



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** YOUNG LEADERS ELEMENTARY SCHOOL

DBN: 07X369

PRINCIPAL: DR. KAREN E. COLLINS

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SUPERINTENDENT: MS. YOLANDA TORRES

## 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
Karen E. Collins	*Principal or Designee	
Patrick Nau	*UFT Chapter Leader or Designee	
Joanna Muniz	*PTA President	
NA	DC 37 Representative, if applicable	
Marienella Echevarria	Member / Title I Rep, Parent	
Sonia Gutierrez	Member / Parent	
Rosalie Perez	Member / Parent	
Janet Lopez	Member / Parent	
Dionicia Sanchez	Member / Parent	
Melissa Cavaluzzi	Member / Teacher	
Nadjari Prophete	Member / Teacher	
Desiree Lopez	Member / Educational Assistant	
SLT recently expanded from 10 to 12 members; election planned for additional teacher / staff member	Member / Teacher / Staff	

\*\* 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.

“Re-evaluate the systems for measuring progress of goals to establish sustainable learning, genuine ownership, and improved instructional practices.” 2011-2012 NYCDOE Quality Review Report, page 6.

### **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

  X   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, in order to improve teacher practice and resulting student performance, and to elevate the level of teacher reflection on pedagogy, PS 369’s administrators will conduct weekly classroom visits that utilize a goal assessment rubric to monitor and provide feedback.

### **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,

- Increased feedback and instructional support to teachers will increase teacher effectiveness
- Observation framework discussed at faculty meetings, and focus of observations announced in “Weekly Memo” and PDs
- Key emphasis is increased attention to differentiation, first for groups of students, then for individuals, resulting in more targeted instruction and intensified learning opportunities for students in subgroups that have been identified
- Observations with lens on questioning and student discussion lead to increased student engagement, a key behavioral support

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

- Principal to conduct observations and provide feedback
- Assistant principal to conduct observations and provide feedback
- Literacy, mathematics, and special education coaches to link administrative feedback to ongoing coaching in subject content and classroom practices

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.

- Administrative record-keeping ensures teachers are observed and receive feedback

- All teachers receive at least six classroom observations (formal / informal / using framework)
  - Teachers review recorded evidence of their teaching practice and are involved in establishing goals for improvement
- d) timeline for implementation.
- Observation of teachers is ongoing
  - Teachers are observed and receive feedback in targeted areas at least three times per cycle

**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).
- Tax Levy funds principal
- Tax Levy funds assistant principal

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

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

### **Major Recommendation**

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

“Reflect on the alignment of planning standards-based tasks vis-à-vis teaching practices in order to promote consistency of rigorous habits and critical thinking skills across all classrooms.” 2011-2012 NYCDOE Quality Review Report, page 5.

### **Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

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

3.2 Enacted curriculum  3.4 Teacher collaboration  
 3.3 Units and lesson plans  3.5 Use of data and action planning

### **Annual Goal #2**

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

By June 2013, school will create CCLS units of study in content areas, that include multiple entry points for higher order thinking skills, including effective questioning.

### **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,
    - As teacher teams with coaches' support develop the CCLS literacy and math units, they refer to student data in planning instructional approaches and differentiation.
    - During the implementation of the CCLS units, teachers analyze data from student work to revise and further develop the curriculum plan.
    - Weekly, teacher teams meet with either the math coach, special ed coach, or ESL teacher to look at student work and plan for meeting the needs of students with disabilities, ELLs, and strugglers. Alternatively, classroom teachers and the literacy coach meet with the cluster teachers, to plan for the integration of classroom learning with the “specials:” art, technology, social studies, and science.
  - b) key personnel and other resources used to implement these strategies/activities,
    - Classroom teachers,
    - cluster teachers,
    - coaches (literacy, math, special education),
    - staff developers from Teachers College Reading and Writing Project, and
    - service providers.

- 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.
- Pre- and post-unit assessments during implementation of CCLS units
  - Analysis of data of students with disabilities and ELLs individually and as subgroups, and in comparison with monolingual general education students
  - Teachers collaborate on the creation of the pre- and post-unit assessments, or on modifying existing assessments to meet the needs of our students and school
  - Records are kept on the number of lessons / projects reflecting cluster / classroom teacher collaboration, i.e. in art, technology, science, and social studies.
- d) timeline for implementation.
- Each grade will plan and implement four CCLS units this year, between November and June
  - Pre- and post-unit assessments will be done at the beginning and end of each CCLS unit
  - Midway through each CCLS unit, the teacher teams will analyze the formative data
  - Teacher teams will meet every Thursday from 8:02 – 8:40 to plan instruction to meet the needs of SWDs, ELLs, and strugglers, and also to collaborate (cluster / classroom teachers) to create and communicate information using art and / or technology. Meetings will occur in 3-week cycles.

**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:P/F Allocation

**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).
  - Tax levy, Title I SWP, Title IIA, and Title I funds for Classroom Teachers’ salaries
  - Tax levy, Title I, and Title IIA funds for Cluster teacher salaries
  - Tax levy, Title I SWP, and Contract for Excellence, funds for Coaches’ salaries
  - Title I for payment to Teachers College for staff development, study days, and opportunities to participate in leadership groups

### **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.

“Teacher discussions around student work lead to the identification of instructional trends across grades. Conversations become more granular as discussions focus on trends of student subgroups and the implications to next steps in support of student progress. Some of these interventions stem from Academic Intervention Services (AIS), differentiated homework packets, and future referrals for more strategic academic support. However, these practices have yet to suitably impact improving student achievement.” 2011-2012 NYCDOE Quality Review Report, page 5.

#### **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, students in grades 1-5 scoring in the lowest third, will show a 10% increase on school-based assessment systems in ELA and Math.

