



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:**

DBN :09X058

PRINCIPAL: VELMA GUNN

EMAIL: VGUNN@SCHOOLS.NYC.GOV

SUPERINTENDENT: DOLORES ESPOSITO

**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
Velma Gunn	*Principal or Designee	
Carolyn Robinson	*UFT Chapter Leader or Designee	
Loretta Matthews	*PA/PTA President or Designated Co-President	
Grace Tucker	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	
Deborah M. Lewis	Member/	
Amanda Hopkins	Member/	
Shamika Pope	Member/	
Linda Lizardi	Member/	
Ana Rivera	Member/	
	Member/	
	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.

#### Recommendation 4: Professional Learning (ESCA 2011)

Develop and implement a multiyear professional development plan that follows a job-embedded and sustained professional learning process and focuses on content related to topics identified during co-interpretation: effective literacy instruction, classroom management, and the Common Core standards.

### **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 school leaders will develop and implement a multiyear professional development plan that follows a job-embedded and sustained professional learning process and focuses on content related to topics identified during co-interpretation: effective literacy instruction, classroom management, and the implementation of Common Core Standards. supported by walkthroughs, class visits, frequent observations with formative feedback moving 80% of teachers one or more levels along the continuum in components 1e, Preparation and Planning, 3b Questioning and 3d Assessments using the Charlotte Danielson

### **Instructional strategies/activities**

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

The Danielson Framework develops teacher pedagogy from a coherent set of beliefs about how students learn best .It also provides a clear format for teacher development, self-evaluation and self reflection of practices leading to effective change. The framework provides clear expectations and specific next steps towards improving instructional practices. As a school utilizing this framework for the second year, we will be emphasizing Component 1: Planning and Preparation and Component 3: Instruction, as outlined in the Citywide Instructional Expectations. Teachers will actively pursue professional growth with an emphasis on the following elements of the framework: Designing Coherent Instruction (1e), Using Questioning and Discussion (3b) and Using Assessments in Instruction(3d).

From September 2012-June 2013 the following strategies and activities will be used to achieve the above goal:

- Supervisors will meet with the teachers in cycles (beginning, midyear and end of the year) to set, monitor and assess goals and action plans in their identified domains.
- Supervisors will provide frequent observations with formative feedback, as well as professional development focused on improving student learning.
- Teachers will deepen their understanding of the framework through the implementation of their action plans and supervisory feedback. Action plans include opportunities for critical friends, inter-visitations, after school/Saturday Workshops and viewing educational videos through PD 360 , ARIS Learn and SIOP Wikki.
- Teachers will reflect on and shift daily practice, aligned to Common Core units with an emphasis on student work and data driven instruction.

- Teachers will participate in professional development sessions and PD opportunities(Charlotte Danielson Domain 1 Planning and Preparation and Designing Coherent Instruction, Use of Bloom’s Taxonomy and Depth of Knowledge to enhance Academic Rigor, analyzing and using data to inform instruction, and to adjust instruction to meet student needs
- Key personnel and other resources utilized for implementation will include the Principal, Assistant Principals, teachers, coaches, lead teachers and data specialist, AIS teachers, and Network Consultants.

Targets to evaluate our progress, effectiveness and impact will include class visits, observations and goal review sessions utilizing the Danielson Rubric.

- By March 2013 using the Danielson rubric and internal learning walks, teachers should move 1 level or more along the continuum.
- By June 2013 we will use the following assessment tool to measure progress and plan next steps. Use of our school data base reporting system, Performance Task Bundles and Self-evaluation conducted by the School Leadership Team.

**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).
- Ordered Online Web Based Program (three administrators)- PD 360 & Observation 360 & CCLS- 8,000- Fair Student Funding
- Per Session hours for Early Morning Attendance Program (50 students)- Two Teachers .5 hrs for 31 days=\$1,555.89, Afterschool (100)(for 10 teachers 2hrs 3days a week for 31 days=\$31,117.80, After School Supervisor=\$3,256.24, Secretary 2 hours, 3days a week for 31 days =\$1,438.25, 2<sup>nd</sup> Grade Early Grade After School Program(50 students) for two teachers for 2hours for 16 days = \$3,212.16, Saturday ELL Academy(40) four teachers, four hours and 9 days =\$7,227.36, Supervisor =\$1,890.72, Paraprofessional=\$1,044.36, School Aide =\$630.72 and Saturday art Enrichment Program(20) two teachers, 3hours, 9days=\$2,710.26, Saturday Enrichment Academy(50) three teachers 4hrs, 9days=\$5,420.52, Professional Development Consultants Common Core Literacy and Math \$20,000, Professional Development Danielson-ten teachers, 1.5 hrs, 10days=\$7,528.50, Materials for After School -Ready NY CCLS Books C,D,E =\$7,180, Content Area Reading Success =\$2,740, Imagine Learning(45 students) TitleIII LEP \$9,650, Online IReady(all K-5 Students) Diagnostic and Instructional Program Title I and NYSTL,



- Teacher's College Reading Assessments will be administered in September/October 2012 to ascertain their reading level, ability, strengths and needs, with Professional Learning Communities taking place around the student performance on the assessments.
- Teacher's College Reading Assessments will be administered in May to ascertain growth in reading ability, strengths and performance.
- Teacher's College Reading Assessments Focus for Instruction and Class Reporting Form to used for grouping and a class at a glance data.
- Teacher's College Reading Assessments will be used to develop student, class, grade and school wide data. A binder will contain school data.
- Running Records will be given between the baseline and last assessment to monitor and assess improvement in student reading ability and growth, with Professional Learning Communities taking place around Running Records administration.
- Writing Baseline administration with analysis that generates class, grade and school wide strengths and needs.
- Writing midline and endline administration with analysis that generates class, grade and school wide comparisons in strengths and needs.
- Monitor daily writing in notebooks re: daily entries and unit writing.
- Teacher conferencing with notes, peer conferencing to promote student engagement.
- Teachers will look at student work using the Santa Cruz Model
- Individual student reading goals will be developed during reading conferences which will address individual and group needs.
- Teachers will access ARIS and NYSTART student data.
- Non-fiction, Literary Non-fiction, Historical Fiction Units of Study will be assessed through Acuity, student work and portfolio
- Students will create digital reports, responses and writing projects through voice thread with the support of Classroom Teachers and in-class AUSSIE Consultants
- Orchard Interactive Technology Program will be used in the computer lab as well as the classrooms. Students will be assessed and provided with individual learning paths.
- AIS facilitators, SETSS, Speech, ELL teachers, Special Education and support staff will be responsible for monitoring the growth of their students and articulate with classroom teachers. All Level 1 students will receive small group support at least three times a week on 6 week cycles.
- ELL periodic assessments two times a year

#### Professional Development

- The principal, AP's, consultants and staff developers will monitor reading and writing units prepared to guide the improvement of reading and writing skills. In addition, they will monitor lesson plans that reflect the units of study. This will occur daily through formal and informal observations.
- Inter-visitations in-school and out
- Classes on each grade will have a Reading/Writing Lab Sites. We will increase units of study on informational text and non-fiction units of study. The focus of the lab sites will be the use of higher order questions during instruction and specifically during conferences. Teachers will record and share conference notes as well as use video to document exemplar questioning techniques during conferences. This will continue to be a part of our school community web-site 58Connect.org.
- This is year two of the Hemsley AUSSIE Technology support which provides us with 50 days for the Specialist to provide training.
- We are continuing to departmentalize literacy instruction in fifth grade. Fifth grade teachers are teaching Literacy and Social Studies or Mathematics and Science. The content specific teachers will provide professional development to self contained, Special Education Teachers and Bilingual Teachers.
- Teachers will continue to identify or create Common Core-aligned task bundles that incorporate rigorous student work that is accessible to all learners. In literacy, the task bundle will be aligned to a strategically selected common core literacy focused standard, which are as follows: Literacy Grades Pre-K-2 – Written response to informational texts Through group activities and with prompting and support (Reading Informational Text Standards 1 and 10; Writing Standard 2) Literacy Grades 3-8 – Written analysis of informational texts (Reading Informational Text Standards 1 and 10)
- Staff developers, and teachers will model Reader's Workshop to promote proper implementation that will encourage maximum student engagement.
- Guided Reading to be conducted daily during Reader's Workshop to help students become better readers, with differentiation and individualization. The Continuum of Literacy Learning, will be the teacher's school resource for a reading instruction. We will continue to increase the amount of non-fiction

guided reading books providing students with more daily opportunities to read and comprehend more challenging texts.

