



Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: THE CLARA BARTON SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X050

PRINCIPAL: KIM NOHAVICKA **EMAIL:** KNOHAVI@SCHOOLS.NYC.GOV

SUPERINTENDENT: **MYRNA RODRIGUEZ**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Kim Nohavicka	*Principal or Designee	
DeForest Cornish	*UFT Chapter Leader or Designee	
Ruth Diaz	*PA/PTA President or Designated Co-President	
Amos Stokes	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Jesus Diaz	Member/Parent	
Melodie Rivera	Member/Parent	
Antoine Stone	Member/Parent	
Margaret Gonsalves	Member/Parent	
Michelle Evans-Cornish	Member/Teacher	
Roxanne Holloway	Member/Teacher	
	Member/	

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

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

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

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

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

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

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

Major Recommendation

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

“Develop and implement a multiyear professional development plan that follows a job-embedded and sustained professional learning process and focuses on content related to the topics identified during co-interpretation. (ESCA pages 25-27. 2011)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2013 the school community will use teacher and student data to develop and implement a multiyear professional development plan that will sustain a professional learning process resulting in increased student achievement.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Strategy 1

- a) Contract with Turnaround for children. Turnaround for Children provides teachers skills and strategies that will help to build teacher capacity to implement both cooperative-learning structures which in-turn effects student academic ability and social emotional development.
- b) All teachers and administrators
- c) Teachers participate in professional development provided by Turnaround on weekly basis. Turnaround staff collaborates with staff to implement strategies learned during these sessions, observe and provide key feedback to support the improvement of their practice. Turnaround also has supported the establishment of a team comprised of school administration and teachers to discuss observation data and student progress. This structure is an opportunity to reflect, modify and implement systems, resources and additional professional development in the school building that support the establishment of positive school culture, OORs data, teacher observations, Acuity and NYS assessment data will be used to monitor progress and make necessary adjustments in collaboration with Turnaround consultants.
- d) September 2012-June 2013

Strategy 2

- a) Teacher Effectiveness Program – The school is currently in year two of the Teacher Effectiveness Pilot. This program helps to build the capacity of administrators and teachers around the observation process and the use of the Danielson Framework as a tool for improvement of instructional practice.
- b) TEP Coach is assigned to our school to support and provide professional development on a regular basis. All teachers and administrators will participate in bi-weekly support and/or PD with the TEP coach.
- c) Informal and formal observation notes will be used to track and monitor progress. Teachers will be provided feedback and next steps that will be followed up on and supported by select resources, professional development opportunities and school based personnel. Frequent observations through the Teacher Effectiveness Pilot will provide data on teacher development and growth in the use of strategies and provide impact of skills introduced through sessions provided by Turnaround for Children and other initiatives in our school.
- d) September 2012 –June 2013

Budget and resource alignment

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

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).

Turnaround for Children – 8 days per month (September 2012 –June 2013)
2 additional PD days for full staff PD during the course of the year

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

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

Major Recommendation

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

“Develop and implement with fidelity a multiyear plan to align the school’s curriculum, instruction, assessments, and instructional materials to the Common Core.” (ESCA pages 12-15, 2011).

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

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

By June 2013, teachers will implement and develop 2 units of study in ELA and Math aligned to CCLS.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Strategy 1

- a) Professional Development Opportunities in and out of the school to build the capacity of key personnel around CCLS and the shifts.
 - a. Select teachers will attend a CFN 606 Mini-Common Core Fellows series where they will deepen their understanding of CCLS and the shifts, identify and create performance based tasks, and receive immediate feedback around the task they develop.
 - b. As part of the TEP pilot teachers participated in a workshop around the Danielson Framework as a tool that describes and supports quality instruction for all students.
 - c. Turnaround will also support the implementation of skills and strategies to strengthen teacher practice specifically in the areas of student engagement and developing positive classroom culture. They will turn key information and continue to support all teachers with implementation.
- b) Administrators, select classroom teachers participated in the CFN PD opportunity, TEP Coach, Turnaround Coach, Classroom teachers participate in TEP and Turnaround PD.
- c) Student work products, Monthly data sheets, the actual units and team reflections, informal and formal observations will all be used to track and monitor progress towards this goal
- d) This work will begin in October 2012 and continue through June 2013. Unit 1 (ELA and Math) will be implemented in January 2013. Student data will be collected and analyzed via the data sheets by March 2013. Unit 2 (Math and ELA) will begin in May 2013. Student data will be collected and analyzed via

monthly data sheets by end of May 2013

Strategy 2

- a) Curriculum Support team in consultation with classroom teacher to develop CCLS aligned maps in ELA and Math
- b) ELA Support Person, Math Support Person, and Classroom Teachers will work during the school day (preparation periods) to develop curricula maps. Teachers programs have been developed to allow for three periods of common planning time per week. The teachers meet with their grades and review the curriculum, CCLS, and review monthly curriculum maps and develops assessments. Part time support staff specializing in ELA and math supports teachers with implementation. Grade level teachers also develop and distribute monthly curriculum newsletters to highlight key information and dates for what is being taught that month.
- c) Student work products, Monthly data sheets, the actual units and team reflections, informal and formal observations will all be used to track and monitor progress towards this goal
- d) This began in October 2-12 and will continue through June 2013. The teachers will meet in the summer of 2013 and will revise the curriculum maps, as they will evolve into curriculum units of study. Additional per session time will be allotted in May-June 2013 for reflection and curriculum revision.

Strategy 3

- a) CIE Team supports in ensuring alignment and guides the reflection process for units of study.
- b) Administrators, Curriculum Support Team members, and grades 3 and 4 teachers participate in this team. After curriculum maps are developed and implemented, the CIE Team meets after school to evaluate resulting student work products and data tool and provides teacher teams with feedback and next steps for future units to be implemented.
- c) Student work products, Monthly data sheets, the actual units and team reflections, informal and formal observations will all be used to track and monitor progress towards this goal
- d) This work will begin in October 2012 and continue through June 2013. Unit 1 (ELA and Math) will be implemented in January 2013. Student data will be collected and analyzed via the data sheets by March 2013. Unit 2 (Math and ELA) will begin in May 2013. Student data will be collected and analyzed via monthly data sheets by end of May 2013

Budget and resource alignment

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _ ARRA RTTT CIE

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).

Per session for teachers to create curriculum maps – ARRA RTTT CIE

- 60 Per Session Hours for CIE team to meet and evaluate student work (6 teachers meeting through out the year)
- 16 total Per Diem subs were hired for teacher to attend network PD 8 sessions (October-March)
- 17 per session hours for ea. Teacher 8 teachers, 11 sessions

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

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

Major Recommendation

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

“Develop and implement with fidelity a plan to ensure challenging, engaging, and intentional instruction in every classroom.” (ESCA pages 16-20 2011)

Tenet #4 TEACHER PRACTICES AND DECISIONS

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

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

All classroom teachers will provide multiple points of access for all students in both during and afterschool as evidenced by lesson plans, frequent classroom observations and student data by June 2013.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation

Strategy 1

- a) Research based programs purchased to support struggling readers during the school day. The programs below incorporate placement, assessments and evaluations throughout the year that allow for student growth. They identify multiple entry points so the students are working on their exact level.
 - a. *100 Book Challenge* and IRLA conferencing materials for grades 3-5
 - b. *Readwell* program
- b) All classroom teachers received one of the programs' (dependent upon the grade they teach) materials to support. All classroom teachers, administrators and paraprofessionals were invited to receive professional development in each of these programs to equip them with the skills required to work with students during small groups and individual conferences to address student needs. 5 additional PD sessions will be provided through the school year for all classroom teachers to support implementation of the program.
- c) The teachers in the upper grades will conduct a baseline assessment using the IRLA tool and will submit monthly progress data to identify at-risk students. In the lower grades, the teachers will conduct unit assessments and will submit monthly data sheets indicating the student's individual levels. Teachers and administrators will analyze the data monthly and at risk students will be identified. Administrators will conference with teachers on a quarterly basis to

identify student progress and next steps.

- d) This program will be initiated in January 2013 and will conclude in June 2013.