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
    - Teachers, with literacy and math coaching support, analyze data of lowest third of students, plan CCLS and other units of study, and provide additional opportunities for individual and small group instruction targeted to address the specific needs of this population, as well as the needs of the other two thirds of the grade
    - Two Staff Developers from Teachers College Reading and Writing Project provide 10 days on onsite support helping teachers (K-2 / 3-5) develop instructional expertise and assist with lesson planning and implementation.
    - Hired math coach to support teachers in meeting needs of these students
    - Hired part time bilingual SETSS teacher and part time ESL teacher to ensure these students make progress
    - Word work differentiated, so that while most students are doing Words Their Way, those most behind are learning with either Foundations or Wilson
    - Run an academic afterschool program to support 40 1<sup>st</sup> and 2<sup>nd</sup> graders in improve their reading skills (Title I Priority / Focus SWP funds)
      - 1 teacher x 2 hrs. x 45 sessions = 90 per session teacher hours x \$41.98 (plus fringe) (see Galaxy) to provide homework help to struggling students

- 1 teacher x 3 hrs. x 45 sessions = 135 per session teacher hours x \$41.98 (plus fringe) (see Galaxy) Supervises Project Read Tutors and input all student data
- 1 paraprofessional x 2 hrs. X 45 sessions = 90 per session paraprofessional hours x \$26.27 (plus fringe) (See Galaxy) to support SPED students in after school program.
- 1 school aide x .5 hrs. x 45 sessions = 23 per session school aide hours x \$16.20 (plus fringe) (See Galaxy) to support after school snack time and outdoor playtime.
- Educational consultants - Project READ provides 20 tutors after school X 3 days/week X 45 sessions (January – May) X 1.5 hours, plus supervising tutor, and program supervisor = \$10,000 (see Galaxy)
- Run an academic afterschool program to support 85 3<sup>rd</sup> to 5<sup>th</sup> graders in improving their literacy skills, plus practice test taking strategies (Title 1 Priority / Focus SWP funds)
  - 6 teachers x 2.25 hrs. x 38 sessions = 513 per session teacher hours x \$41.98 (plus fringe) (see Galaxy) to teach ELA and math skills
  - 1 assistant principal x 3 hrs. x 38 sessions = 114 per session hours x \$43.93 (plus fringe) (See Galaxy) to supervise program
  - 1 paraprofessional x 2.25 hrs. x 38 sessions = 86 per session hours x \$26.27 (plus fringe) (See Galaxy) to support SPED students in program
  - 1 paraprofessional x .75 hrs. x 38 sessions = 29 per session hours x \$26.27 (plus fringe) (See Galaxy) to support after school snack and outdoor playtime.

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

- ICT and general education teachers
- Literacy and math coaches
- Part time bilingual SETSS teacher
- Part time ESL teacher
- Part time special education coach
- Expert in special education from Network team
- Staff developer from Teachers College Reading and Writing Project
- Network instructional experts

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.

- Progress on formative assessments (exact goals determined for individual students): running records, pre- and post-unit assessments in literacy and math, word work quizzes, analysis of student work (writing, reading, math, social studies, science, contributions to partner and whole group conversations)
- Assessments are planned and developed by the teachers, with coach support, as they develop the curriculum maps for the CCLS units
- An interim target is for the lowest one third of 4<sup>th</sup> graders to increase 5% from the first Acuity assessment to the second

d) timeline for implementation

- Ongoing planning by teachers, with support of literacy, math, and p/t special ed coaches
- Ongoing implementation of strategies and activities
- Ongoing analysis of student work and assessment of progress
- At least four times annually, running record assessment are done and corresponding reading levels are entered into TC Assessment Pro (online literacy data collection system created by Teachers College at Columbia University and endorsed by the NYC Dept. of Education)
- Reading data is repeatedly used to create instructional groups and to differentiate instruction

**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: P/F Allocation

**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).
  - Tax levy, Title I SWP, Title IIA, and Title I funds for Classroom Teachers' salaries
  - Tax levy, Title I, and Title IIA funds for Cluster teacher salaries
  - Tax levy, Title I SWP, and Contract for Excellence, funds for Coaches' salaries
  - Title I for payment to Teachers College for staff development, study days, and opportunities to participate in leadership groups

In addition,

- Title I SWP funds are used to purchase uniforms and school supplies for students in temporary housing,
- Tax levy funds are used to purchase curricula to support work on violence prevention
- Nutrition costs are funded centrally by the NYC Dept. of Education and parents' food service fees (if not free lunch)
- Guidance counselor, attendance person coordinate with education liaison at housing shelters, as necessary
- School is not affiliated with Head Start. Pre-k programs are supported by Universal PK and Title I PK funding

## **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.

The school's 2012 QR did not include a recommendation specifically regarding the social and emotional developmental health of the students, but rather their academic performance. As a school, however, we recognize that students' social and emotional wellbeing fundamentally affects their academic performance.

### **Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

### **Annual Goal #4**

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

By June 2013, in order to increase positive social and emotional interactions, PBIS will be reinforced on a daily basis, as measured by a 15% overall decrease in OORS

### **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,
    - PBIS provides school wide consistency of expectations throughout the building, all day, every day, posted in classrooms and around the building. Most fundamentally, students are expected to "be respectful, responsible, and safe."
    - In order to better track problematic behavior, in addition to using a "reporting form" that captures socio-emotional and academic information beyond just the "incident," the school is beginning to use SWIS to collect and analyze data
    - Teachers create classroom communities in which all students feel valued and emotionally safe. Positive classroom culture is supported by PBIS expectations, articulated more fully by each classroom community.
    - Students with particular socio-emotional and / or academic needs are supported by the ESL teachers, SETSS teachers, guidance counselor, and service providers, in addition to their classroom teachers. These faculty members are committed to developing the students' confidence, self-esteem, and socio-emotional and academic skills.
    - The Child Study Team meets weekly, and works during the interim to support students with challenging behavior and / or inadequate academic progress. The Team determines needed at risk services / intervention, ensures implementation and monitoring, and follows up with referral, if warranted.
    - The Attendance Inquiry Team implements a "mentoring system," working with those students and families whose attendance is below 90%. The goal is to support the student and parents / guardians to get to school every day on time, thereby supporting academic success.
    - Our system for developing socio-emotional and academic success is strengthened by the coordination by the Behavior Oversight Team, including the coordinator of the Child Study Team, the guidance counselor who serves on the Attendance Inquiry Team, and the AP (in charge of discipline).