- Student engagement throughout the workshop model will include academic rigor, accountable talk, peer conferencing. Teachers will have critical friends that help them self assess using the Professional Performance Standards.
- Phonics instruction through the use of Foundations for Grades K-2 will be used on a daily basis. Support will be provided based on the needs of the teachers and students.
- Students will be provided with vocabulary instruction within the content areas of Social Studies, Science and Math. Teachers will model necessary strategies for word development such as read alouds, direct instruction, word charts and pre – reading activities. Students will be provided with opportunities to learn new vocabulary words through inferring from context, root words, affixes, spelling and word pronunciation. Use of the SIOP Model will support this.
- School Planning Teacher Teams will participate in the RBERN sponsored professional development

#### 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).

#### Funding

- Contracts for Excellence FY09 Funds, School Support Supplement which allows for small group instruction in Grade 1.
- Fair Student Funding
- AIDP/AIDP Every student everyday
- After school and Saturday Academies for all students using Title III Funding LEP and Title 1 School-Wide Projects, Title 1 SINI
- ARRA RITTT
- TL 09 C4E CTT, TL , Title III
- Per Session hours for Early Morning Attendance Program (50 students)- Two Teachers .5 hrs for 31 days=\$1,555.89, Afterschool (100)(for 10 teachers 2hrs 3days a week for 31 days=\$31,117.80, After School Supervisor=\$3,256.24, Secretary 2 hours, 3days a week for 31 days =\$1,438.25, 2<sup>nd</sup> Grade Early Grade After School Program(50 students) for two teachers for 2hours for 16 days = \$3,212.16, Saturday ELL Academy(40) four teachers, four hours and 9 days =\$7,227.36, Supervisor =\$1,890.72, Paraprofessional=\$1,044.36, School Aide =\$630.72 and Saturday art Enrichment Program(20) two teachers, 3hours, 9days=\$2,710.26, Saturday Enrichment Academy(50) three teachers 4hrs, 9days=\$5,420.52, Professional Development Consultants Common Core Literacy and Math \$20,000, Professional Development Danielson-ten teachers, 1.5 hrs, 10days=\$7,528.50, Materials for Afterschool Ready NY CCLS Books C,D,E =\$7,180, Content Area Reading Success =\$2,740, Imagine Learning TitleIII LEP \$9,650, Online IReady Diagnostic and Instructional Program(all K-5 students) Title I and NYSTL,

### **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.

#### Recommendation1: Instruction

Develop and implement a plan to ensure challenging, engaging and intentional instruction in every classroom. (ESCA 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

X 4.5 Use of data, instructional practices and student learning

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

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- By June 2013, 100% of teachers will identify and assess the needs of targeted students and develop a Response to Intervention Team (RTI), policy, and procedures that outline a protocol for identifying and supporting students ensuring that interventions are matched strategically to student needs.

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation
- The RTI Team will be represented at three RTI professional development conferences during the course of the year, led by the network and used to establish the professional development needed by school staff. The training will develop capacity in the following areas:
  1. Develop and build capacity in key teacher leaders and model their best practice throughout the school through the use of the inquiry model of action research.
  2. Select a screening tool(s) relevant to the skills being tested and the age/grade level of the student being assessed based on the curriculum aligned with the State learning standards.
  3. Establish a yearly, school-wide schedule for screening procedures to ensure that the screenings are completed consistently and reliably.
- Provide school-wide training focusing on standardized administration of screening tool(s) and interpretation of results.
- Identify students who fall below the established cut-point or benchmark.
- Use progress monitoring to confirm students' risk status on school-wide screening by conducting at least five weeks of weekly monitoring of the student's response to the Tier 1 core instructional program.
- Use progress monitoring to inform instructional effectiveness and the need for changes in instruction or intervention of ELLs and students with special

needs.

- Use ESL methodology in all three tiers (support is provided when needed to help rule out limited English proficiency or lack of appropriate instruction as causes of learning difficulties).
- Implement evidenced-based practices/interventions shown to be effective and validated for ELLs and students with special needs.
- The RTI Team will review screening results to determine what changes or interventions are appropriate for the students identified.
- The school-based RTI Team will meet with Network support staff to establish or enhance best practices in the area of RTI.
- Individual classroom teachers will use classroom and assessment data to make instructional adjustments and monitor progress over time for all students.

#### **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 Per Session hours for Early Morning Attendance Program (50 students)- Two Teachers .5 hrs for 31 days=\$1,555.89, Afterschool (100)(for 10 teachers 2hrs 3days a week for 31 days=\$31,117.80, After School Supervisor=\$3,256.24, Secretary 2 hours, 3days a week for 31 days = \$1,438.25, 2<sup>nd</sup> Grade Early Grade After School Program(50 students) for two teachers for 2hours for 16 days = \$3,212.16, Saturday ELL Academy(40) four teachers, four hours and 9 days =\$7,227.36, Supervisor =\$1,890.72, Paraprofessional=\$1,044.36, School Aide =\$630.72 and Saturday art Enrichment Program(20) two teachers, 3hours, 9days=\$2,710.26, Saturday Enrichment Academy(50) three teachers 4hrs, 9days=\$5,420.52, Professional Development Consultants Common Core Literacy and Math \$20,000, Professional Development Danielson-ten teachers, 1.5 hrs, 10days=\$7,528.50, Materials for Afterschool Ready NY CCLS Books C,D,E =\$7,180, Content Area Reading Success =\$2,740, Imagine Learning Title III LEP \$9,650, Online IReady Diagnostic and Instructional Program(all K-5 Students) Title I and NYSTL,

**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.

Recommendation 2: Classroom Management (ESCA 2011)

Develop and implement with fidelity a plan to ensure that the components of effective classroom management are evident in every classroom.

**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

**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.
- To increase communication and engagement between all stakeholders of the school community
- To implement a school-wide behavior plan as a means of supporting continued good classroom management throughout the school with the support of STOPP and Healthy Schools, Healthy Students and Learning for Life Behavior Management Program.