Strategy 2

- a) *After School Program has been established to further support identified at-risk students scoring below proficiency in grades 3-5 in both ELA and Math. After school consist of 45 students grades 3-5 that meet 3 days a week from 3-4:30 for 9 weeks. During these sessions teacher provided differentiated instruction using Ready New York English and Mathematics student instructional and practice assessments for students in grades 3-5.*
- b) *5 classroom teachers (varying grades), 5 Paraprofessionals, and 1 program supervisor (classroom teacher). Ready New York English and Mathematics student instructional and practice assessments were purchased to support this program*
- c) *Baseline assessments through the Ready New York English and Mathematics practice assessments will be administered in February. These assessments will be administered again in April to track the progress of students in the program. Additionally, the data collected from the IRLA tool and Acuity will be used and compare (students participating vs. student not participating) and note progress of both groups and evaluate the success of the strategy. Teachers and administrators will analyze the data monthly and at risk students will be identified. Administrators will conference with teachers on a quarterly basis to identify student progress and next steps.*
- d) This program will begin in February 2013 and conclude in April 2013.

Strategy 3

- a) Network Support has been requested and customized to support this initiative. **Selected staff member** of the school community were selected to attend PD around RTI and UDL provided by the network and members of the network team follow up with key member of our school community to support implementation of UDL and RTI.
- b) Administrators, classroom teachers participate and implement information received during professional Development. Special Education Achievement Coach DSWDELL/RSE-TASC provide professional development to staff. They engage in classroom visitations to provide feedback and specific next steps.
- c) Monthly data tool, student work products, formal (by administrators) and informal (done by administrators and teacher teams) observations will be used to evaluate and monitor progress towards this goal.
- d) This program will begin in September 2012 and conclude in June 2013.

Strategy 4

- a) The school based RTI Team will be established to provide targeted instructional support to students identified via the IRLA tool.
- b) The following personnel participate in the team: Guidance Counselor, SAPIS worker, Social Worker, Psychologist, Special Education Teacher, IEP Teacher, Administrators, General Teacher, and a Turnaround (trainer, social worker, supervisor), network support provides periodic guidance and support. Meet weekly to identify at risk students, review student data, student progress, and identify follow up support for children as needed.
- c) Data tool developed by the group, student work products, and teacher student observations will be used to evaluate and monitor progress towards this goal.
- d) This initiative started in September 2012 and will continue through June 2013.

Budget and resource alignment

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

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

Tax Levy X Title IA Title IIA Title III Set Aside Grants X Other-describe here: NYSTL,

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).

100 Book Challenge 11 class sets consisting of 6 baskets each were purchased for all classes in grades 3-5

5 full consultancy days to support the *100 Book Challenge* program for (13) teachers 3-5

10 *Readwell* kits were purchased for all classes in grades K-2

5 consultancy days to support the implementation of *Readwell* program for (11) teachers K-2

60 *New York Ready CCLS Instruction* books for grades 3-5

184 *New York Ready CCLS Practice* books for grades 3-5

Per session for staff teaching the after school (5 teachers and 5 paraprofessionals 3 days per week for 1.5 hours, 45 students)

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

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

Major Recommendation

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

“Develop and implement with fidelity a plan to ensure that the components of effective classroom management are evident in every classroom.” (ESCA pages 7-11. 2011)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

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

By June 2013, 100% of the staff and students will participate in the implementation of a school wide systematic program to promote a safe school environment as evidenced by a 10% decrease in the number of occurrences as measured on the OORS system.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Strategy 1

- a) Contract with Turnaround for children. Turnaround for Children provides teachers skills and strategies that will help to build teacher capacity to implement both cooperative-learning structures which in-turn effects student academic ability and social emotional development.
- b) All teachers and administrators
- c) Teachers participate in professional development provided by Turnaround on weekly basis. Turnaround staff collaborates with staff to implement strategies learned during these sessions, observe and provide key feedback to support the improvement of their practice. Turnaround also has supported the establishment of a team comprised of school administration and teachers to discuss observation data and student progress. This structure is an opportunity to reflect, modify and implement systems, resources and additional professional development in the school building that support the establishment of positive school culture, OORs data, teacher observations, Acuity and NYS assessment data will be used to monitor progress and make necessary adjustments in collaboration with Turnaround consultants.
- d) September 2012-June 2013

Strategy 2

- a) Positive Behavior Intervention Systems is in its 3rd year of implementation at PS 50. This school year however, the program has been revamped to better support the needs of our school community.
- b) The entire school community. The PBIS team consists of the Guidance Counselor, SAPIS worker, Special Education, ELL and General Education Teacher, Administrators, and a Turnaround supervisor meet at least bi-weekly to reflect on school based structure that will support a positive school culture.
- c) Turnaround for Children tracks the delivery and progress of teacher development via: attendance records, teacher self-assessments and surveys, and coach observations. There is a log maintained that describes the workshops being presented to the staff. Also, there will be quarterly reviews of the number of OORS reports.
- d) This program began in September 2012 and is continuing through June 2013. This is a three-year program that anticipates a termination date of June 2016.

Strategy 3

- a) The Attendance Team works to identify and provide incentives that will motivate students to be present and positive members of our school community. Recognition is provided daily with announcements highlighting classes with 100% attendance and the daily attendance rate. Monthly attendance celebrations are held to highlight and reward certificates to students to 100% attendance each month. An attendance bulletin board showcases monthly class attendance rates.
- b) Principal, Assistant Principal, Family Worker, Pupil Personnel Secretary, Supervising School Aide
- c) Daily attendance is monitored with special attention to patterns and trends, such as high absenteeism, frequent absence on Mondays/Fridays and before holidays. Phone logs are maintained for all parent outreach and home visits are made when warranted.
- d) This initiative began in September 2012 and is continuing through June 2013.

Strategy 4

- a) Student Planners were provided to all students in grades 1 through 5 to develop student's organizational skills. The planner program develops traits that help them thrive academically. With a strong emphasis on parent partnerships, the family interaction and involvement in this planner program—such as at-home activities and use of the Pyramid throughout the weekly pages. Character traits are integrated throughout the planner, and parents are given a language to use at home with their kids.
- b) Administrators, Classroom Teachers and Parent/Teacher Association
- c) Teachers monitor student usage and engagement with planners. Principal encourages and receives parental feedback at "Pow Wow's" with the principal and student feedback during monthly assemblies.
- d) This initiative began in December 2012 and is continuing through June 2013.

Budget and resource alignment

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

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).

320 School Specialty "Journey to Success" Student Planners for all students in grades 1-5

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

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

Major Recommendation

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

The percentage of parents' satisfaction with parent opportunities to be involved in their child's education went from 47% down to 30% satisfactory. (New York City School Survey Report page 3, 2011-2012)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

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

By June 2013, the results on the schools Learning Environment Survey regarding parent opportunities to be involved in their child's education will indicate a 50% satisfactory rate.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 21 through 25 in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategy 1

- a) Creation of monthly parent curriculum guides to inform parents about what is being taught on each specific grade for the upcoming month. They include topics being covered, vocabulary, suggested readings, and monthly testing dates. Monthly calendars highlighting professional development and special dates are disseminated monthly.
- b) Teacher grade level teams develop the parent curriculum guides. Administrators review and provide support. Monthly calendars are created by the Parent Coordinator and reviewed by administration.
- c) Principal "Pow Wows" and parent meetings provide feedback about the implementation of parent curriculum guides and calendars.
- d) This initiative began in September 2012 and is continuing through June 2013.

Strategy 2

- a) Monthly principal "Pow Wows" are conducted for parents to hear about upcoming events in the school and to be a vehicle for parents to provide feedback to

the school.

- b) Administration, Parent Coordinator and Parent/Teacher Association.
- c) Sign-In sheets and agendas are maintained.
- d) This initiative began in September 2012 and will continue through June 2013.

Strategy 3

- a) Initiative to increase parent participation in completing the Learning Environment Surveys during March Parent-Teacher Conferences. Teachers will disseminate surveys to parents during conference time. Parents will be encouraged and to complete the surveys on paper and electronically by staff members. Our two computer labs will be available for parent use and staff will be on hand to assist them. Each floor will have 2 survey monitors that will collect completed surveys and provide parents with a raffle ticket. Four winners will be selected to receive prizes.
- b) The Parent Coordinator, paraprofessionals, School Aides Support, teaching staff and administrators.
- c) The Parent Coordinator will maintain a log of parents that received the survey.
- d) This initiative will begin in March 2013 and continue through April 2013.

Strategy 4

- a) Parent Workshops to increase parent engagement will be conducted throughout the school year.
- b) Turnaround for Children Coach, Administrators, Library Media Specialist, Curriculum Support Staff, IEP Teacher, Parent Coordinator, SAPIS, Classroom and Specialist Teachers, External CBO's and School Nurse.
- c) Agendas and attendance sheets are maintained for each workshop.
- d) This initiative will begin in September 2012 and continue through June 2013.

Budget and resource alignment

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

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).