- b) key personnel and other resources used to implement these strategies/activities,
  - Entire staff for implementing PBIS
  - PBIS Committee: teachers, educational assistant, administrator, supported by school aides
  - Child Study Team: special education coach, SETSS teacher, guidance counselor, teachers, principal (plus, as relevant, ESL, speech, OT, PT providers, if the student being considered gets one or more of those services)
  - Behavior Oversight Team -- Assistant Principal, special education coach / IEP teacher, and guidance counselor
  - Attendance Inquiry Team – Principal, guidance counselor, parent coordinator, school aides, in partnership with classroom teachers
- 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.
  - Lowered rates of incidents, and lessened seriousness of inappropriate behavior, as reflected in OORS and SWIS reports
  - Increased positive behavior, as reflected in PBIS tickets given out
  - Increased attendance and punctuality among students who are focus of Attendance Inquiry Team’s work.
- d) timeline for implementation
  - PBIS – ongoing, and with renewed purpose beginning winter 2012.
  - Use of SWIS, beginning winter 2012
  - Development of classroom community – ongoing
  - Addressing particular needs of identified students – ongoing
  - Child Study Team – ongoing
  - Behavior Oversight Team – ongoing.
  - Attendance Inquiry Team – beginning winter 2012.

**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).
- - Tax levy funds for Administrators’ salaries
  - Tax levy, Title I, Title IIA, and Title III funds for salaries of classroom, cluster, ESL, and related services teachers
  - Tax levy, Title I, and Contract for Excellence funds for Coaches’ salaries
  - Tax levy funds for parent coordinator
  - Tax levy and Contract for Excellence fund for guidance counselor
  - Tax levy funds for school aides’ salaries.

In addition,

- Title I SWP funds are used to purchase uniforms and school supplies for students in temporary housing,

- Tax levy funds are used to purchase curricula to support work on violence prevention
- Nutrition costs are funded centrally by the NYC Dept. of Education and parents' food service fees (if not free lunch)
- Guidance counselor, attendance person coordinate with education liaison at housing shelters, as necessary
- School is not affiliated with Head Start. Pre-k programs are supported by Universal PK and Title I PK funding

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

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

### **Major Recommendation**

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

The school's 2012 QR did not include a recommendation specifically regarding family and community engagement, but rather student academic performance. As a school, however, we recognize that students' academic performance is fundamentally impacted by the degree of support students received at home. Therefore, parent / guardian involvement and community engagement are goals for us.

### **Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

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

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

### **Annual Goal #5**

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

By June 2013, in order to support parents with understanding school curriculum, we will hold monthly parent resource sessions during and after school, as evidenced by attendance sheets.

### **Strategies to increase parental involvement and engagement**

- 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
    - monthly classroom / grade newsletters
    - monthly classroom events – Club Leo, Family Friday-type activities, informative celebrations designed to give families knowledge of what students are working on
    - parent / guardians visit to Technology classes, to understand what students are doing, and to learn about students' ongoing online access to reading and math programs
    - monthly school calendar
    - monthly school newsletter
    - monthly "Coffee with the Principal"
    - Parent workshops on such topics as:
      - "Read and Rise," in conjunction with East Side Houses, 6 sessions:
        - i. "A Child's First and Most Important Teacher and Role Model"
        - ii. "Culture, Traditions, Everyday Experiences"
        - iii. "Telling Our Stories"
        - iv. "Learning is Fun"

- v. "Family and Community Strengths
- vi. "Celebrate Success!"
  - through NYU LINCS: "Effective Discipline for Reducing Misbehavior" (parts 1 and 2), "Calming Techniques for Children," "Calming Techniques for Parents," and "Building Self-Esteem"
  - "Making Your Child Successful," – Routines and Responsibilities, Setting High Expectations, How to Advocate for Yourself
  - "Tips on Reading to Your Child"
- Parent meetings by class with principal, assistant principal, and classroom teachers to discuss the NYS Ed Math and ELA exams, Acuity test results, and how parents / guardians can support their students at home to be optimally successful on the exams
- PC works with parents to interpret middle school process and support families with the applications
- Three Math or Literacy educational games evenings to support intellectual activities at home
- Support to families with dealing with bureaucracies / filling out forms
- Interim progress reports
- Financial support for parents to attend class trips who could not otherwise afford it
- Membership in "Cool Culture" for all pre-k and kindergarten families (plus older siblings), giving them free access to over 90 educational and cultural institutions in NYC
- Drop Everything and Read events for families, complete with a power point about reading, read alouds by teachers, book distribution to get literature into students' homes
- MASA – art afterschool program for families
- Puppet Theater – parent component
- Title I Priority / Focus SWP: expenditures include \$750 for Family Games Nights, \$1,000 participation in Cool Culture, \$72 x 17 classes for parent participation in class trips (for parents who couldn't otherwise afford it) – (See Galaxy)
- b) staff and other resources used to implement these strategies/activities,
  - Parents / guardians, teachers, educational assistants, administrators, parent coordinator, MASA and FreeArtsNYC (community partners in afterschool programs), East Side Houses and NY University (community partners for parent workshops)
  - Technology lab, school licenses for online programs, books donated from sister school in Dist. 3
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
  - teachers choose the format for their newsletters, and the structure of their classroom parent events
  - teachers provide input for structure of progress reports
  - 5<sup>th</sup> grade teachers do parent presentations re: middle schools and the middle school application process
- d) timeline for implementation.
  - Ongoing: Parent workshops, parent coordinator supports individual families with needs related to getting community / government services, filling out forms
  - Monthly: classroom / grade newsletters, classroom events (Club Leo, Family Friday-type activities, informative celebrations designed to give families knowledge of what students are working on), school newsletter and calendar, "Coffee with the Principal,"
  - Every few months: Interim progress reports, Drop Everything and Read (4 times / year)