**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.
- We collaborated and created the Public School 58 Behavior Expectations Plan for all students, which is posted in every classroom and it addresses specific behaviors in the classroom, bathrooms, cafeteria, arrival/departure, hallways, recess and the auditorium. The focus is on following rules, being responsible and respectful. Included is a protocol for consequences, informal talk/warning, withdrawal of privileges, parent involvement and severe disciplinary actions
- Established a school-wide color coded behavior system that is a visual reminder for students of their status in the class throughout the day. It is posted in classrooms.
- School-wide anecdotal forms and student observation protocol implemented for students at risk school-wide developed with the support of the STOPP Program
- Healthy Schools, Healthy Students and Learning for Life Behavior Management Program sponsored by the Mayo Clinic in collaboration with Bronx Lebanon- incorporating research good behavior games, outreach program for Parents and diagnosis of all students.
- Log that interaction on the Parent Contact Log and place in the Administrators Parent Contact Log Binder in the General Office.
- To implement the PeaceBuilders Program in our building to decrease student incidents throughout the school and to increase positive, responsible, resolvable, student verbal communication when a situation arises that may cause a verbal or physical assault.
- AUSSIE Technology Consultant will help develop an on-line learning community for teachers and parents to access curriculum, pacing charts, rubrics,

parent teacher correspondences, school letters and student performance outcomes.

- Ongoing ARIS training for staff and parents will be used to inform curriculum planning and targets.
- Design Benchmark surveys commencing in October for parents and teachers around communication and engagement.
- Establish focus teacher committees to research and report on the school-wide communication and engagement status.
- Weekly Student Progress Reports for parents will be sent via students and followed by phone calls.
- The Parent Coordinator and Parent Teacher Association will collaborate with the school and develop monthly calendars, meetings and newsletters to parents.
- Monthly celebrations and performances for parents and members of the school community.
- School Leadership Committee meetings
- Parent Literacy and Mathematics Workshops
- Logging on to ARIS with parents.
- The school will create an attendance team, which will meet on a biweekly basis. This team will be comprised of the following members: the assistant principals, attendance consultant, guidance counselors, family workers, school aides, attendance teacher, and the parent coordinator.
- The entire school community will be constantly involved in our overall attendance improvement efforts. The school will initiate a comprehensive attendance improvement initiative for the upcoming school year.
- The school's attendance team will work closely with parents and students to deliver services on a proactive basis utilizing a variety of ATS attendance reports to help focus the attention where it is needed most.
- The school will develop a comprehensive attendance plan for the 2012-2013 school year. This plan will be shared with the entire school community and will cover the steps to be taken to ensure that we reach our goal.
- The school will implement a comprehensive incentive program. This approach will utilize incentives to serve as acknowledgement for individual and class attendance improvement and achievement. Incentive awards will include, but not limited to the following: certificates, plaques, educational orientated incentives and trips, lunch and dessert parties and special auditorium presentations and events.
- AIDP allocations were used to purchase an auto-dialing system to be utilized on a daily basis.
- Monies will be set aside, for the family workers to provide outreach via home visits on Saturdays and in the evenings.
- SSO funds (CEI-PEA) will support staff professional development through the use of an attendance consultant

**Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.**

- Increased participation of parents logging on to ARIS.
- Attendance sheets for Parent Teacher Conferences, meetings, performances.
- Attendance plan for the 2009-2010 school year.
- Weekly Attendance Team Meetings (agendas and minutes).
- Faculty conference and professional development activity agendas and sign in sheets.
- List of incentive award winners.
- Telephone call logs
- SLT agenda and sign in sheet
- Record of family workers' interventions and ILOGS
- Target population list

**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, etc.)
- Per Session hours for Early Morning Attendance Program (50 students)- Two Teachers .5 hrs for 31 days=\$1,555.89, Afterschool (100)(for 10 teachers 2hrs 3days a week for 31 days=\$31,117.80, After School Supervisor=\$3,256.24, Secretary 2 hours, 3days a week for 31 days =\$1,438.25, 2<sup>nd</sup> Grade Early Grade After School Program(50 students) for two teachers for 2hours for 16 days = \$3,212.16, Saturday ELL Academy(40) four teachers, four hours and 9 days =\$7,227.36, Supervisor =\$1,890.72, Paraprofessional=\$1,044.36, School Aide =\$630.72 and Saturday art Enrichment Program(20) two teachers, 3hours, 9days=\$2,710.26, Saturday Enrichment Academy(50) three teachers 4hrs, 9days=\$5,420.52, Professional Development Consultants Common Core Literacy and Math \$20,000, Professional Development Danielson-ten teachers, 1.5 hrs, 10days=\$7,528.50, Materials for Afterschool Ready NY CCLS Books C,D,E =\$7,180, Content Area Reading Success =\$2,740, Imagine Learning TitleIII LEP \$9,650, Online IReady Diagnostic and Instructional Program (all K-5 students) Title I and NYSTL,

**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.

Overall Recommendation to increase parent involvement.

**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.
- To increase parent involvement by 5% and outline how parents will share responsibility for improved academic achievement

**Strategies to increase parental involvement and engagement**

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

THE SCHOOL LEADERSHIP TEAM AGREE TO FOLLOW THE ATTACHED PARENT INVOLVEMENT POLICY , SEE BELOW.

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

- Utilization of current data to identify subgroups and analyze needs of individual students
- Planning and implementation of a Family outreach plan (August-June, ongoing)
- New Parent Orientation/Family Night/Open House for Parents (Fall, Spring)
- Retention of full time Parent Coordinator and allocation of space for a Parent Resource Center/Office
- Parent Monthly Workshops
- Student recognition events (monthly)

**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
- Title I SWP-Used for the arts which culminates in performance for students to share with their families

African Dance Gr. 3 &4	Bronx Arts Ensemble	\$7,700
Visual Arts Gr. K & 1	Bronx Arts Ensemble	\$3,960
Dimitri Visual Arts Gr. 5	SEA	\$2,750
Cinderella Performance	SEA	\$1,850
Circus Arts	Marquis Studio	\$7,470
		\$23,730.00

- We have monthly workshops with staff as presenters, Marquis Studios (4workshops), and Principal Monthly Meetings

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Guided Reading and Strategy Groups, IReady Imagine Learning for ELLs	Small groups	During the day, afterschool and Saturday Academy
Mathematics	Guided Math Problem Solving Strategies IReady, ST Math Mind	Small groups  Grades 3 and 4	During the day  Early Morning Program and during the day
Science	Interactive Read alouds and questioning strategies, Content Area Reading Success in Science	Small groups	After school
Social Studies	Interactive Read alouds and questioning strategies, Content Area Reading Success in Social Studies	Small groups	Afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Play and group mediation	Small group	During the day

### **HIGHLY QUALIFIED TEACHERS (HQT)**

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

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

As defined under NCLB, the following strategies and activities have been implemented to ensure the staff is highly qualified so as to provide daily rigorous instruction to students

- Staff assignments are made based on the specific expertise, needs and readiness of staff and students.
- Mentors are assigned to support non tenured teachers
- Teachers meet regularly for Grade Meetings and professional development provided by Coaches, American Reading Company Consultant and Network Support Team.
- Teachers meet with Supervisors throughout the school year to set/monitor goals (based upon the Charlotte Danielson Framework); consistent and timely feedback via informal and formal observations; and for data conferences to monitor and track student progress.
- Teachers are provided a menu of Professional Development Opportunities ranging from September 2012 – June 2013. Professional Development provided is differentiated to meet the needs of identified cohorts.
- We attend City-wide Hiring Fairs
- We have a school web-site [58connect.org](http://58connect.org) to display events at our school
- Referrals from teachers and administrators

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

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

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

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

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Debra Maldonado/Ben Waxman</b>	District <b>9</b>	Borough <b>Bronx</b>	School Number <b>58</b>
School Name <b>Public School 58</b>			