Refreshments for the monthly *Pow Wow with the Principal* - Title 1 Priority Focus

Per session for paraprofessionals to assist parents with the dissemination, collection, and completion of the Parent Surveys - Title 1 Priority Focus

Per session for teachers to conduct workshops- Title 1 Priority Focus

Comp time for Parent Coordinator to assist parents with the dissemination, collection, and completion of the Parent Surveys - Title 1 Priority Focus

Hourly wage for school aides to assist parents with the dissemination, collection, and completion of the Parent Surveys - Title 1 Priority Focus

Books to distribute to parents during parent events / Parent /Teacher conferences – TL NYSTL Software

Refreshments for the Parent Workshops - Title 1 Priority Focus

Enticements for attendance for Parent Workshops - Title 1 Priority Focus

Materials for Family Literacy Workshops and Family Game Night - Title 1 Priority Focus

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.

	ELA	Mathematics	Science	Social Studies	At-Risk Services: Guidance Counselor	At Risk Services: School Psychologist	At-Risk Services: Social Worker	At-Risk Health-Related Services
	# Of Students Receiving AIS	# Of Students Receiving AIS	# Of Students Receiving AIS	# Of Students Receiving AIS				
K	6	3	N/A	N/A	3	0	1	0
1	19	1	N/A	N/A	3	0	2	0
2	10	0	N/A	N/A	3	0	3	0
3	13	0	N/A	N/A	8	0	0	0
4	18	0	N/A	N/A	5	1	0	0
5	25	0	N/A	N/A	11	0	0	0

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	*Reading Recovery Strategies *Recipe For Reading *Literacy By Design *Comprehension Across The Curriculum *Guided Reading Groups *Explicit Instruction Strategies *Read Well Intervention K-2 Ticket To Read 3-5	Small group instruction based on individual student assessment data for K-5 Groups of 1-8 students 1-5x per week 30 minute sessions	Service is provided during the day and during the extended day.

Mathematics	<ul style="list-style-type: none"> *Everyday Math Games *Strategies from Touch Math *Explicit Instruction Strategies using math manipulatives *Math Steps *Individualized Instruction Materials – Spectrum Math 	<p>Small group instruction based on individual student assessment data for K-5</p> <p>Groups of 1-8 students</p> <p>1-5x per week</p> <p>30 minute sessions</p>	<p>Service is provided during the day and during the extended day.</p>
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, SAPIS Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> Youth Development Prevention and Intervention Program / Parent Engagement Turn Around for Children Character Education Traits Social Emotional Learning 	<ul style="list-style-type: none"> Small Group, Individual Counseling Classroom Presentations Workshops with Parents Peer-Leadership 	<p>During the school days</p>

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.

One hundred percent of the teachers at PS 50x are fully licensed and permanently assigned to the school. Improved recruitment initiatives have attracted high-quality teachers. Our Network, CFN 606 has been instrumental in helping us to attract and hire highly qualified staff.

In order to sustain the high quality of teacher practices, we have collaborated with Turnaround for Children. They provide weekly staff development addressing academic and social/emotional needs of children. This is a research based program that is based in the school two full per days per week and provide individual and group support. Professional development takes place with the entire staff, grade-wide staff as well as individual staff members. There have also been two full days of professional development for the entire staff at an off-site location.

There is a part time literacy support person and part time mathematics support person available to work with colleagues during common planning time to work on best practices. We also have a relationship with Fordham University. A representative from Fordham's ESL program meets with our ESL team at least one time per month. There is also a School Improvement Specialist from RSE Task who is a specialist in working with students with disabilities. She visits the school at least two times per month and provides workshops for all staff members and consults with the staff regarding issues pertaining to struggling students. When she is not conducting a workshop, she is available to visit classrooms, consult with staff, and model lessons.

The culmination of the above has been instrumental in maintaining a highly qualified staff.



PARENT INVOLVEMENT POLICY (PIP) TEMPLATE
The Clara Barton School-Public School 50x

1550 Vyse Avenue, Bronx, NY 10460 Phone (718)542-2650 Fax (718) 589-7284

Rose Ragone, Assistant Principal

Kim Nohavicka, Principal I.A.

Canchetta Temple-Hall, Assistant Principal

Parent Involvement Policy 2012-2013

Parent Involvement Policy will be distributed each September and January to all parents.

An annual review and update of the policy will take place each November.

School Mission Statement:

Our school vision is to empower students to assume responsibility for their educational, social and creative growth through active participation in their school community. Through standards driven instruction, we strive to foster the development of our students’ potentials.

Parent/Teacher Association Meetings:

***Every third Wednesday of the Month**

Time: 9am

Location: North Yard

Parent Workshops:

***The Parent Engagement Committee (Parent Coordinator, PTA President, Principal) will meet monthly to organize parent workshops to support the needs of the parents/school community.**

***A Monthly Parent Calendar will be created and distributed the first week of every month highlighting parent workshops, special school programs and important dates.**

Parents Are Welcome:

***School Hours :**

8:30am-2:50pm: Monday-Friday

8:00am-8:30am: Extended Day-Tuesday, Wednesday, Thursday, Friday (Selected Students)

***Main Entrance Procedures:**

Morning	Afternoon
Front Door Closed: 8:01am-8:40am (When Closed Enter Through Bryant Ave. Entrance)	Front Door Closed: 2:40pm-3:10pm (When Closed Enter Through Bryant Ave. Entrance)
Door Re-Opens: 8:40am	Door Re-Opens: 3:10pm

***All visitors must sign in at the security officers’ front desk and go directly to the main office on the second floor to receive a pass for your destination.**

***Appointments:** If an appointment is needed, please send a note or call the school to schedule a time to meet with teacher(s), and/or administration(s). Our parent coordinator is also available to meet to address any concerns or questions you may have.

***Parent Signatures Needed:**

*Lunch Forms

*Report Cards

*Learning Environment Surveys

*Progress Reports

PS 50X School-Parent/Guardian Agreement 2012-2013

Topic	School Responsibilities	Parents’/Guardians’ Rights	Parents’/Guardians’ Responsibility	Student Responsibilities
Respect	The school will foster an atmosphere of respect for each member of the school community and will make every effort to communicate with all parents/Guardians.	Parent/Guardians have the right to be treated with respect.	Parent/Guardians will respect each member of the school community and encourage their children to do the same.	Students will show respect for themselves, their peers, their school, and the school community. Students will follow the Hands Off Policy: “No good touching, no bad touching. No touching at all.” Also, “If you have a problem, speak to an adult.”
Programs/ Services	The school will provide information regarding programs and workshops through monthly calendar and flyers. The school will identify students in need of support services and provide services to those students.	Parent/Guardians have the right to receive program and support services that enable their children to reach their full potential. Parents/Guardians have the right to participate in programs and workshops.	Parent/Guardians will alert the school of any special needs their children may have and will seek appropriate help for those at the school level. Parent/Guardians are responsible for understanding the goals of those services provided frothier children. Parents/Guardians are responsible to review monthly calendars and flyers and attend programs and workshops when they are available.	Students have the responsibility to attend and participate fully in programs provided for them.
Academics	The school will provide an academic program that supports high expectations for students. Schools will provide monthly curriculum handouts.	Parent/Guardians have the right to a free, public school education for their children.	Parent/Guardians will send their children well rested and prepared to learn.	Students will work to the best of their ability to complete their assignments and other necessary materials.
Expectations of Students’ Performance and Progress	The school will communicate expectations regarding student performance and progress, as well as important school policies.	Parent/Guardians have the right to communicate with teachers regarding issues of children’s performance and progress and to request meetings to discuss children’s progress.	Parent/Guardians will ensure satisfactory completion of homework assignments and will arrange a quiet time and place where their children may work on those assignments. Parent/Guardians will monitor homework assignments daily.	Students will seek assistance when they have problems with their schoolwork/homework. Students are responsible to record assignments in their planners.
Attendance	The school will communicate attendance expectations	Parent/Guardians have the right to view attendance records for accuracy.	Parent/Guardians will send their child to school daily and on time. “Miss a day, Miss a lot.” Parent/guardians are responsible to send note regarding all absences.	Students will attend school daily, arrive on time, be appropriately dressed and have their completed homework assignments and other necessary materials.
Emergency Contact and Health	The school will maintain up-to-date emergency contact and health information	Parents/Guardians have the right to know that the school will maintain up-to-date emergency contact and health information.	Parent/Guardians are required to provide the school with CURRENT a) family addresses and telephone numbers; b) ACCURATE emergency contacts and health information. Parents/Guardians	Students will transmit any necessary correspondence to and from school personnel and Parent/Guardians using provided communication folders and

			will have their children immunized.	planners.
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PS 50X School-Parent/Guardian Agreement 2012-2013

Topic	School Responsibilities	Parents'/Guardians' Rights	Parents'/Guardians' Responsibility	Student Responsibilities
Policies and Procedures	The school will provide to Parent/Guardians a clear description and explanation of the school calendar, the discipline code and the Chancellor's parent/guardian school communication plan.	Parent/Guardians have a right to receive information about the school's policies and procedures and have access to their children's records.	Parent/Guardians will be familiar with the school calendar, discipline code, and will discuss these topics with their children.	Students will be familiar with the school calendar, discipline code, and will discuss these topics with their parent/guardians.
School Mission, Educational Goals and Objectives	The school will provide a clear description and explanation of the school mission, educational goals and objectives, and school report card.	Parents/Guardians have a right to information regarding the school's mission, academics and programs offerings.	Parent/Guardians will know the school's mission, goals and objectives.	Students will take the advantage of every opportunity offered to them and strive for excellence in their academics and extracurricular activities.
School Uniforms	The school will have a consistent uniform policy which takes economic and other hardships into consideration	Parent/guardians have a right to know school uniform policy.	Parent/guardians will be familiar with and make an effort to enable their children to adhere to the school uniform policy.	Students will be familiar with and make an effort to adhere to the uniform policy.