**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 P/F Allocation

**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).

- Tax levy funds for Administrators' salaries
- Tax levy, Title I, Title IIA, and Title III funds for salaries of classroom, cluster, ESL, and related services teachers
- Tax levy, Title I, and Contract for Excellence funds for Coaches' salaries
- Title I Priority / Focus SWP funds to support activities for parents (educational games for three games nights (\$750), a portion (40%) of the cost of participation in Cool Cultures (\$1,000), support for parents accompanying classes on trips (approximately \$80 per class = \$1,230) = \$2,980 TOTAL)
- Tax levy funds for parent coordinator
- Tax levy and Contract for Excellence fund for guidance counselor
- Tax levy funds for school aides' salaries.

In addition,

- Title I SWP funds are used to purchase uniforms and school supplies for students in temporary housing,
- Tax levy funds are used to purchase curricula to support work on violence prevention
- Nutrition costs are funded centrally by the NYC Dept. of Education and parents' food service fees (if not free lunch)
- Guidance counselor, attendance person coordinate with education liaison at housing shelters, as necessary
- School is not affiliated with Head Start. Pre-k programs are supported by Universal PK and Title I PK funding

### 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	Shared reading, repeated readings, conferring, pre-teaching and re-teaching, use of texts at multiple levels both during mini-lessons and independent reading / work	Small group, one to one, tutoring	Before school during extended day, during school day, after school
Mathematics	Repeated readings, conferring, pre-teaching and re-teaching, use of work problems at multiple levels both during mini-lessons and independent reading / work	Small group, one to one, tutoring	Before school during extended day, during school day, after school
Science	Shared reading, repeated readings, conferring, pre-teaching and re-teaching, use of texts at multiple levels both during mini-lessons and independent reading / work	Small group, one to one	During school day
Social Studies	Shared reading, repeated readings, conferring, pre-teaching and re-teaching, use of texts at multiple levels both during mini-lessons and independent reading / work	Small group, one to one	During school day
At-risk services (e.g. provided by Guidance Counselor, School Psych'st, Soc. Worker)	Counseling, conflict resolution, problem solving, repeated lessons	Small group, one to one	Before school during extended day, during school day

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

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

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

#### Strategies to ensure staff is highly qualified

##### Recruitment

- School works with partner organizations to identify exemplary candidates:
  - Teachers College Reading and Writing Project at Columbia University
  - Bank Street College of Education
  - Hunter College, especially the Bilingual and ESL teaching programs
- School works through the NYC Dept. of Education to identify exemplary candidates:
  - New Teacher Finder (program)
  - Open Hire (system for teachers seeking new position)
  - Recommendations from colleague principals, Network schools, and current faculty

##### Retention and Support

The school leadership believes that teacher retention is supported when teachers feel they have positive relationships with their colleagues, their supervisors, and their students and families. Retention is also supported when teachers' professional development needs and aspirations are met, so that they feel both successful and that they are growing professionally and moving toward their goals. Therefore, the school provides:

- Community building activities at faculty PDs and meetings
- Development of collaborative culture and enhanced skills through abundant common planning experiences, collaborative analysis of student work and other data, and professional development throughout the year
- Opportunities to develop skills by attending Teachers College 1-day conferences, longer institutes, visiting other classrooms within school, visiting other schools
- Encouragement and opportunities to participate on school committees, thereby building both professional skills and collegial relationships
- Opportunities to take leadership on school committees, by leading meetings, and by presenting information to colleagues at grade level or to full faculty
- Development of culture that includes celebrating together: attending colleagues' classroom celebrations, Thanksgiving potluck luncheon, December Holiday luncheon, baby showers, engagements, etc.

##### Assignments

Teaching assignments are determined in conjunction with teachers, based on demonstrated expertise and skills, training, and professional goals.

## **PARENT INVOLVEMENT POLICY (PIP)**

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;
- invite parents / guardians to monthly classroom events, at which the teachers will demonstrate how s/he teaches and the students practice and learn new skills. These opportunities are designed to enable parents / guardians to provide more effective support to their children at home by utilizing some of the same strategies demonstrated by the teachers.

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

- holding monthly "Coffees with the Principal," at which parents will learn about curricula, ongoing and new initiatives at the school, and will have an opportunity to get answers to questions and to engage in discussion about suggestions and concerns related to the school;
- 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, such as Drop Everything and Read activities;
- 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

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 promptly 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>Charles Amundsen/Dan Feigelson</b>	District <b>07</b>	Borough <b>Bronx</b>	School Number <b>369</b>
School Name <b>Young Leaders Elementary</b>			

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

Principal <b>Dr. Karen Collins</b>	Assistant Principal <b>Mr. Anwar Zindani</b>
Coach <b>Kelly Neault</b>	Coach <b>type here</b>
ESL Teacher <b>Amanda Stilwell</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Rosemarie Chartier/ Science</b>	Parent <b>type here</b>
Teacher/Subject Area	Parent Coordinator <b>Tamaris Diaz</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Dan Feigelson</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>1</b>	Number of certified bilingual teachers	<b>5</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>2</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>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>304</b>	Total Number of ELLs	<b>103</b>	ELLs as share of total student population (%)	<b>33.88%</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. 