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

Principal <b>Velma Gunn</b>	Assistant Principal <b>Arjune Ramdas</b>
Coach <b>Laura Sanchez</b>	Coach <b>Mayra Perez</b>
ESL Teacher <b>Damaris Rentas</b>	Guidance Counselor <b>Ivan Hannibal</b>
Teacher/Subject Area <b>Karen Kuzner-Leger, ESL Teacher</b>	Parent <b>Loretta Matthews</b>
Teacher/Subject Area <b>Miguelina Baez, Gr.2</b>	Parent Coordinator <b>Latonya Harris</b>
Related Service Provider <b>Robert Cardona, SETTS</b>	Other <b>type here</b>
Network Leader <b>Ben Waxman</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>4</b>	Number of certified bilingual teachers	<b>4</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>3</b>		

### D. School Demographics

Total number of students in school	<b>446</b>	Total Number of ELLs	<b>175</b>	ELLs as share of total student population (%)	<b>39.24%</b>
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## Part II: ELL Identification Process

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

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

1. During the registration process parents are given a Home Language Identification Survey (HLIS) for each child that they are registering by our Pupil Accounting Secretary, Ms. Nazario. Once they have completed the document, they submit it to the English Language Learners (ELL)Coordinator, Ms. Rentas, or the English as a Second Language (ESL) teacher Ms. Kuzner-Leger. If the HLIS indicates a language other than English, the certified ELL Coordinator and/or the certified ESL teacher conducts an oral interview in English and the native language of the parent and student if Spanish.

Any one response to questions #1 – 4 and two responses to questions #5 – 8 that include a language other than English on the HLIS and information provided in the interview results in an OTELE code of other than English and consequently the ELL Coordinator flags the students as eligible for the LAB-R exam in English and in Spanish if that is the students' native language. The LAB-R and Spanish LAB are then administered by the ELL Coordinator to those students eligible for testing within first ten days of school. IN the event that the ELL Coordinator is unavailable for the administering of the HLIS, oral interview, or LAB-R, the ESL Teacher, Ms. Karen Kuzner-Leger, licensed ESL certified teachers. The LAB-R and Spanish LAB are hand-scored at the school by the ELL Coordinator to determine the student's level of English Proficiency using the LAB-R cut scores as per Assessment Memorandum No. 2 and Spanish Language Proficiency. If the student scores below proficient (i.e. beginning, intermediate, or advanced level) the student is classified as an ELL. They will be tested annually using the NYSESLAT to assess their proficiency in English. The ELL Coordinator uses various resources to cross reference and ensure that all students eligible for NYSESLAT testing, including the RLER and BESIS participation reports from ATS, hand-scored LAB-R results for new admits, and students indentified as ELLs on ARIS, are tested. The Citywide and State Summative Assessment Calendar is used to schedule testing of the Speaking, Listening, Reading and Writing sections of the NYSESLAT in the allotted window. Our ESL certified teachers, Ms. D. Martinez, Ms. M. Baez, as well as the ELL Coordinator collaborate to schedule individual testing of students in the Speaking portion of the NYSESLAT as well as testing of the other sections. Make-ups are scheduled for any student who was absent during any portion of the exam. If the student scores below proficiency on the NYSESLAT as per the RNMR report from ATS, the students will continue to receive services and be tested annually with the NYSESLAT until they score at a proficient level.

The ESL teacher, bilingual/ESL Coordinator, Assistant Principal makes the OTELE determination, and completes and signs off on the HLIS. There must also be an oral interview of the student/family conducted by the pedagogue at registration to assist in determining the home language. The interview must be conducted in a language that the parents understands. The HLIS is a legal document and must be completed and signed by the parent and the pedagogue. One copy of the HLIS form is then placed in the student's cumulative record folder and one copy is to be kept on file (in a binder) in a central location (by grade/class) for monitoring purposes. Note – if a students was registered at an enrollment center, the wrong home language code might possibly have been entered into ATS for that child in order to complete their registered at that time. The HLIS might have to be executed or completed and an OTELE determination made upon arrival at the school. If the wrong home language code was entered at the enrollment center, it can and must be changed at the school inappropriately tested and/or the school's data will be misinformed. Pre Kindergarten students who are list noticed to Kindergarten must also have a HLIS administered at the start of the school year. The Universal Pre K home language has

been wiped out on ATS. A new HL code based on the Kindergarten HLIS must be entered on the first day of school.

2. The language surveys that indicate another language will be placed separately until students are tested with the Language Assessment Battery Revised (LABR) that will be administered prior to the 10 day testing window. After the results of the LABR are gathered, entitlement letters, Parent Survey and Program Selection letters are distributed via children and mail to parents of identified ELLs. In addition, a Parent Orientation is set up wherein all three program choices are fully discussed so that parents make the appropriate choice for their child. The ELL Coordinator and/or ESL teacher will provide an oral description of the Transitional Bilingual Education program, the English as a Second Language program and the Dual Language program along with a written summary of each for parents to read for further clarification. Following the oral informational piece, the Orientation DVD will be played for further explanation of their parental choices. Copies of the entitlement letters and program selection letters will be on site on the day of the orientation in case parents forget to bring them. Parent Orientations will be conducted in Spanish because that is the language in demand currently at our schools. For those parents that speak a language other than Spanish, the school will look to fluent speaking parents that will assist us in disseminating all information. When necessary, we will contact and utilize the Translation and Interpretation Unit to assist us with these aforementioned parents.

3. To ensure that Entitlement letters, the Parent Survey and the Program Selection forms are received by our parents, the school initially sends them via the ELL student. The school then follows up with the following: the school mails it to the parent, a phone blast is sent to parents as a reminder and the Parent Coordinator calls home as an additional reminder. Those parents that do not attend the orientation will be contacted by the Parent Coordinator inviting them to another orientation or to a one to one meeting with the ELL Coordinator. The school is currently looking into having the attendance teacher, the family worker or another qualified staff member to make a home visit to have these forms completed.

4. Identified ELLs are placed in programs that parents have selected through the program selection form. If a selection form is not available, ELLs will be placed in a bilingual classroom. If a bilingual classroom is not available at that grade, the child is placed in an ESL program. The parents will be informed through a placement letter sent home. The same procedure conducted for the dissemination of the aforementioned forms will be followed for this part of the new ELL intake and placement.

5. After reviewing the Parent Survey and Program selection forms for the past few years, we have noticed that the trend has been that approximately 60% of our parents have chosen the Transitional Bilingual program as a default choice rather than a completely informed choice resulting from attending the orientation meeting. Therefore, the school has taken steps to ensure that Entitlement letters, the Parent Survey and the Program Selection forms are received by our parents. The school initially sends these forms via the ELL student. then follows up with the following procedures: the school mails it to the parent, a phone blast is sent to parents as a reminder and the Parent Coordinator calls home as an additional reminder. The school is currently looking into having the attendance teacher, the family worker or another qualified staff member to make a home visit to have these forms delivered and completed.

6. The program models offered at the school are aligned with parent requests for the ELL population in the upper grades (3<sup>rd</sup> - 5<sup>th</sup>). In the lower grades, we have yet to reach the sufficient numbers to open a Transitional Bilingual Class for those students that parents have chosen that option. The school plans to communicate with these parents periodically to keep them up-to-date.