Signature of Parent/Guardian

Signature of Student

Signature of Parent/Guardian

Print Student Name

This agreement is designed to improve and enhance parent/guardian-school relations and is not to intend to create new legal rights or to affect existing legal rights. This agreement or the lack thereof should not to be used or relied on in legal proceedings. Some parent/guardians and children may have additional rights by virtue of statutory or regulatory protections, including but not limited to, students in Title 1 schools, Special Needs students, and English Language learners.

EP 50x de la Escuela en Acuerdo con el Padre/Guardián 2012-2013

Tema	Responsabilidades de la Escuela	Derechos de los Padres/Guardianes	Responsabilidades de los Padre/Guardianes	Responsabilidades de los Estudiantes
Respeto	La escuela va a fomentar un ambiente de respeto por cada miembro de la comunidad escolar y hará todo lo posible para comunicarse con todos los padres / tutores.	Los padres / tutores tienen el derecho a ser tratado con respeto.	Los padres / guardianes respetará a cada miembro de la comunidad escolar y alentar a sus hijos a hacer lo mismo.	Los estudiantes mostrarán respeto por ellos mismos, sus compañeros, su escuela, y la comunidad escolar. Los estudiantes seguirán las manos fuera de la política: "No tocar bien, no hay contacto físico inapropiado". "Si usted tiene un problema hablar con un adulto".
Programas/ Servicios	La escuela proporcionará información sobre los programas y talleres a través de calendario mensual y volantes. La escuela identificará a los estudiantes que necesitan servicios de apoyo y prestación de servicios a los estudiantes.	Los padres / tutores tienen el derecho de recibir los programas y servicios de apoyo que permitan a sus niños a alcanzar su máximo potencial. Los padres / tutores tienen el derecho a participar en programas y talleres.	Los padres / guardianes avisar a la escuela de las necesidades especiales de sus hijos pueda tener y buscar la ayuda apropiada para los que están en el nivel escolar. Los padres / guardianes son responsables de entender los objetivos de los servicios prestados espumosa niños. Los padres / tutores son responsables de revisar los calendarios mensuales y volantes y asistir a los programas y talleres cuando estén disponibles.	Los estudiantes tienen la responsabilidad de asistir y participar plenamente en los programas previstos para ellos.
Académicas	La escuela proveerá un programa académico que soporta altas expectativas para los estudiantes. Las escuelas proveerán los folletos mensuales curriculares.	Los padres / tutores tienen el derecho a una educación gratuita, la escuela pública para sus hijos.	Padres / tutores enviarán a sus niños bien descansado y listo para aprender.	Los estudiantes trabajarán a lo mejor de su habilidad para completar sus tareas y otros materiales necesarios.
Lo que se espera de los estudiantes de su trabajo y progreso.	La escuela va a comunicar las expectativas sobre el desempeño estudiantil y el progreso como así como las políticas importantes de la escuela.	Padres / tutores tienen el derecho a comunicarse con profesores sobre temas de rendimiento de los niños y el progreso y para solicitar reuniones para discutir progreso de los niños.	Padre / tutor será asegurar la terminación satisfactoria de las tareas y fijar una hora y un lugar tranquilo donde sus hijos puedan trabajar en esas tareas. Los padres / tutores supervisarán las tareas todos los días.	Los estudiantes buscan ayuda cuando tienen problemas con su trabajo escolar / tarea. Los estudiantes son responsables de registrar las asignaciones en sus agendas.
Asistencia	La escuela va a comunicar las expectativas de asistencia	Los padres / tutores tienen el derecho de ver los registros de asistencia para la exactitud.	Padres / guardianes enviar a sus hijos a la escuela diariamente ya tiempo. "Miss a día, extraño mucho." Padres / tutores son responsables de enviar la nota relativa ausencia.	Los estudiantes asistirán a la escuela regularmente llegan a tiempo, estar vestido apropiadamente y tienen sus tareas completadas y material necesaria.
Contactos de Emergencias y la Salud	La salud mantendrá al día la información de salud y el contacto de emergencias.	Los padres/guardians tienen el derecho de saber que la escuela mantendrá al día la información de la salud y el contacto de emergencias.	Los padres/guardianes tienen que proveer a la escuela con información que este al día a) Direcciones de la familia y numero de teléfonos b) Contacto de emergencia correcta y c) información de salud.	Los estudiantes transmitir cualquier correspondencia necesaria desde y hacia el personal escolar y los padres tutores / carpetas a través de comunicación proporcionados y planificadores.

			Padres/guardians tienen que tener a sus niños con sus vacunas.	
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EP 50x de la Escuela en Acuerdo con el Padre/Guardiá 2012-2013

Tema	Responsabilidades de la Escuela	Derechos de los Padres/Guardianes	Responsabilidades de los Padre/Guardianes	Responsabilidades de los Estudiantes
Pólizas y Procedimientos	La escuela proporcionará a los padres / tutores una clara descripción y explicación del calendario escolar, el código de disciplina y el padre del Canciller / escuela tutor plan de comunicación.	Los padres/guardians tienen el derecho de recibir información sobre las pólizas de la escuela. Los procedimientos y tener acceso a los datos de su niño/a.	Padres / tutores estarán familiarizados con el calendario escolar, el código de disciplina, y discutir estos temas con sus hijos.	Los estudiantes se familiarizarán con el calendario escolar, el código de disciplina, y discutir estos temas con sus padres / tutores.
La meta de la escuela y propósito de la educación y objetivos	La escuela proveerá una clara descripción y explicación sobre la meta de la escuela. Propósito de la educación y objetivos y la nota de la escuela.	Los padres/guardians tienen el derecho de recibir información sobre la meta de la escuela, lo académico y programas que se ofrecen.	Los padres/guardianes tienen el derecho de recibir información sobre la meta de escuela, propósito y objetivos.	Los estudiantes tomarán ventajas a las oportunidades que se le ofrecerá y para la excelencia en lo académico y actividades curriculares adicionales.
Uniforme de la escuela	La escuela siempre mantendrá póliza de uniforme consistente el cual se relaciona con la economía y otra dificultad también está en consideración.	Padres/guardianes tienen el derecho de saber la póliza del uniforme de la escuela.	Padres/guardianes estarán familiarizado con el y hará el esfuerzo de hacer posible para que su niño siga la póliza del uniforme de la escuela.	Los estudiantes conocer y hacer un esfuerzo para cumplir con la política de uniformes.

Firma del Padre / Tutor

Firma del Estudiante

Nombre del Padre / Tutor

Nombre del Estudiante

Este acuerdo está diseñado para mejorar y realzar el padre / tutor relaciones escolares, y no es la intención de crear nuevos derechos legales o para perjudicar a los derechos legales. Este acuerdo o la falta del mismo no debe ser usado o invocados en el procedimiento judicial. Algunos padres / tutores y los niños pueden tener derechos adicionales en virtud de las protecciones legales o reglamentarias, incluyendo pero no limitado a, los alumnos de las escuelas de Título 1, los estudiantes con necesidades especiales, y aprendiendo ingles.