Introduction: PS 369 is a Pre-K-5 School. There are 304 students at our school and 34% of them are ELLs. The programs we offer for ELLs are a Transitional Bilingual Education program and an ESL program.

1. When parents register their child at PS 369 and they are new to the NYC Public School System, they are asked to complete a Home Language Survey in the parent's native language with the support of the ESL teacher. The interview is also conducted at the time of registration. When the Home Language Survey and the interview indicate that the student could be an ELL, the parent is informed that the LAB-R test will be administered to assess the English proficiency of the student. The interview is conducted by the bilingual ESL teacher in both English and in the language indicated by the Home Language Survey. Within ten days of admittance, the ESL teacher administers the LAB-R to the identified students. If the student does not score proficient and their native language is Spanish, the ESL teacher with a bilingual extension will administer the Spanish LAB. Students who have been identified as ELLs through the LAB-R are administered the NYSESLAT in the spring with appropriate testing modifications to assess their English proficiency. In addition, students who were identified as ELLs in previous years and have not yet attained proficiency are also tested again at this time.
2. After a student has tested eligible for ESL services, the parent is invited to come to an orientation. Flyers, brochures, and an invitation to the orientation is sent home one week in advance, with two dates and times. The day before the first orientation, the parents are invited in person or via phone. The parent orientation is held in Spanish and is lead by the bilingual ESL teacher with support from the bilingual Assistant Principal. The meeting starts out with introductions and parents are informed of the purpose of the meeting and the process that was taken to identify their child as an ELL. Next, the parents watch the DVD that describes the three programs offered by the city for ELLs (Transitional Bilingual, Dual Language, and Freestanding ESL). We show the DVD in the native languages of the parents at the meeting. Next, there is a question and answer session to clarify any questions or concerns parents may have. If the parent speaks a language other than Spanish, we provide a translator that speaks the language who will be able to answer any questions that the parents may have. After the question and answer session, parents complete the Parent Survey and Program Selection form. Assistance is provided to parents. After the meeting, the ESL teacher contacts any parents who were unable to attend to schedule an alternate time that works best for them. If the parent is unable to come the alternate appointment, we have translated literature that is sent home to the parent with the parent choice form. If we do not hear back from the parents, it is assumed that the parents have chosen the default option of a Transitional Bilingual Program. The school will place the child in the appropriate class within 9 days.
3. Entitlement Letters and Parent Choice Letters are distributed in the child's native language and in English within the first 10 days of enrollment. Follow-up calls are made to the home by the parent coordinator and translators as needed to ensure 100% compliance. If we do not hear back from the parents, it is assumed that the parents have chosen the default option of a Transitional Bilingual Program.
4. Based on the results of the LAB-R assessment, the ESL teacher will determine which students will receive services. At the Parent Orientation, the parents will be asked to fill out a Parent Choice Survey and Form. This session will be conducted in the native language of the parents. If the parent chooses a transitional bilingual education program, their child will be placed in a bilingual setting. If the parent chooses a freestanding ESL program, their child will be placed in a monolingual classroom with pull-out ESL services. ELLs will begin receiving services within 9 days after being identified as an ELL. If the parent chooses a program that we do not offer, we will seek out alternate placements in other schools. We also let the parents know that they have the option to make a choice that our

school doesn't have. In this situation they will transfer to another school. Parents can also refuse a transfer and we will let them know that if we have 15 students in two consecutive grades with that same choice, we will open a class in our school.

5. Over the past few years, the parents have consistently chosen Transitional Bilingual Education. This year, out of 22 parents total, 14 parents or 64% chose TBE, 3 parents or 17% chose ESL and 1 parent or 5% chose Dual Language. Four parents have not yet attended the Parent Choice Orientation so their default choice is TBE. In 2010-2011, out of 23 parents total, 21 parents or 91% chose TBE and 2 parents or 9% chose ESL. In 2009-2010, out of 56 parents total, 36 parents or 64% chose TBE and 20 parents or 36% chose ESL.

6. Currently P.S. 369 offers TBE in grades K to 2 and ESL in grades K through 5.

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	103	Newcomers (ELLs receiving service 0-3 years)	87
SIFE		ELLs receiving service 4-6 years	16
		Special Education	5
		Long-Term (completed 6 years)	

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)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	48									48
Dual Language										0
ESL	39		4	16		1				55
Total	87	0	4	16	0	1	0	0	0	103

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	15	16	17											48
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>0</b>	<b>48</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	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	4	6	17	13	7								50
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1	1		1									3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1										1
<b>TOTAL</b>	3	5	7	18	14	7	0	0	0	0	0	0	0	54

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1. a. In Kindergarten, first, and second grades there is a TBE program and a pull-out Freestanding ESL program. In third and fourth grades, there is a pull-out Freestanding ESL program. In fifth grade, the ESL teacher pushes in to co-teach with the classroom teacher during the ESL periods.

b. The students are grouped by grade level with heterogenous proficiency levels for 180 minutes each week. For the remainder of the 180 minutes, students are grouped with other students at the beginner and intermediate levels in different grade levels. For examKindergarten, first and second graders are together and fourth and fifth graders are together.

2. The languages of instruction in the TBE model are English and Spanish in accordance with NY State Guidelines' mandated number of instructional minutes as determined by the results of either the NYSESLAT or the LAB-R. The language of instruction of the Freestanding ESL model is English with native language support. Students in the Freestanding ESL program model receive rigorous language arts and grade level content area instruction. The students' first language and culture is accessed in instruction of cultural events such as Day of the Dead, Latino Heritage Month, Independence Days, and children are encouraged to share experiences from their home culture. In both programs, students at the Beginning and Intermediate levels receive 360 minutes of ESL instruction per week and students at the Advanced Level receive 180 minutes of ESL instruction per week. There is a bilingual meeting one period each week during which the TBE teachers, the ESL teacher and the principal discuss ideas to improve instruction for the ELLs.