## 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	175	Newcomers (ELLs receiving service 0-3 years)	89	Special Education	31
SIFE	0	ELLs receiving service 4-6 years	36	Long-Term (completed 6 years)	4

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	78	0	4	24	0	9	2	0	0	104
<b>Total</b>	<b>78</b>	<b>0</b>	<b>4</b>	<b>24</b>	<b>0</b>	<b>9</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>104</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				6	3	7								16
Chinese														0
Russian														0
Bengali														0
Urdu														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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>3</b>	<b>7</b>	<b>0</b>	<b>16</b>						

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_ Asian: \_\_\_\_ Hispanic/Latino: \_\_\_\_  
 Native American: \_\_\_\_ White (Non-Hispanic/Latino): \_\_\_\_ Other: \_\_\_\_

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	19	20	19	32	39	34								163
Chinese				1										1
Russian														0
Bengali														0
Urdu														0
Arabic				1										1
Haitian														0
French				1	1	1								3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2	1	4	3	1								12
<b>TOTAL</b>	<b>20</b>	<b>22</b>	<b>20</b>	<b>39</b>	<b>43</b>	<b>36</b>	<b>0</b>	<b>180</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

### A. Programming and Scheduling Information

1. (a) At the present time, there are Transitional Bilingual Education Classes in Grades Three through Five. One of the classes is a 3/4 Transitional Bilingual Bridge Class and the other is a 5<sup>th</sup> Grade Class. Both classes are taught by certified Bilingual Teachers. Due to a decrease in enrollment, it was necessary to create a 3/4 Bridge Class and the other bilingual class is a 5<sup>th</sup> Grade Class. Both classes are taught by certified bilingual teachers. In addition, we have three self-contained ESL Classes, in Kindergarten, First Grade and Second Grade. These classes are taught by certified, experienced ESL Teachers. Push-in and pull-out services are provided for ELLs who are in Special Ed., Collaborative Team Teaching and General Education settings.

(b) The students that are in Transitional Bilingual Education are in a self-contained classroom with a heterogeneous population that receives instruction in Mathematics in a 90 minute block. Literacy is taught in a 90 minute block as well. There are three self-contained ESL classes in Grades K-2 where children are grouped heterogeneously by language levels. Each ESL program is taught by certified ESL teachers. At our school we have two ESL teachers that provide ESL instruction using the push-in model and the pull-out model to our ELL population in grades K-5 in both general education or special education settings. This model allows for the ESL teacher to support the classroom teacher scaffold the work in the class. Along with this program we have two bilingual classroom teachers serving the transitional bilingual population in grades 3-5. Each beginning and intermediate level child receives 360 minutes of ESL instruction, while the child in the advanced level receives 180 minutes. ESL methodology is also used to teach content areas in the bilingual classrooms.

2. Students in TBe Programs receive the mandated number of hours in ESL and Native Language instruction. Students who receive self-contained or pull-out/push-in instruction based on their proficiency levels on the NYSESLAT. The schedules of the certified ESL Teachers reflect and correlate with the mandated hours for the students.

3. The daily instruction consists of a 90 minute block of literacy, 90 minutes of mathematics instruction, social studies and science instruction 2-3x weekly in a 45 minute block.

#### Literacy:

During the literacy block all students are taught phonemic, phonological, and decoding skills. Also children are taught writing skills and the conventions of print. Our literacy block has the following components: shared reading, read aloud, guided reading, independent reading and writing. Additional strategies that are also included are: cooperative grouping, scaffolding (i.e., modeling, thinking maps) and the use of learning centers. The classroom environments are conducted as such to support and encourage risk taking and promote oral language for our ELLs with the use of word walls accompanied with pictures.

Most of our teachers have received training in the SIOP teaching model which includes different ways to scaffold such as; verbal, procedural and instructional to ensure that instruction is comprehensible.

Students in a Transitional Bilingual Education Program receive NLA if they are in at a beginning language level, and intermediate students Mathematics:

During the mathematics block, students are taught the prescribed topics aligned by grade. Teachers also use the SIOP teaching model to support the instruction for the ELLs that include verbal, procedural and instructional scaffolds to support and ensure comprehensible input. In addition students are grouped based on either the NYSESLAT or LABR assessments in order to best provide instruction that is aligned to the linguistic needs of this population. Social Studies and Science Units of Study infuse SIOP to support language development.

4. We ensure that our ELL population is appropriately evaluated by utilizing the following assessment: DRA2 in Spanish, Running Records, the ELE, the Math Spanish standardized exam along with the Science Spanish standardized exam. These assessments have baselines, midlines and endlines with benchmarks to monitor progress and establish goals and targets for the students. We use an On-line Data Tracking System, ARIS and our DRA-2 Tracking System to monitor progress and plan instruction.

5. We differentiate instruction for our subgroups accordingly:

#### a. SIFE

At present, we do not have any SIFE students enrolled but we will ensure the following instruction will be provided if we have SIFE students: The use of sight words, picture dictionaries, low readability and high interest books in both the native language and in English, books on tape along with age appropriate materials which will support the student to meet the curricular demands. Also, teachers will create benchmarks and periodically review assessments in order to reinforce essential skills to ensure grade level performance.

#### b. Newcomers

## A. Programming and Scheduling Information

The current plan we have at 58x for our newcomers are as follows:

Those students in Kindergarten are provided support with a bilingual paraprofessional wherein they receive individualized and small group instruction to enhance their linguistic and academic learning experiences. In addition, two separate six-week ELL Saturday Academy's will be conducted to provide opportunities for students to sing, chant and read poetry to facilitate oral language in this population. The academy will include students in Grades K-5.

### c. ELLs 4-6 years

For our ELLs in this category we provide the following: rigorous instruction in literacy and math with the proper modifications to meet the needs of this population, use data to inform curriculum planning and instruction, and offer more opportunities for interactive writing in the content areas in English. Academic & ELL Saturday Academies to ELLs to help prepare them on other standardized exam. Moreover, students are assigned to small group instruction which includes direct instruction during extended day.

### d. Long-term ELLs

The long term ELLs, who haven't made any gains in ELA and/or Mathematics, receive Academic intervention Services (AIS). AIS consists of any of the following depending on the identified need of the student: Achieve 3000, Read 180, Wilson, Foundations and Times for Kids Exploring Non-Fiction Kit that provides opportunities for this population to become further familiarized with academic vocabulary.

### e. Special Needs Population

ELLs in a Special Education setting are serviced in accordance to the mandates of their IEP. When the IEP states that a child is to receive Monolingual Services with ESL, teachers provide such service through an ESL push in model. In this model, the ESL teacher serves the population in the setting that students are accustomed to and are comfortable in. ELLs are supported with vocabulary development in their classrooms. The work on vocabulary development is a result from the school's inquiry work from previous years and participation in Bank Street College of Education. This model allows for the ESL teacher to support the classroom teacher with scaffolding the work in the class.

6. The following are targeted intervention for our ELL population: The Bilingual and ESL teachers utilize:

Avenues is a literature based program applicable to all ELL subgroups, and content areas. In addition, this program focuses on writing by providing scaffolds to organize and develop ideas into coherent well written pieces.

National Geographic REACH program is a science and social studies content area program that encompasses many SIOP teaching scaffolds that helps students attain important content area information.

English at your Command is a resource for our ELLs of all subgroups and provides students the opportunity to practice spelling, handwriting, grammar and research skills. The students are also exposed to projects wherein they use technology to expand and research content area topics pertinent to classroom instruction.

Getting Ready for the NYSESLAT and Beyond is a test sophistication resource that all ELL subgroups work with. This resource provides students with activities across the four language modalities (reading, writing, speaking and listening). Along with NYSESLAT test preparation this text provides ELA preparation for those ELLs in grades 3rd – 5th eligible to take the ELA.

Read 180 is a technology based program which targets those ELLs at the intermediate and advance language level. This program is provided to those ELLs who have been identified to receive AIS services. Read 180 provides students practice in individualized reading instruction within multiple contexts and emphasis on academic vocabulary to develop grade level comprehension skills. The program also has a writing component where students respond to readings and videos which supports daily writing opportunities.