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 Amanda Gardner	District 12	Borough Bronx	School Number 050
School Name Clara Barton School			

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

Principal Kim Nohavicka	Assistant Principal Rose Ragone
Coach Lauren Brue	Coach Gabrielle Levin
ESL Teacher Erica Van Patten/CB/ESL	Guidance Counselor Turner
Teacher/Subject Area Isidro Sanchez/CB/Bilingual	Parent Diaz
Teacher/Subject Area Aida Valis/CB/Bilingual/ESL	Parent Coordinator Sonia Caraballo
Related Service Provider Vivian Mendez	Other
Network Leader Petrina Palazzo	Other

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	5	Number of certified bilingual teachers	4	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	3	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	4		

D. School Demographics

Total number of students in school	439	Total Number of ELLs	63	ELLs as share of total student population (%)	14.35%
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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. P.S 50X implements the following steps for the initial identification of potential ELLs. First, our Pupil Accounting Secretary, Ms. Lourdes Lopez, gives parents all the forms to be filled out during registration, including the Home Language Identification Survey (HLIS) in the language they can understand. Ms. Lopez contacts our ELL Coordinator, Ms. Erica Van Patten (teacher), who supports the parent as they fill out the HLIS, conducts an informal interview in English and the Native Language with the parent and fills out the school box sections. If the parent speaks a language other than English or Spanish, she contacts the translation unit by phone to assist in the process, conducts an initial oral background interview with registrant parent(s) and prospective student in the parent's native language. The informal interview with the parent seeks information such as student's previous schooling, special needs and parent's preferred language for communication. Next, Ms. Van Patten conducts an informal interview in English and in the native language with the child to determine the dominant language. Then, Ms. Van Patten completes the school's portion of the HLIS, including OTELE Code and eligibility for LAB-R testing. After determining the Home Language code and the parent's preferred language for communication, the Pupil Accounting Secretary is notified so that the information is entered on ATS. For students who are LAB-R eligible, a letter is sent to parents letting them know that the child will be tested. Then, Ms. Van Patten administers the LAB-R within 10 days of enrollment. If the child is an ELL based on LAB-R results and his/her Home Language is Spanish, then Ms. Van Patten also administers the Spanish LAB within 10 days of enrollment. Child is placed in the proper program within 10 days of enrollment. Every year in the Spring, as mandated by New York State, our school administers the New York State English as a Second Language Achievement Test (NYSESLAT) to evaluate students' progress in terms of English language acquisition and to determine if they are still eligible to receive services. The school forms an ELL team which includes ESL and Bilingual Teachers, ELL Coordinator, Testing Coordinator, and school administrators to assist in the planning, preparation, administration and scoring of the NYSESLAT. The ELL Coordinator makes sure that all data corresponding to ELLs is updated on ATS, as needed, until All ELL information appears correctly. She also makes sure that ALL eligible ELLs are tested with the NYSESLAT. This process is done using a series of ATS reports such as RLER (NYSESLAT Eligibility Roster), REXH (LAB-R/LAT English Total) and (RSPE) CAP Special Education Test Modifications. NYSESLAT scores from the previous school year are used to evaluate the language development level of ELL students and to form homogeneous language ability groups in their class or within their grade span accordingly.

2. At PS 50X the Parent Coordinator, Ms. Sonia Caraballo, and the ELL Coordinator, Ms. Van Patten, work together to plan the ELL Parents Orientation meeting, prepare the agenda, and mail ELL parents the entitlement letter which includes the dates, times, and location for the meeting. Attached to this letter are the Parent Survey and the Program Selection Form. The first orientation meeting takes place within the first ten days of school in September and the remaining orientations are scheduled, as needed, throughout the school year within 10 days of enrollment. Parents are required to sign an attendance sheet. At these orientation meetings, the ELL Coordinator, Ms. Van Patten, explains to parents of ELLs the different ELL programs available (Transitional Bilingual Education, Dual Language and Freestanding ESL). ELL parents watch the ELL Orientation video in the language they can understand. The video is followed-up by a Questions and Answer session. In addition, brochures are distributed in the language parents can understand and explain the different programs. After this, parents fill out the Parent Survey and the Program Selection Form. Parents are informed that

if they do not make a selection, the student's ELL program defaults to Free Standing ESL. Parents not attending the orientation are reached via phone and personally invited to view the video and complete parent selection forms. A log is kept of all outreach made to parents and the results of the program selection form are entered into the ELPC screen in ATS. Attendance records are maintained. At this time, our community is asking mainly for Freestanding ESL Program. However, we do keep a record of those parents who are choosing TBE or dual language programs as their first choice. If we reach at least 15 students in two contiguous grades who speak the same language and whose parents chose TBE as their first choice, we will reach the parents via telephone to ask them if they are still interested in having their children in a bilingual class and we will proceed to place students accordingly.

3. Entitlement letters with Parent Survey and Program Selection Form attached are sent home with the student. Parents are invited to attend the ELL Parent Orientation. After the ELL Parent Orientation parents are asked to fill out the survey and the Program Selection Form. For non-attendees, the Parent Coordinator makes follow-up phone calls to invite parents to a one to one orientation and encourages them to come to school to view the video and to receive information and brochures. The Parent Coordinator provides assistance in completing the forms, if needed. Parent Coordinator and teachers make outreach phone calls to parents and assist in securing Program Selection Forms that are outstanding. We keep copies of all entitlement letters. After Parent Surveys and Program Selection Forms are collected, they are placed in a binder maintained by the ELL Coordinator.

4. After attending the Parents Orientation and filling out Program Selection Forms we look at the parent choice and we place the student accordingly. If parents do not select a program, the default program is Free Standing ESL. If parents choose a program that is not offered at the time by the school, outreach will be made to DOE central offices to assist in finding a placement in another school where the program is being offered. A Placement Letter is mailed to parents confirming child's placement in ELL program according to their selection. We make two copies of these letters. One copy is sent home with the student. The second copy is for our school's records, kept in a binder maintained by the ELL Coordinator. For students who do not meet the proficient level on the NYSESLAT and are entitled to continue receiving ELL services, we mail home a Continued Entitlement Letter. We make two copies of these letters: one copy is sent home with the student and the second copy is kept in a binder maintained by the ELL Coordinator.

5. After reviewing the Parent Survey and Program Selection Forms for the past few years, it is evident that the majority of the parents are selecting the Free-Standing ESL Program as their program of choice. More than 90% of ELL parents chose the Free-Standing ESL Program.

6. At present, our community is choosing the Free-Standing ESL Program and this is the program offered at our school. This program is aligned with parent program requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)		0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	1	1	1	1		1								5
Push-In					1									1
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	63	Newcomers (ELLs receiving service 0-3 years)	59	Special Education	20
SIFE	2	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE		0			0		0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	59	2	16	4	0	4	0	0	0	63
Total	59	2	16	4	0	4	0	0	0	63

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

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
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	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																		
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	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	15	9	6	10	9								55
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	4	1	1	0	1	1								8
TOTAL	10	16	10	6	11	10	0	63						

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

1. Currently P.S. 50 has a Freestanding /Self-Contained English as a Second Language Program for grades K through 5. The freestanding ESL program consists of one kindergarten class, a bridge first/second grade class, a third grade class and a fifth grade class. In every grade, the ELL students are grouped heterogeneously.

P.S. 50 also services an additional 20 ELL/IEP students and 8 general education ELL students through our ESL Pull-out Program. Of the 63 ELL students, 35 students are in our Freestanding Self-contained ESL program, 28 students are enrolled in the ESL Student Pull-Out Program. Two students out of the total of 63 ELL population are SIFEs, who came with very little or no formal education from their

A. Programming and Scheduling Information

native homeland.

2. English Language Learners who have been identified as having special needs (IEP ELLs) have an assigned ESL Certified Teacher who works closely with the classroom special education teachers to provide language and content area support to these students. These students are receiving ESL/ELA services in accordance with Title III Part 154 ESL mandates: 360 minutes of ESL instruction for Beginner and Intermediate ELLs (8 periods of 50 minutes per week) and 180 minutes of ESL/180 minutes ELA instruction for Advanced ELLs.

During the daily 90 minutes allocated to ESL/Literacy in the Free-Standing Self-Contained ESL Program, ESL teachers in grades Kindergarten to Second use a program called Readwell and supplemental materials from On Our Way to English (by Rigby). ESL teachers in grades 3-5, on the other hand, use Kaplan and a Literacy Program called Reading Street by Pearson Scott Foresman and 100 Book Challenge. They also use On Our Way to English for supplemental materials. The allotted time is divided as followed:

- 10 minutes for reading aloud with a purpose/objective.
- 25-35 minutes will be devoted to language development.
- 20 minutes for word work study
- 20-25 minutes for Reading/Writer's Workshop.