3. A variety of instructional approaches and methods are used to develop academic language and higher level thinking skills. Scaffolded instruction with age and grade appropriate materials includes modeling, bridging, oral interviews, contextualization which includes field trips, schema building through semantic mapping, time lines, and a wide variety of graphic organizers. Metacognitive skills are developed through read-alouds. Scaffolds for Listening and Speaking Skills are delivered through modeling, the use of visual texts, picture libraries, computer images, timelines, and realia, through the audio support of stories on tape, educational internet programs, DVD programs, chants, songs on tape and CDs, and hands-on activities. Read-Alouds with Accountable Talk, note-taking as a comprehension strategy, giving classroom presentations and unit celebrations also build and support Listening and Speaking skills.

4. Upon initial enrollment, an informal interview is conducted in the child's native language to evaluate basic conversational skills. After students complete a LAB-R, the Spanish speaking ELLs are given a Spanish LAB by the NY State certified ESL teacher with a Bilingual Extension. ELLs are evaluated in their native language by the bilingual ESL teacher using Heinemann Spanish running records and the Estrellita phonics assessment. Assessing students' native literacy skills gives teachers a deeper understanding of how to best meet the

## A. Programming and Scheduling Information

students' needs. Those students that are not Spanish speakers are asked to write a short essay in their native language. They are also asked to read a paragraph from book in their native language.

5. Reading instruction is scaffolded through modeling, use of graphic organizers, brainstorming, and pre-reading. Explicit ESL instruction, decoding and comprehension strategies and vocabulary development, is delivered through Guided Reading following Teacher's College Reading Project model. Vocabulary is supported through the use of visual texts, picture libraries, computer images, and realia. Vocabulary study is ongoing with a focus on Tier II words, is introduced or reviewed in all content areas which includes Tier III words, and then maintained through written usage and active use of Word Banks, Word Walls, and personal vocabularies. Libraries are leveled and available to the student for both Guided and Independent Reading. Students are transitioned to writing through Teacher's College Writing Project model. Writing instruction is scaffolded through modeling, exemplar, brainstorming, eliciting prior knowledge, vocabulary instruction and review, and the use of graphic organizers. Shared and Interactive Writing are models for the writing process. Rubrics and Checklists are used to guide students and to develop their metacognitive skills. Student progress and success are determined by results of periodic and annual state assessment and portfolios.

At-Risk ELLs receive Extended Day instruction in English using Scholastic Books and Quick reads which includes a written response to literature. All are included in after-school math and literacy programs which are in English. Home support is offered by the Bilingual Parent Coordinator; nurturing emotional support is offered by all staff and especially by the bilingual School Social Worker and School Psychologist. Although we have no Long-term ELLs, our plan is to use age and grade appropriate, high-interest materials and internet sources for ESL, NLA, and ELA instruction during the number of minutes required by NY State guidelines. Students who scored Proficient on the NYSESLAT receive instruction from the ESL teacher and time-and-a-half during tests. Newcomers benefit from small group instruction with native language support.

a. Although we do not currently have any SIFE students, our plan for potential SIFE students includes them in Extended Day and in all school programs and activities. They will receive ESL, NLA, and ELA instruction according to the NY State guidelines with age and grade appropriate materials.

b. Our newcomers are placed according to parent choice in either a Freestanding ESL program or TBE program. These students will ESL, NLA, and ELA instruction according to the NY State guidelines with age and grade appropriate materials. In addition, these students are invited to attend the Extended Day instruction which is taught in English using Scholastic Books and Quick reads which includes a written response to literature. Home support is offered by the Bilingual Parent Coordinator; nurturing emotional support is offered by all staff and especially by the bilingual School Social Worker and School Psychologist.

c. Students who have been receiving services for 4-6 years receive Extended Day instruction using Quick Reads repeating over 300 high-frequency and sight words. Differentiated, scaffolded ESL instruction uses trade books, Teachers College Readers and Writers Workshop Project, and Rigby's On Our Way to English Guided Reading program. Comprehension is supported through use of pictures, realia, hands-on activities, graphic organizers, bilingual dictionaries and glossaries. SmartBoard instruction and Stech-Vaughn, Hampton-Brown, and Wonder audiocassettes provide visual and aural support. Phonics instruction includes Words Their Way. Ongoing, flexible grouping addresses individual reading, decoding, and comprehension strengths and weaknesses as children progress through the year. Scaffolds include Modeling, Bridging, Interviews, Contextualization which includes field trips, Schema building through semantic mapping, time lines, and a wide variety of graphic organizers, and Metacognitive Development through Read-Alouds. Content area instruction is enhanced through lengthened mini-lessons and websites such as Time for Kids, eThemes/eMints, KidsClick, and Kidzone. Differentiated content area instruction includes Everyday Math, FOSS science and Journeys: English Language Teaching through ELA and Science, Rosen Classroom Science Books and Materials. Classrooms are supplied with Core Curriculum Libraries for Science and Social Studies. Classroom libraries are leveled according to Fountas & Pinnell reading levels. Students perform individualized tasks in Acuity which target their individual areas of weakness and can be done at home as well as in school. A varied arts program offers participation in visual arts, vocal and instrumental music, including keyboards, and participation in creating and presenting live, on-stage drama and musical performances. Tracker monitors student progress and is used to inform instruction throughout the year. Ongoing collaboration among ESL, SETSS, AIS and classroom teachers also tracks student development, identifies areas of need, plans differentiated instruction, and supports the student.

d. Although we have no Long-term ELLs, our plan is to use age and grade appropriate, high-interest materials and internet sources for ESL, NLA, and ELA instruction during the number of minutes required by NY State guidelines.