For our ELLs who have received a proficiency level on the NYSELAT, we provide them with the tests accommodations mandated by the Chancellor, we provide AIS services and offer opportunities to participate in all of our ELL After-school and/or Saturday Academies.

7. Our school is participating in the Special Education Phase 1 Initiative. We have common planning periods and we are a Teacher's

## A. Programming and Scheduling Information

College Reading and Writing Project School. As a Teacher's College school, we are provided with a Staff Developer that creates curriculum geared to ELLs -SWDs. Additionally, the school provides an after-school program, Failure Free Reading (a SES, supplemental educational support, program that is for all populations specifically our ELLs - SWDs. Our bilingual special education students receive ESL instruction from a certified ESL teacher along with the assistance of a alternate placement language paraprofessional. The criteria used to place our ELLs-SWDs in ICT classes is results from formal, informal assessments, teacher recommendations, and IEP information.

The curriculum reflects research based ESL and Special Education strategies for example, Universal Design for Learning and Sheltered Instruction. Finally, we provide opportunities for teachers providing ESL push-in services to articulate and support mainstream teachers with appropriate scaffolds during instructional time.

8. Currently, we have decided not to discontinue any programs or services for our ELL population. However, we are looking to align some of the resources available to the ELLs with the units of instruction occurring in the mainstream classrooms.

9. Our ELLs are afforded equal access to all of our school programs. In addition we are currently planning an afterschool program for our K-5 ELL population which will utilize Text Talk and/or Achieve 3000. We are looking at our data to see the needs of our population and group them appropriately and attach them to the resource/program that best meets their needs.

10. The following are materials used to support our ELLs

- o Waterford(1st -2nd)
- o Orchard(K-5th)
- o Read 180(3rd -5th)
- o Avenues(K-5th)
- o Everyday Math (English and Spanish)(K-5th)
- o Math Step by Step (English and Spanish)(K-5th)

11. In our bilingual classrooms, native language support is provided to our ELLs through NLA instruction and in some content areas. In addition, bilingual dictionaries are utilized in the classrooms. Students in self contained ESL classrooms also use bilingual dictionaries; they have access to some literature in the native language. In some cases, a bilingual paraprofessional is available to provide native language support.

12. All required services support and resources that correspond to ELLs' ages and grade levels are provided in accordance to CR Part 154. The service support and resources include, but are not limited to books, classroom libraries and technology.

13. For our newly enrolled ELL students, we provide them the opportunity to meet and talk to their teachers along with their parents at the time of registration if possible. Also, we provide a yearly curriculum night where students and parents are informed of the school's expectations and available resources.

14. Currently, we do not offer any language electives for our ELLs.

### 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:

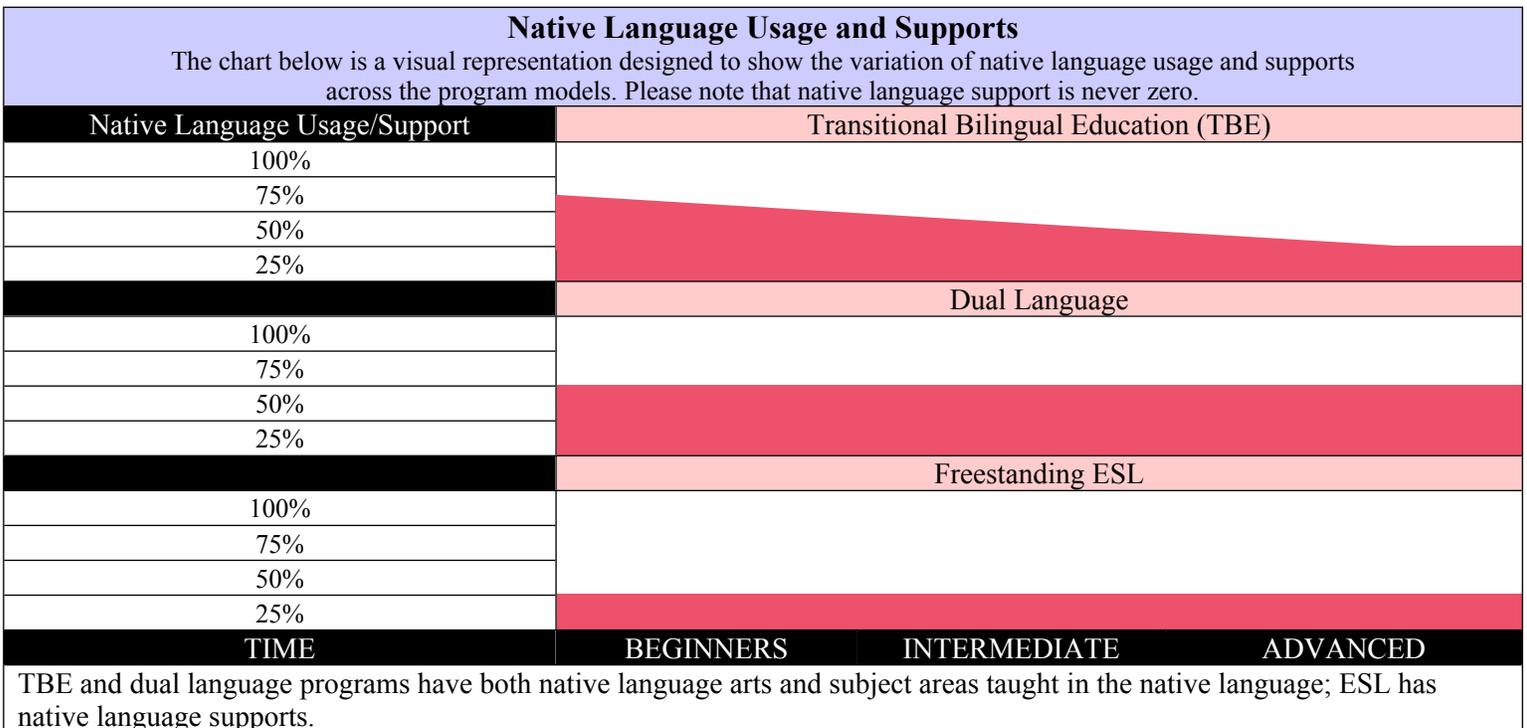
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day





## B. Programming and Scheduling Information--Continued

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

8. 8. The following are targeted intervention for our ELL population: The Bilingual and ESL teachers utilize:

Waterford(1st -2nd)-English online interactive program

Orchard(K-5th)- English Online interactive program

Achieve 3000- English online interactive program for Grades 3-5

Read 180(3rd -5th)- English Comprehension program

Avenues(K-5th - English)

Everyday Math (English and Spanish)(K-5th)

Math Step by Step (English and Spanish)(K-5th)

We will continue our collaboration with Teacher's College in order to ensure that the balanced literacy continues to be a rigorous curriculum that offers a bridge for our ELLs to acquire language.

Avenues is a literature based program applicable to all ELL subgroups, and content areas. In addition this program focuses on writing by providing scaffolds to organize and develop ideas into coherent well written pieces.

English at your Command is a resource for our ELLs of all subgroups and provides students the opportunity to practice spelling, handwriting, grammar and research skills. The students are also exposed to projects wherein they use technology to expand and research content area topics pertinent to classroom instruction.

9. Getting Ready for the NYSESLAT and Beyond is a test sophistication resource that all ELL subgroups work with. This resource provides students with activities across the four language modalities (reading, writing, speaking and listening). Along with NYSESLAT test preparation this text provides ELA preparation for those ELLs in grades 3rd – 5th eligible to take the ELA New York State Tests.