3. Content area instruction is delivered as follows:

For Freestanding ESL program- Language of instruction for Math, Science, and Social Studies is English. Our math program Every Day Math supplemented by Math Steps and Kaplan. Our Science program uses Hartcourt and access to science based classroom libraries. For Social Studies instruction we use Houghton Mifflin and access to social studies based classroom libraries.

Content area instruction for ESL is delivered using the following strategies: scaffolding, modeling, bridging from prior knowledge, using graphic organizers, multisensory approaches, schema building, and metacognition.

5. As evidenced by the results of the NYSESLAT, ELA, DRA/Rigby Running Records, the new wave of ELL students who are entering our school ESL program are coming in with an extremely low level of literacy in their second language. Due to this reason, the school devotes a content block to ESL differentiated instruction which includes focus vocabulary, building background knowledge, accessible materials and small group instruction.

In order to ensure that ELL students meet the standards and pass the required 3rd, 4th and 5th grade state assessments, our ELL programs are aligned with the core curriculum offered in our non-ELL instructional program and are supported by an ELL Instructional Support Specialist who provides in-class support to ELL teachers. ELL students who have been receiving service for 4 to 6 years and those over 6 years are invited to our after school ESL program.

ELLs who have been in the US School System for 4-6 years and Long-term ELLs are also placed in various programs during the day and in after school programs according to their academic strengths. NYS ELA, NYSESLAT, Reading Levels and NYS Math Standardized test results are analyzed to create programs and grouped students accordingly.

6. Some of the instructional strategies used by teachers of ELL-SWDs include: modeling, using listening centers and books on tape, providing students with sentence stems and models for writing, oral language development, contextualization, and elaborating and enriching what their classroom content calls for. Teachers use the same curriculum and materials that teachers in general ed classroom but they modify the activities according to the level of functioning of their students. For example, activities that may be difficult for a child to work on independently are assigned as partner or group work so students can work in collaboration. Students are given extra time to complete tasks. Specific step by step directions are provided with directions read and reread, if necessary. For students reading far below grade level phonics and vocabulary building activities are built into the literacy block. Teachers use visual aids, charts, graphic organizers and manipulatives.

7. ELL-SWDs spend time with non-disabled peers during ESL instruction. Students are differentiated into groups according to level of English proficiency, so you may find flexible grouping of general education and special education students working together. We have

A. Programming and Scheduling Information

ELL-SWDs in Integrated Co-Teaching classes where 60% of the students are general ed students and 40% of the students have an IEP that calls for team teaching. Some of our IEP students are mainstreaming in general education classes for the subject areas of ELA and Math. ELL-SWDs also spend time with non-disabled peers during physical education, lunch, and when participating in our afterschool programs and activities. Our school encourages teachers to meet with their colleagues to plan educational activities that will benefit ELL SWDs. A double block common prep has been built in the teachers program so they can meet as grade teams. A common prep has been built in the program for Special Ed Department meetings and for ELL Department meetings throughout the school year. An after school ESL program is established to provide extra support beyond the classroom with emphasis on state test practice in both ELA and the NYSESLAT.

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

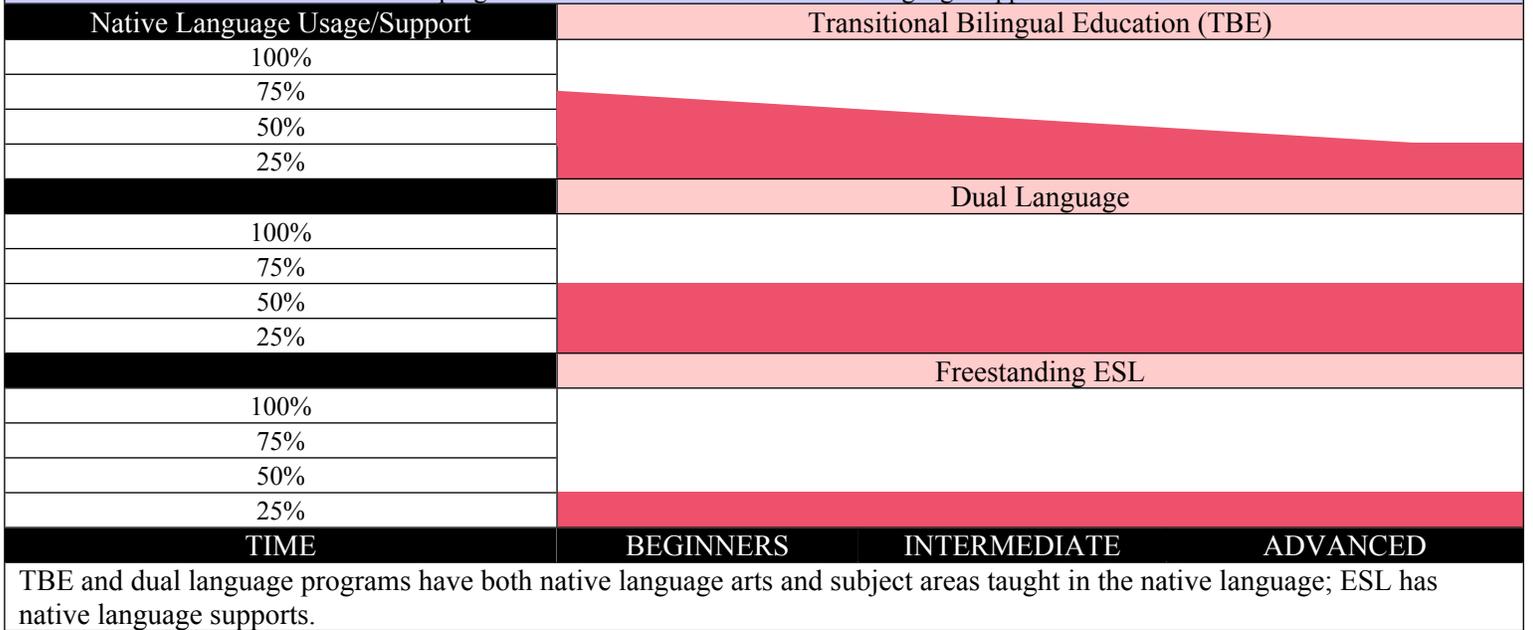
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. Teachers of English Language Learners are scheduled to meet weekly to evaluate the effectiveness of our adopted school-wide language policy for ELLs and to assess how the policy helps to promote the implementation of differentiated instruction throughout the grades. In addition, each year during the first two weeks of the current school year, the ELL Team must analyze previous years' NYSESLAT scores to evaluate ELLs. First, the Team determines how the ELLs performed on the NYSESLAT in each grade and then classifies ELLs according to the NYSESLAT level obtained (i.e. total of Advanced ELLs in second grade....). Next, as a grade, the Team re-group students according to the specific NYSESLAT skill(s) they came up lacking. Finally, the team matches materials and providers' strength to students' weakness and assigned tasks accordingly. Furthermore, during this first two weeks, the ELL team analyzes other ELL students' data to identify ELLs at risk. ELLs identified at risk work with an AIS teacher in an extended day morning block.

- Individualized and small group instruction based on specific needs in ELA/ESL, Mathematics and all subject areas as needed, provided by the school ELL AIS team during the school day and other ELL trained personnel during our extended time.
- Small group instruction in ELA/ESL, provided by an ESL certified per diem teacher during the school day and the extended morning as well as during our ESL after school program.
- An extended day ELA and Math Program that focuses primarily on ESL/Literacy and Math Concepts. P.S. 50 ELL extended day program services ELLs who are required to take the 3rd, 4th and 5th grade New York State ELA exam. This program will enhance ELL students' progress in developing English language skills to reach a level of proficiency on the NYSESLAT, since the program focuses on the essential skills needed to increase the language abilities of ELLs as measured by the NYSESLAT and the ELA.
- An ELL after school program that focuses on strengthening ELL students' knowledge and content-related language in ELA, Science and Social Studies. The students' native language(s) is used to clarify concepts/ideas, as needed and whenever possible, during small group instruction and in the classroom if necessary.

9. To continue transitional support for ELLs reaching proficiency level on the NYSESLAT, ESL teachers will continue teaching former ELLs in self-contained ESL classrooms for two more consecutive years after passing the NYSESLAT. For former ELLs exiting our Pull-Out ESL program, the ELL Team will make sure to provide training to Non-ELL teachers on how to apply best instructional practices for ELLs. The Team will also share some research information highlighting ways ELLs learn best, as well as sharing the importance of creating a non-threatening/free of anxiety classroom environment that is conducive to ELL learning. In addition, a member of the ELL team will be present at every grade meeting to share his/her ELL expertise with non-ELL colleagues. The ELL Team will also maintain an open policy for any member of the school community to join us during our ELL Weekly Staff Development. Finally, former ELLs are mixed with some high functioning 4 to 6 years ELLs for our Extended Time. In addition, formers ELLs will have the allowed testing modifications for two years after exiting the ELL status.