6. The ESL and classroom teachers of ELL-SWDs use instruction strategies and grade level materials to provide students with access to academic content and guide students in accelerating English language development. Teachers of ELL-SWDs follow students' IEPs in

## A. Programming and Scheduling Information

regards to academic and language goals for each student and services that these students are mandated to receive. These services include SETTS, Speech, OT, PT and ESL.

7. The ESL and classroom teacher communicate with the other service providers to strategize plans and scheduling that are carefully aligned to meet the diverse needs of each student.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

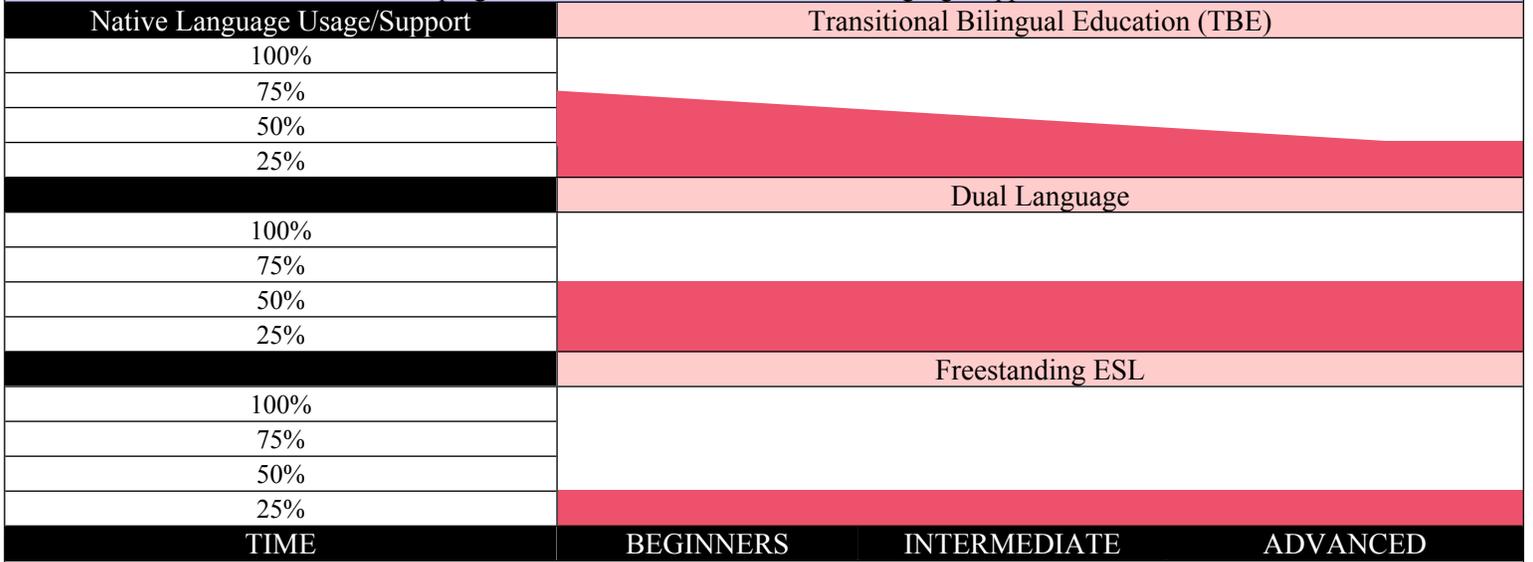
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

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

8. Classroom teachers use differentiated small group instruction to intervene for ELLs in ELA, math and the content areas. The ESL, SETSS, and AIS teacher provide support through small group instruction with a pull-out approach.
9. ELLs who have reached proficiency on the NYSESLAT continue to receive transitional support. The classroom teacher and ESL teacher work together to plan differentiated lessons to support English language fluency. Teachers communicate with each other to monitor students' progress in academic language and content development. Proficient ELLs also receive support during Extended Day.
10. This fall, P.S. 369 will begin a Title III after school program, twice a week using a computer software program, Imagine Learning. This program helps build English language fluency by assessing students' needs and targeting those needs through computer activities that include all four language modalities. ELLs in the lower grades will be invited to attend during the first half of the year. ELLs in the upper grades will be invited to attend the second half of the school year.
11. We do not plan to discontinue any programs.
12. ELLs at P.S. 369 are afforded equal access to all school programs. ELLs participate Extended Day and after school programs. The goal of the after school program is to support students with English language development. ELLs are also invited to our Title III after school program which uses a computer program, Imagine Learning, and happens two days each week.
13. ELLs are supported through instruction using Quick Reads repeating over 300 high-frequency and sight words. Differentiated, scaffolded ESL instruction uses trade books, Teachers College Readers and Writers Workshop Project, and Rigby's On Our Way to English Guided Reading program. Comprehension is supported through use of pictures, realia, hands-on activities, graphic organizers, bilingual dictionaries and glossaries. SmartBoard instruction and Stech-Vaughn, Hampton-Brown, and Wonder audiocassettes provide visual and aural support. Phonics instruction includes Words Their Way. Ongoing, flexible grouping addresses individual reading, decoding, and comprehension strengths and weaknesses as children progress through the year. Scaffolds include Modeling, Bridging, Interviews, Contextualization which includes field trips, Schema building through semantic mapping, time lines, and a wide variety of graphic organizers, and Metacognitive Development through Read-Alouds. Content area instruction is enhanced through lengthened mini-lessons and websites such as Time for Kids, eThemes/eMints, KidsClick, and Kidzone. Differentiated content area instruction includes Everyday Math, FOSS science and Journeys: English Language Teaching through ELA and Science, Rosen Classroom Science Books and Materials. Classrooms are supplied with Core Curriculum Libraries for Science and Social Studies. Classroom libraries are leveled according to Fountas & Pinnell reading levels. Students perform individualized tasks in Acuity which target their individual areas of weakness and can be done at home as well as in school. New arrival ELLs use the Imagine Learning computer program. This program helps build English language fluency by assessing students' needs and targeting those needs through computer activities that include all four language modalities. Ongoing collaboration among ESL, SETSS, AIS and classroom teachers also tracks student development, identifies areas of need, plans differentiated instruction, and supports the student.
14. In the TBE program, ELLs are instructed by NY State Certified bilingual teachers. Students are heterogeneously grouped by grade level. The teacher differentiates instruction to make sure students are receiving the appropriate number of minutes in English depending on their NYSESLAT or LAB-R level (advanced, intermediate, or beginner). Teachers use an accelerated Spanish phonics program called Estrellita to teach initial sounds, syllables, words, and sentences. This program also has an assessment component.
15. ELLs are instructed and receive services using resources that correspond to their age and grade level.
16. Before the beginning of the school year, newly enrolled ELLs have access to tours of building and meetings with the parent coordinator.
17. N/A