10 The following new programs or improvements will be considered for the upcoming new year: Envisions Common Core Program for K-3 Students in English, and I-Ready online interactive program in literacy and mathematics for Grades K-5. In addition we will ensure that common planning involves collaboration among, ESL, Bilingual and Mainstream teachers whenever appropriate.

11. We have decided not to discontinue any programs or services for our ELL population. However, we are looking to align some of the resources available to the ELLs with the units of instruction occurring in the mainstream classrooms.

12 For our ELLs who have received a proficiency level on the NYSESLAT, we provide them with the tests accommodations mandated by the Chancellor, we provide AIS services and offer opportunities to participate in all of our ELL After-school and/or Saturday Academies. Students are also included in the Supplemental Education Services(SES) provided at the school three times a week to support literacy in English.

Our ELLs are afforded equal access to all of our school programs. In addition we are currently planning an afterschool program for our K-5 ELL population which will utilize Text Talk and/or Achieve 3000. Our data is used to access the needs of our populations and we group them appropriately and attach them to the resource/program that best meets their needs

13. Read 180 and Leap Track are technology based programs which targets those ELLs at the beginning, intermediate and advance language levels. These programs are provided to those ELLs who have been identified to receive AIS services. Read 180 provides students practice in individualized reading instruction within multiple contexts and emphasis on academic vocabulary to develop grade level comprehension skills. The program also has a writing component where students respond to readings and videos which supports daily writing opportunities.

14. In our bilingual classrooms, native language support is provided to our ELLs through NLA instruction and in some content areas. In addition, bilingual dictionaries are utilized in the classrooms. Students in self contained ESL classrooms also use bilingual dictionaries;

they have access to some literature in the native language. In some cases, a bilingual paraprofessional is available to provide native language support. Spanish libraries are included in all bilingual classes. Students are provided Math instruction in Spanish.

15. All required services support and resources that correspond to ELLs' ages and grade levels are provided in accordance to CR Part 154. The service support and resources include, but are not limited to books, classroom libraries and technology.

16. For our newly enrolled ELL students, we provide them the opportunity to meet and talk to their teachers along with their parents at the time of registration if possible. Also, we provide a yearly curriculum night where students and parents are informed of the school's expectations and available resources. Our Parent Coordinator and Pupil Accounting Secretary work closely with the families and provide information sessions as well as workshops.

17. Currently, we do not offer any language electives for our ELLs.

### **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.

### Part III -- F: Professional Development and Support for School Staff

1. The following are professional learning opportunities that will be on going throughout the 2010-2011 academic year. All staff (guidance counselors, social workers, out of class teachers) are invited to attend.

- Introduce best practices for ESL instruction to all staff members
- Introduce the NYSESLAT to all staff members
- Introduce study groups that address differentiated instruction and incorporate and develop academic rigor in daily instruction for ELLs in their classroom
- PD on ESL & NLA standards
- Bank Street College Annual Language Series
- PD on analyzing NYSESLAT data in order to drive instruction and differentiate instruction for ELLs
- Teacher's College Calendar days with ELLs as a focus of instruction within the Balance Literacy model

2. The 5th grade teachers, the counselor and administrators have several schools with which we have created partnerships. At least two times prior to the end of the school year, our students and parents attend meetings and workshops wherein they are informed of the expectations demands and resources of that specific middle school.

3. Jose P training for all new teachers includes but is not limited to the following

- o Introduce best practices for ESL instruction to all staff members
- o Introduce the NYSESLAT to all staff members
- o Introduce study groups that address differentiated instruction and incorporate and develop academic rigor in daily instruction for ELLs in their classroom
- o PD on ESL &/or NLA standards
- o PD on analyzing NYSESLAT data in order to drive instruction and differentiate instruction for ELLs
- o Bank Street College Annual Language Series

## 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?

### Part III – G: Parental Involvement

1. In order to increase the level of parental involvement, the Parent Coordinator will conduct activities to attract parents in addition to providing information that will encourage parent volunteers. Along with the ELL Coordinator, the mandated CR 154 parent orientation for parents/guardians of newly enrolled ELLs will be implemented.

Also, a yearly curriculum night takes place to help parents have a better understanding of the curriculum and the school's expectations. The parent room will also be available to parents on a daily basis. Parents will also have the opportunity to attend monthly PTA meetings where they will be informed of upcoming events at the school level along with information on community organizations available to them.

2. Our school works with the following community agencies: St. Barnabas Hospital, Puerto Rican Family Institute and SCAN New York afterschool program.

3. At PS 58x we evaluate the needs of the parents by providing surveys to the parents where they comment on workshops had, make request for future workshop or make suggestions for improvement. In our continuous effort to maintain and further develop meaningful parental involvement we provide various modes of communication for our parents i.e., weekly progress reports, a monthly open house with an instructional focus, phone messages in English and the native language along with a fully translated website where parents are provided with pertinent school information.

4. The parent coordinator along with other school personnel pay careful attention to the request and suggestions provided by parents in order to ensure that the parental involvement activities address their needs.

## 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)	6	13	6	10	4	8								47
Intermediate(I)	0	3	2	9	10	11								35
Advanced (A)	6	0	2	7	11	11								37
Total	12	16	10	26	25	30	0	0	0	0	0	0	0	119

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>A</b>		3	4	9	14	6							
	<b>P</b>		3	3	12	2	18							
READING/ WRITING	<b>B</b>		11	4	8	1	3							
	<b>I</b>		3	2	9	9	11							
	<b>A</b>		0	2	7	14	11							
	<b>P</b>		0	0	0	10	0							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	13	6	2		21
5	5	12	2		19
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	7		8	3	5	1			24
5	1		10	1	2	2			16
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		6	1	9	2			20
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

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

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

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

- 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

1. The assessment tools used to assess early literacy skills of our ELLs include DRA2, El Sol, and Running records and writing baselines.
2. The data reveals that by proficiency levels and grades: that the majority population of ELLs falls at the intermediate language level on the NYSESLAT (49 out of 126). This may result from the fact that our ELL population is composed of ELLs (105 out of 126) who have been in the system 0-3 years and are deemed newcomers. The data also shows that the number of ELLs at the beginning language level is lower compared to last year however, the largest numbers of ELLs are now found at the intermediate level of the reading/writing modalities of the NYSESLAT. This data indicates that ELLs are still struggling with the academic language demands of content areas. Teachers and administration need to reassess the quantity and quality of explicit instruction in all content areas paying close attention to the language demands in order to scaffold academic language learning.
3. Looking at the listening/speaking and reading/writing modalities show that the majority of the population fall in the intermediate level of proficiency. The data is indicating that our ELLs need further development on academic language in order to support their advancement to the advance language level and proficiency.
4. ELLs that took the math exam in their native language seemed to fair better than those who took it in English. The 5th grade population faired similarly, where the population where split between level 2 and level 3. However, the majority of the population scored at a level 1 in the Science and Social Studies exams. This may be a result of not having a well developed native language curriculum in these areas as in mathematics where the Everyday Math curriculum is in place.
5. Not Applicable
6. We evaluate the success of our programs for ELLs by the students' improvement on DRA 2 reading levels, the increase of at least one language level on the NYSESLAT and/or demonstrating growth within the language level evidenced by a rise in the scale score. In addition, the number of ELLs who have reached a level 2 and above on all New York State standardized exams.

