacher		11/4/11
	Parent		11/4/11
	Teacher/Subject Area		11/4/11
	Teacher/Subject Area		11/4/11
	Coach		11/4/11
	Coach		11/4/11
	Guidance Counselor		11/4/11
	Network Leader		11/4/11
	Other		11/4/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 31R069 **School Name:** Public School 69R

Cluster: 5 **Network:** CEI-PEA

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We use several methods in order to assess our school's translation needs:

- a. Compile data from Home Language Identification surveys and LEP language report (RHLA)
- b. Parent input at orientations
- c. Parent coordinator input
- d. Determine literacy of our parents to decide if oral as well as written clarifications and explanations are necessary (survey)

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

Our major language groups are Spanish and Arabic. Traditionally, our parent population is quite literate in their native language and as such written translations often suffice in providing essential information. Oral translators are useful at orientations, PTA meetings, Parent-Teacher conferences and at meetings for mandated services (i.e., special ed, speech, resources room etc.).

Our school community is aware of our translation capabilities through newsletters, word of mouth, and kindergarten registration, orientations meetings, and signs posted at our main entrance which indicate our ability to translate.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Our school will provide translations of relevant documents by utilizing the Department of Education website for translation, as well as translations software. Our staff and parent volunteers are also able to offer assistance. Our "PRO TEAM" (Parents Reaching Out Team-Pro) is a network of bilingual parents who have volunteered to do both written and oral translations. Report cards are distributed in the languages determined to be necessary.

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 translations, as needed, will be provided by school staff and parent volunteers. The NYC over the phone translations service is also utilized.

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>.

We have utilized and posted many signs provided by the Translation and Interpretations unit to inform parents of their right to translation services and upcoming events and meetings. We fulfill the requirements of Chancellor's Regulation-A663 by providing interpretation and translation services to all parents who request documents (as indicated in registration materials) in a language other than English. Our multilingual staff, along with parent volunteers and the TI Unit meet our needs. We provide critical documents (Bill of Rights, Safety Plan, Behavior Mandates, Special Education issues) in the parent's language of choice. We also refer parents to the DOE's website where pertinent information is posted in the nine most common languages spoken in New York City.

Materials to encourage and promote parental participation in their child's education will be purchased. We hope to increase parent capacity to improve their children's achievement. Parents are encouraged to attend Adult English Classes offered by our ESL teacher. Our parents have expressed a desire to be able to help their children with homework, reports and projects. As a result, bilingual libraries will be purchased, as well as "how to" books and software to enhance parent language acquisition and participation.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Daniel D. Tompkins	DBN: 31R069
Cluster Leader: Deborah Maldonado	Network Leader: Nancy Ramos
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" 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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: During School
Total # of ELLs to be served: 41
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
<input 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: 4
of certified ESL/Bilingual teachers: 3
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:

P.S. 69 is located in the Heartland Village neighborhood of Staten Island, New York. We have approximately 930 students. Our ELL population fluctuates between 35-60 students. Entitled students in grades K -5 participate in one of 3 ESL instructional programs outlined in our LAP and Title III overviews. We are committed to providing a quality, standards based education for our ELLs. Our expectations for their achievement is on par with our expectations for our monolingual students.

Our Title III LEP Program is geared towards meeting the needs of our school community. Upon examination of our 2012 NYSESLAT Modality Report and ELA results and discussions with teachers and parents, we have determined that ELLs in grades 1 to 5 would benefit from further supplemental instruction in the 4 modalities, with a concentration in reading and writing. We believe our supplemental programs will further strengthen the home-school connection and as such our students, parents and teachers will benefit from participating in the programs outlined below.

S.O.S. - Signs of Success Grades 1 - 2 October 2012 to March 2013 - Wednesday 3:15 to 4:15

In order to reinforce reading comprehension and/or math skills introduced during the school day, our ESL students will attend review sessions after school. These supplemental instructional support services will be held for one hour two times a week. Our students will benefit from this small group guided intervention as they practice and subsequently acquire the skills necessary for classroom achievement and success. This program is a direct result of our ELL parents being unable to help their children with assignments. We anticipate reaching 5 - 10 students in each session. The language of instruction is English.

F Status Teacher- Grades 3 - October 15, 2012 through June 2013, Monday, Wednesday, Thursday 8:15 to 3:12.

An F status teacher will be hired to provide supplemental support to our ELLs in grade 3. Our rationale for implementing this initiative includes:

A. Feedback from classroom teachers (anecdotal, exam results, classwork) who indicated that their ELL students would benefit from immediate, clear and sustained support not only during our balanced literacy block, but also during content area lessons.

B. Our analysis of the 2012 ELA and Math assessments along with the 2012 RMNR (NYSESLAT Modality scores) report which shows deficits in reading and writing.