10. Starting this year and continuing for the upcoming school year 2013-2014, PS 50 is seeking to improve our services to ELLs. Our plan is to increase the time students spent on independent reading in school and at home. The school will be implementing such computer programs as Ticket to Read, and RAZkids as well literature programs Readwell and 100 Book Challenge. We also want to strengthen the writing skills of our students by providing modeling and teaching students about the CCLS writing standards, focusing on informational writing as well as maintain smaller class sizes.

11. At this time PS 50 is not planning to discontinue any of our programs for ELLs.

12. ELLs at PS 50 are afforded equal access to all school programs. This school year, with Title III funds, we will provide ELLs with an after school program that will take place from January 2013 to May 2013. Students will be focusing on strengthening their reading, writing, and math skills. We will also do test preparation and practice for the ELA and Math exams. ELLs are invited to participate in other after school programs sponsored by Children's Aid Society.

13. To support ELLs, the school employs a variety of instructional materials. Grades K-5 are equipped with "On Our Way to English" (by Rigby)", a thematic unit ESL program that combines guided reading and phonics to provide the language, literacy and content instruction necessary to launch ELLs into academic success as well as ReadingA-Z.com which offers leveled content area readers for differentiated instruction.

14. During the daily 90 minutes allocated to Literacy, K-2 ESL teachers in the Free-Standing Self-Contained ESL Program, use a literary phonics/fluency/comprehension program called Readwell, supplemented by On Our Way to English. ESL teachers in grades 3-5, on the other hand, use a Literacy Program called Reading Street by Pearson Scott Foresman, also supplemented by On Our Way to English, Kaplan and 100 Book Challenge which focuses on independent reading with conferencing. Every ESL class uses Math Steps and Everyday Day Math as its core curriculum math material supplemented by Kaplan. For social studies grade 3 uses Scott Foresmen Social Studies-Community and grades 4-5 uses Houghton Mifflin Social Studies Program.

In regards to technology, the ELL team also houses a set of 15 Apple Lap-Top computers and a Smart Board that ELLs use to do research and to re-enforce classroom concepts using web-based programs such as Study Zone, Starfall, Razkids and Cool Math. In addition, ELLs have a set of 24 Leap Frog Quantum Leap Pads with corresponding bilingual electronic dictionaries volume 1 and 2. ELL teachers use this latest material to supplement unit concepts included in Our Way to English and to re-enforce unit related vocabulary.

15. Materials used for instruction, services, support, and resources are at grade level and age appropriate. Services, resources, and materials used are aligned to the standards and are correlated to age/grade. All ESL/Bilingual teachers within each program are encouraged to use the students' native language whenever possible to clarify concepts taught to those students who may need the home language support.

16. Since most of our newly enrolled ELLs come to our school in September, it is not possible for our school to offer assistance before the beginning of the school year. However, in September we provide an orientation for new students and their parents. We use a buddy system where we partner up newcomers with another student, preferably one who speaks the same language. We also give students a tour of our building and introduce them to the staff.

17. Not applicable

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. The overall school schedule was strategically created to permit professional developments for all personnel who work with ELLs. The ELL Coordinator and the ESL teachers conduct professional development during Common Prep time for teachers and paraprofessionals to train them on developing lessons and applying best practice strategies to serve English Language Learners enrolled in monolingual classes. The school schedule has a built-in time for ELL personnel to meet once a week for 45 minutes to receive professional development from outside professionals, or a member of ELL the team. In addition, the school ELL Coordinator offers ELL trainings to the Lead Teachers during their weekly meeting.

Our ELL Coordinator and selected school ESL teachers, Bilingual Teachers and paraprofessionals are also sent to receive professional developments sponsored by the English Language Learners Department at Central and/or BESIS.

Throughout the school year, arrangements are made for the Parent Coordinator and secretaries to receive professional development, either in-house from our school ELL team or from outside professionals. The school's participation in the Turnaround for Children program, aids in the BICS for ELLs.

2. Fifth grade teachers and students meet with guidance counselor to receive orientation about what to expect in middle school, how to choose a program that will better serve their needs, and how to adjust to the new environment. If possible, intervisitations are scheduled among students and teachers of ELLs. As ELLs transition from elementary to middle school, the school supports parents of ELLs by informing and encouraging them to attend middle school open-houses. In addition, the ELL Team in collaboration with the school parent coordinator assist ELL parents in the process of completing the middle school application. Parents are also encouraged to visit their child's future school and are informed to make sure the school has in place the services and programs that are suitable for the needs of their child. Once the child has been accepted to middle school, the parents receive a letter inviting them to come to school to receive their child's acceptance letter.

3. As stated in question number one, school staff will receive a minimum of 7.5 hours of in house professional development about ELL mandates, identification and placement, and instructional strategies and interventions that can be used in the classroom to differentiate instruction for ELLs, such as scaffolding, vocabulary building, academic language development. These PD sessions are offered during Election Day PD, faculty conferences, lunch and learn sessions, and team meetings. Agendas, attendance logs, minutes, and copies of literature and materials used are kept on file.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. The Clara Barton School-P.S. 50x has a program for parents of ELL students titled Introduction to English As a Second Language that meets once a week after school. This Adult ESL program will serve those parents who wish to learn basic conversational skills as well as introduction to reading and writing in English. The program also provides information outlining ways the parents can use the skills they have learned in English to help their children succeed in the New York States Standardized Tests, as well as ways to help with their homework.

At P.S 50x ELL parents are also invited to ongoing orientation meetings, workshops and trainings. At parent orientation meetings, parents watch educational videos (in their native language to the extent possible); followed up by a Questions & Answers session.

Our school Parent Coordinator attends the sessions to provide information regarding the types of programs available to ELL students and the services available to parents at our school. Members of the School ELL Team assist parents with the completion of the Program Selection Form and inform parents of their rights to place their children in a school that offers their program of choice.

PS 50x also has in place written translation and oral interpretation services and procedures that comply with Section VII of Chancellor's Regulations A-663. All written and oral translation/interpretation services are provided in-house by school staff. P.S 50 posted signs in conspicuous locations (at and near the main entrance, as well as at the main office) indicating the availability of interpretation services. In order to ensure timely provision of translated documents, the school created a translation policy mandating that all school personnel requiring written translation services for parents must submit the document to the Translation Team a day or two before such document is needed for dissemination. Appropriate and timely oral interpretation services, at group and one-on-one meetings, are provided by an in-house Translation Team member who is assigned to fulfill this parent need, as needed.

2. Our school partners with several agencies and Community Based Organizations which provide workshops and services to our ELL parents. Among one of those agencies is the Office of Family Engagement Advocacy (FACE) which facilitates parent orientations and trainings on issues such as problem solving with ELL Special Education children. Another program is Children's Aid Society which offers after school activities including homework help, sports, enrichment and math and ELA support. The school has also recently been awarded a Target Family Literacy grant which will be implemented in the upcoming months.

3. The Parent Coordinator maintains communication with parents via letters, flyers, phone calls, and in person. She provides workshops for parents weekly throughout the school year. In September, she works closely with the ELL Coordinator to provide the Parents Orientation Meetings for new ELLs. Parents' needs are assessed by using a needs assessment, surveys, and through on-going conversations. Parents are also invited to participate in meetings and activities sponsored by the PTA.