### **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 58****School DBN: 09X058**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Velma Gunn	Principal		10/12/11
Arjune Ramdas	Assistant Principal		10/12/11
Latonya Harris	Parent Coordinator		10/12/11
Damaris Rentas	ESL Teacher		10/12/11
Loretta Matthews	Parent		10/12/11
Karen Leger-Kruzner	Teacher/Subject Area		10/12/11
Miguelina Baez	Teacher/Subject Area		10/12/11
Laura Sanchez	Coach		10/12/11
Mayra Perez	Coach		10/12/11
Ivan Hannibal	Guidance Counselor		10/12/11
Ben Waxman	Network Leader		10/12/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 09x058      **School Name:** PS 58

**Cluster:** 5      **Network:** 534

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

**Part A: Needs Assessment Findings**

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

At PS 58, we closely monitor the Home Language Identification Survey (HLIS) that is completed upon admission by the parent/guardian. This information is entered into ATS and all communication that is sent out to parents is translated into Spanish to assure that the parents understand all correspondence. The Parent Coordinator and the Bilingual/ESL teacher are always available to assist parents. They are available for workshops, PA meetings and Parent Teacher conferences, as needed. Parents are always aware of school events and issues given the availability of translators on staff, and translated home-school correspondence. Documents that we used to ensure the aforementioned are: Home Language Identification Survey, Blue emergency card, cumulative records, parents' survey, parent orientation meetings, and SLT meetings there is a need for communication to occur in Spanish.

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

Our major findings in our school is that we have many staff members who are bilingual and provided the support needed. The translation and interpretation services provided in our school is mostly in Spanish language. The DOE also provides translation services, if needed in other languages. The school community is informed of the translation and interpretation policy through PA meetings, school meetings, and the monthly newsletter.

## Part B: Strategies and Activities

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

Currently, we have certified bilingual staff personnel who translate letters and all documents for parents.

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 oral interpretation services are provided by school staff who speak the language of our students. In the main office , we have our secretaries and support staff that speak Spanish. If needed, interpretation services are used for languages that our staff is not fluent and outside contractors are notified. We also use the Department's website which outlines the procedure and provides additional resources.

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>.

Our school provides to each parent whose primary language is a covered language and requires language assistance with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We also post in the main office a sign in each of covered languages the availability of interpretation services.



## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS 58	DBN: 09X058
Cluster Leader: Deborah Maldonado	Network Leader: Ben Waxman
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## 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:

09X058 Language Instruction Program funded under Title III

Rationale:

Public School 58 is a K-5 elementary school with a population with approximately 460 students. Approximately 40% of our student population are English Language Learners and Spanish is the dominant language. Data analysis 2012 NYSESAT indicated that we met requirements for AMAO 1 and did not make AMAO 2. Although we met AMAO 1, we are designing a rigorous supplemental program to better meet the needs of our English Language Learners. We have identified ELLs in grades 2-5 as our targeted population.

This year we will infuse technology by using the research-based computerized IMAGINE Learning Program. The Title III funds will help us purchase licenses for the ELL students that are invited to participate in our Title III Supplementary Program. Our Title III Saturday Academy students will receive one-to-one instruction through engaging activities specifically designed to meet their individual language acquisition needs in all four modalities. The various strategies the students will learn through the Imagine Learning program will give them optimum opportunity to progress and make gains on the NYSESLAT which result in an increase in our AMAO 1 and AMAO 2. We will use reports from the program to monitor and track student progress and plan next steps for the students in their language development. Saturday Academy teachers will collaborate and articulate with classroom teachers to ensure instructional continuity.

Public School 58x's Title III supplementary program will focus on vocabulary development in the content areas of Social Studies and Science to support second language acquisition. The focus groups are ELL students in grades 3-5 who are required to take the NYS ELA test in April 2013. The ELL students in grades 2-5 will be required to take the NYSESLAT in May 2013.

Subgroups and Grade levels:

Grades	# Students	Language Proficiency Levels	Subgroups
2	15	Range from beginner to advanced	Newcomers (Yrs 0-3)
3	15	Range from beginner to advanced	Newcomers (Yrs 0-3)
4	20	Range from beginner to advanced	Extension Services (Yrs 3-5)

### Part B: Direct Instruction Supplemental Program Information

5      20      Range from beginner to advanced      Extension Services (Yrs 3-6)

Total      70

Schedule and Duration: The Saturday Academy will begin in December 2012. The program will run for 14 weeks and each session will be four hours. The 2 bilingual certified and 2 ESL certified teachers will provide instruction to approximately 70 ELLs in grades 3 through 5. Group size will be maintained at 15 students per teacher. There will be 4 classes with a total of 70 students.

Language of Instruction: English

The students will receive instruction in a cross curricular program that addresses their area(s) of need and enhance students' abilities in the areas of Reading, Writing, Speaking and Listening in English and native language support. The program will target ELLs at the beginner/intermediate and advanced language levels. The identified ELLs were selected from the NYSESLAT modality report, Acuity and ARIS.

The Empire State NYSESLAT resource was selected to strengthen student's oral literacy, social literacy, and academic language. The activities will be developed based on students' need as determined by analyzing data including NYSESLAT, attendance and formative assessment data. Student work will drive the instruction program. Programs will be designed to help students achieve academic success aligned to Common Core State Standards and ESL Standards set for grade-levels and will support language development, reading, writing, and listening. Content area reading focuses on developing content area comprehension, critical thinking, vocabulary and the ability for ELL student to read and understand nonfiction text features. Each lesson will include reading skills, comprehension strategies, and text features will help to increase student performance. The planning of the lessons will follow the format of Sheltered Instructional Observation Protocol (SIOP) model.

### 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: PS 58's Title III Professional Development Program will primarily focus on how to use data to differentiate instruction, implement the IMAGINE Learning Program, NYSESLAT and integrate the SIOP framework to improve student achievement.

Teachers receive training and topics: Certified Bilingual/ESL teachers and all teachers will attend workshops on the implementation IMAGINE LEARNING, the Empire State NYSESLAT and the eight components of the SIOP Framework, (Lesson Preparation, Building Background, Comprehensible Input, Strategies, Practice and Application). It will focus on Differentiated Instruction: Using Multiple Modalities for Language Development in order to provide high quality instruction to ELLs. The ultimate goals of the series are to promote an in-depth discussion about language learning principles and

### Part C: Professional Development

methodology with a focus on classroom applications.

Schedule and duration: Additional professional development will include decoding test materials for ELLs. We will align instruction to the Common Core Learning Standards and our Saturday Academy will include 3 hours of instruction and 1 hour of professional development on an on-going basis.

Provider: Administrator, Lead teachers, CFN ELL Support Specialist

### 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:

To improve Parent Involvement of ELLs and support the instruction of students

Schedule and duration: The Parent Coordinator and the ELL Coordinator will conduct activities to attract parents in addition to providing information that will encourage parent volunteers. Parents will have the opportunity to attend monthly meetings where they will be informed of upcoming events at the school level along with information on community organizations available to them.

The Imagine Learning software will also promote parental involvement. Parents will be invited to meet and discuss Imagine Learning. We will explain the program and describe ways parents can help continue their child's literacy education at home. The program generates progress reports the parent's native languages which the child bring home. The reports will itemize students' accomplishments and offer reminders of which skills students should practice and review at home. The software also generates materials to be worked on at home including vocabulary worksheets, letter worksheets, rhyming word books, sight word flashcards, and many other supporting pieces.

Topics to be covered: Moreover, parent workshops will be conducted on such topics as child development, reading to your child in the native language, using the Public Library to promote Reading and Writing in English and Native Language. The parent involvement program will be provided at no cost to Title III.

Name of Provider: Administration, Parent Coordinator, Lead Teachers and CFN Support

How parents will be notified of these activities

**Part D: Parental Engagement Activities**

Parents are notified via Phone Messenger Service, flyers, phone calls, and letters.

**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"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		