Part B: Direct Instruction Supplemental Program Information

C. The observations of pedagogues that this subgroup of students works best in a small group controlled environment which in effect reduces the student teacher ratio.

The above factors support our plan to implement an intensive 3 day a week intervention for our struggling ELLs. This full day, consistent, sustained, and supplemental service will support our Grade 3 students in all subject areas. This small group focused initiative will provide targeted differentiated instruction to our ELLs who have acquired both verbal and listening skills but are delayed in reading and writing. This approach will facilitate comprehension not only of core reading, writing, and math skills but will also aid in acquiring science and social studies concepts.

The F status teacher will provide individualized support by using ESL methodologies which include modeling, repetition, scaffolding, analyzing exemplary work and using graphic organizers, not only during Literacy Blocks but during all content areas.

Project Leap (Grades 3, 4 & 5 and transitional students) January 2013 through March 2013, Monday and Wednesday 2 periods a week.

Project Leap test prep focuses on understanding the demands of the questions and directions on the NYS ELA and Math exams, increasing vocabulary fluency and writing of short response answers.

Based on student need, as determined by teacher analysis of data, students may receive ELA and/or Math test prep sessions. We will serve about 20 students during the school day.

NYSESLAT Prep (Grades 1 - 5) February 2013 to March 2013, Tuesday, Wednesday - 7:15 am to 8:15 am.

NYSESLAT Prep will focus on skills which need to be retaught and/or reviewed based on the recommendation of the ESL teacher. Interim assessment and in classroom observations drive this decision. This program is offered in March and April, 2 mornings a week before school for 10 sessions. Students to receive this service are selected in February.

We will hire 1 ESL certified teacher. We purchased the Attanasio NYSESLAT test prep series.

Our language instruction program is driven by individual student needs and supplements mandated services. Enrichment, remediation and transitional support will be given to identified students. Teacher input and assessment results will determine our students' focus.

We have selected the above interventions because they meet the needs of our ELL population. All activities are in English.

Part C: Professional Development

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:

On-going PD offered by our ESL teacher, Mrs. Kashanian, gives teachers the opportunity to not only enhance prior knowledge but to also initiate topics for future workshops. Our PD is researched based and relevant to student/teacher needs. ELL issues, techniques, strategies and data are discussed in an effort to include ELLs in all aspects of classroom practices. Our entire staff and support personnel will participate in on-going professional development dealing with ESL issues at no cost to the program.

Our ESL teacher participates in researched based, high quality staff development. Our entire staff will participate in on-going staff development sessions. ELL specific issues will be addressed in these workshops that will be conducted by support specialists, coaches, and ELL teachers. These sessions will be held during the Professional Development time throughout the school year.

We plan to hold Lunch and Learn meetings and morning study groups so that teachers may examine and discuss research based articles pertaining to ELL students. In this way our Professional Learning Communities will implement strategies which are relevant and have proven successful.

Identification and Placement of ELLs – November

Stages of Language Acquisition – December

ESL techniques and strategies for the classroom teacher – January

Newcomer ELLs in the Classroom – February

Cultural Issues – March

Testing Regulations/Modifications for ELLs - April

Our ESL teacher, as well as classroom teachers, will be sent to high quality, research based ESL conferences and workshops.

Our professional development activities are aligned with our instructional program. Title III teachers have attended sessions about delivering high quality test prep, the unique needs of ELLs relating to homework and "what works" at each level/stage of language acquisition.

Part D: Parental Engagement Activities

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:

Orientations sessions are held in the fall and spring and as needed for ELL parents. Translators will be provided as needed.

In an effort to empower parents and raise their confidence level, our ESL teacher will conduct Adult English Classes for parents of our students, beginning in February 2013.

Our adult English class is conducted by our fully certified ESL teacher on Wednesday afternoon from 3:30 – 5:30. About 8 -12 students attend each session which runs on a 10 week cycle. The language of instruction is English. This is an essential service which enables parents to better participate in their child’s education.

PRO Team (Parents Reaching Out) English speaking parents have volunteered to “buddy up” with Non-English speakers to help explain school notices, events and expectations. These bilingual parents have proven to be an essential asset in helping our ELL parents feel comfortable and competent in handling and navigating school/community related questions and issues.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$11,200	\$11,200. Only 38% of 3 day F status teacher for grade 3 ESL students Total Cost=\$29,440.00
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	N/A	
Supplies and materials	N/A	

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	N/A	
Travel	N/A	
Other	N/A	*Please note: The Title III money allocated to our school for the 2012 - 2013 school year only covers 38% of our F status teacher. All other programs will be funded through other resources.
TOTAL	\$11,200.00	