4. Based on parents' response, the school designs parent involvement programs that meet the needs of the parents.

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)	4	9	4	3	2	4								26
Intermediate(I)	3	3	3	2	5	2								18
Advanced (A)	3	4	3	1	4	4								19
Total	10	16	10	6	11	10	0	0	0	0	0	0	0	63

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	8	4	0	0	12
5	6	2	1	0	9
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		0		0		0		0
4	3		7		0		0		10
5	4		6		0		0		10
6									0
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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		4		2		1		9
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

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

Paste response to questions 1-6 here

- Early literacy skills of ELLs will be assessed throughout the year using a combination of formal and informal assessments. Formal assessments will include Fountas and Pinnell, Readwell, 100 Book Challenge and Acuity ITA Assessments. Informal assessments will include guided reading groups, writing assessments, students' portfolios, teacher-made assessments, teacher-student conferencing and group projects. We will also use Rigby and DRA Running records for at risk students. The assessments results are analyzed to create after school and extended day groupings for ELLs and to differentiate instruction according to students' needs during the school day.
- The data related to proficiency levels on the LAB-R and NYSESLAT reflects that most of the students on the beginner level are on K and 1st grade. Therefore, effective academic strategies need to be in place in order to help students make progress in all four modalities, listening, speaking, reading and writing, as well as getting them acquainted with the NYSESLAT exam format and content. Overall, most of our ELLs are achieving at the Beginner level. We need to examine the data to see which modalities we need to focus on for instruction so we can move our students to the advanced and proficient levels.
- An analysis of the performance of our students in the different modalities of the NYSESLAT shows that most of our ELLs are proficient or advanced on the listening/speaking modalities, but are scoring much lower on the reading/writing modalities. Instructional decisions are affected by this data. Teachers need to be presented with the data and they need to focus classroom instruction around the areas of reading and writing. The amount of reading and writing in the classroom needs to be increased and needs to be examined through the lens of the new CCLS.
- This year our school opted out of the ELL Interim Assessment because we felt that there were too many assessments going on. ELL students will be assessed by using Fountas and Pinnell, 100 Book Challenge, Readwell, Acuity ITA, and Performance Tasks throughout the school year.
- Not applicable.
- PS 50 applies different criteria to evaluate the success of programs for ELLs depending on the program in question. For instance, every year, the school creates a program whose main goal is to develop the language abilities of its homogeneously grouped participants sufficient enough to move them from their intermediate level to advanced or proficient as measured by the NYSESLAT. Such a program will then be evaluated based on how many ELLs meet the targeted objective. On the other hand, another program is created which main objective is to increase the reading level of a particular ELL group as measured by the Fountas and Pinnell in grades K-2. This program evaluation is based on whether or not this objective was met. Similarly, a math program takes place for grades K-5 which is intended to move ELL students from their current math level to a higher level as measured by the NYS Mathematics Exam.

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:

PS 50

School DBN: 12X050

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kim Nohavicka	Principal		1/18/13
Rose Ragone	Assistant Principal		1/18/13
Sonia Caraballo	Parent Coordinator		
Erica Van Patten/CB/ESL	ESL Teacher		
Ruth Diaz	Parent		
Isidro Sanchez/CB/Bilingual	Teacher/Subject Area		1/18/13
	Teacher/Subject Area		
Gabrielle Levin/Literacy	Coach		
Lauren Brue/Math	Coach		
	Guidance Counselor		
Amanda Gardner	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **12X050** School Name: **Clara Barton School**

Cluster: **6** Network: **606**

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.

At PS 50 we look at the students' home language and at the parents' preferred language for communication noted on the HLIS and on ATS to determine the languages spoken by our parents. We also took the following actions:

- Reviewed Parent/Teacher Association's Records and Agendas
- Analyzed Previous Years Parent Coordinator's Files
- Referred to the Demography Section of the School CEP and The NYC Department of Education School Report Card
- Consulted the Bilingual Teacher, ESL and Special Education Teachers, PTA President, Parent Coordinator and the ELL Coordinator
- Participated in PTA Meetings/Workshops and analyzed Languages Spoken by Attendees
- Conducted informal language surveys during Parent/Teacher Conferences
- Kept a log of parent incoming phone calls to the various school administrative offices needing interpretation assistance

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.

A high percentage of our school parent population speaks Spanish as their primary language. Many parents were calling the school's administrative offices requesting interpretation assistance. Many Mainstream Teachers, ESL Teachers and Special Education Teachers often rely on colleagues or friends for written translations. At the Parent/Teacher Conferences, many parents expressed the need for receiving written communications translated into the Spanish Language. The number of Spanish speaking parents attending PTA and Parent Coordinator's meetings has increased. Spanish Speaking parents and speakers of languages other than English, need assistance on analyzing and interpreting school-related data pertaining to the academic growth of their children. Findings were reported to school staff at our monthly staff meetings. Parents were informed of the findings at our ELL Parents' Orientation Meetings, ELL Curriculum Open House, PTA Workshops/Meetings, Parent Coordinator Workshops/Meetings. At these meetings, parents were provided with a translated version of the

Parent Rights and Responsibilities document, which includes their rights regarding translation and interpretation services.

Part B: Strategies and Activities

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

- All written communication that is sent to parents by PTA, Parent Coordinator, main office, SBST Office will be translated to Spanish. For other languages we will use the translated versions of documents available on the NYC DOE website or we will seek assistance from the NYC DOE Translation and Interpretation Unit.
- Provide written Spanish translation for all NCLB and CR Part 154 mandated communications.
- Translate information related to Extended Day Programs being offered, as well as other academic programs taking place in the school.
- Facilitate written translation to inform parents about school activities designed specially for them.
- Provide translated information about students' academic performance and approaches for improvement.
- Avail translated materials explaining ways parents can access online students' and school data.

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.

- The school ELL Coordinator, Bilingual Personnel will support PTA and the Parent Coordinator to provide oral translation at every meeting/workshop held.
- Oral translation/interpretation Services will be available, as needed, during Parent/Teachers Conferences
- Oral translation/interpretation will be provided at every Parent-Staff Member/Administration meeting, either having a translator physically present at the meeting or by contacting via phone the New York City Department of Education Translation and Interpretation Unit.
- Over the phone translation/interpretation will be available to parents, as needed.
- Available translation at registration and during parent conferencing regarding student conduct safely and discipline.

- A Spanish/English speaking translator will always be available at the main office to provide language assistance services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The written translation and oral interpretation services and procedures put into place at P.S 50 comply with Section VII of Chancellor's Regulations A-663. All written and oral translation/interpretation services are provided in-house by school staff. P.S 50 posted signs in conspicuous locations (at and near the main entrance, as well as at the main office) indicating the availability of interpretation services. In order to ensure timely provision of translated documents, the school created a translation policy mandating that all school personnel requiring written translation services for parents must submit the document to the Translation Team a day or two before such document is needed for dissemination. Appropriate and timely oral interpretation services, at group and one-on-one meetings, are provided by an in-house Translation Team member who is assigned to fulfill this parent need, as needed.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Clara Barton PS 50	DBN: <u>12bx50</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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: Total ELL's serviced: 36

An after school Beginner ELL extended day intervention program for twelve K-1 grade students who are performing below grade level and scored beginner on the LAB-R or the NYSESLAT. The objective of this program will be to move the ELLs one level on the NYSESLAT. Parents will be invited to support instruction for their child in this program and to acquire basic English skills through an adult ESL class on alternative days (see parental engagement). The program will meet two days a week (Tuesday and Thursdays from 3-4pm) and run for 20 weeks from January 8th to May 30th. All instruction will be in English and implemented by an ESL certified teacher. An online reading program with leveled reading books (Readinga-z) and Empire NYSESLAT prep books will provide the material for this instruction.

An after school mid and upper grade ELL extended day intervention program for twelve 2/3 grade students and twelve 4/5th grade students who scored advanced and intermediate on the NYSESLAT. The objective for this program will be to move the ELL's one level on the NYSESLAT. This program will meet two days a week (Tuesday and Thursday from 3-4pm) and run for 20 weeks from January 8th to May 30th. All instruction will be in English and implemented by an ESL certified teacher and a common branch teacher. For the 4/5 program, the ESL teacher will rotate instruction with the common branch teacher. An online computer reading program that provides individual student tracking of reading subskills (razkids) and Empire NYSESLAT prep books will provide the material for this instruction.

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: Six ESL and bilingual certified teachers will meet 3 times after school for 1 hour during the school year to work with the BESIS specialist, Sara Martinez, in order to gather data and implement an action plan for ELL students based on the AMAO estimator tool. Topics will also include differentiation and alignment to Common Core Curriculum for ELL students. The dates will be the last Wednesday in January, February and March.

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: ELL parents have expressed interest in an adult ESL program, so an after school adult ESL program on Thursdays from 3-4pm for 10 parents will run for a total of 16 weeks. In past programs, retention was a factor so the program will run in increments of 4 weeks. The first 4 weeks will be a beginner program and weeks 4-8, 9-12, 13-16 will be a beginner/intermediate program requiring parents to re-enroll and the waiting list to be honored. This will allow a chance for all interested parents to participate. The program will run during one of the same days as the k-1 after school program so that the parents have the opportunity to learn English with the children for a portion of the class. The class will cover a different theme each week (family, home, shopping, etc.) and allow for a computer component. The class will be taught by Erica Van Patten, an adult and K-12 certified ESL teacher. Letters will be sent home informing parents of the program. Materials are already available for the adults, but an online leveled reading program (Readinga-z) will provide materials for parents to bring home and support home literacy in both English and Spanish.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		