### 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.

1. The ESL teacher attends ELL workshops provided by the CFN ELL Network Specialist, Caihua Huang, as well as some Teachers College Reading and Writing Program calendar days that relate to the needs of ELLs. The bilingual teachers and ESL teacher have weekly meetings to discuss strategies and instructional practices to best meet the needs of ELLs. All classroom teachers will participate in professional development throughout the year offered by our CFN Network, and Teachers College Reading and Writing program.

2. Our parent coordinator Tamaras Diaz collaborates with the classroom teachers, ELLs and their families with the transition process from elementary school to middle school. She helps parents with the application process and gives advice on schools and programs based on the individual needs of each child, and sets up field trips for students to visit potential middle schools. Fifth grade teachers will send the 5th grade ELLs to middle school with a Literacy and Math "toolkit". It is a personalized folder that includes subject appropriate supports. Some examples include: personalized word walls, mini-strategy charts, and math procedure charts supported by pictures.

3. Teachers will spend 7.5 hours or more learning about how to support ELLs. These hours will take place during monthly Staff Meetings, on NYCDOE Professional Development days, and/or during Monday Morning Professional Development (37.5 minutes). These PD days will be lead by the ELL Network Specialist, the ESL teacher, and/or an outhouse expert. Our ESL teacher will meet regularly and communicate with the classroom teachers on how to integrate instructional strategies to address the needs of the ELL population; specifically for our newcomers, long-term ELL's, and students who have reached proficiency. These meetings will take place during grade level common preparation periods. Topics for these meetings and sessions will include the development of academic language in the content areas, the role of fluency in comprehension, and activating prior knowledge to support the development of language in the content areas. In addition, our ESL teachers will work closely with the classroom teacher, SETSS teacher and AIS teacher to address the needs of our ELL/Special Education students.

## E. Parental Involvement

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

1.) Describe parent involvement in your school, including parents of ELLs:

a. Parent involvement takes many forms at P.S. 369. School-wide, the Parent Teacher Association meets regularly with elected officers and selected staff; parents are informed of and invited to attend all meetings. Back to School Night in mid September offers an opportunity to become familiar with staff, facilities and school/classroom expectations and goals. Similarly Parent Orientation for the parents of newly-admitted, LAB-R-entitled English Language Learners administered by several bilingual staff including the assistant principal, parent coordinator and English as a Second Language (ESL) teacher provides the parents of English Language Learners a choice about the academic program administered to their child. Parents are invited to Pre-K seasonal bilingual concerts as well as classroom publishing celebrations and performances in grades Pre-K to 5. The Bilingual parent coordinator organizes many workshops and programs for parents throughout the year, including weekly adult computer classes, Zumba fitness classes and ESL classes targeted directly towards the parents of our English language learners. Within classrooms, bilingual teachers Pre-K to 2nd grade have developed a classroom book club, "Club leo" where parents are invited to a monthly book club to read and talk to their children in the classroom about a selected text and are currently developing a parent orientation for Estrellita Spanish language phonics curriculum scheduled for Winter 2011. Additionally, all school communications about these activities as well as all vital school communications are sent home in both English and Spanish.

2.) Does the school partner with other agencies of Community Based Organizations to provide workshops or services to ELL parents?

a. The school partners with Eastside Housing Settlement, as well as Mercy House and other local community organizations to arrange after school care, adult education, and both family and group counseling services in English and Spanish.

3.) How do you evaluate the needs of parents?

a. Parent needs are formally evaluated through the end of year school survey; however parents have many ways to communicate their needs to staff. Parents have open access to the Parent Teacher Association (PTA) as well as membership on the School Leadership Team (SLT) where representatives advocate for the concerns of families and help hold the school accountable to its academic goals. The bilingual parent coordinator also maintains an open door policy towards parents, allowing them to express their concerns and request services.

4.) How do your parental involvement activities address the needs of the parents?

a. Academically, programs like "Club leo", Spanish phonics training and invitations to publishing parties and celebrations assist parents in becoming actively involved in their students' lives. Similarly classes like English as a Second Language, computer skills and fitness provide parents an opportunity to be healthy and involved members of the community.

## 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)	9	1	1		1									12
Intermediate(I)														0
Advanced (A)	8	1												9
Total	17	2	1	0	1	0	0	0	0	0	0	0	0	21

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
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	2	2	6	1					11
4	2		4		1				7
5									0
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		1		4				7
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

1. To assess the literacy skills of our ELLs at P.S. 369, we use a variety of formal and informal assessments. The formal assessments we use include ECLAS and TCRWP. Teachers also use running records in both English and Spanish to evaluate students' reading levels. Estrellita Benchmark Assessments are used to assess Spanish letters, sounds and phonics. Informal classroom assessments reveal that our ELLs struggle with the cognitive academic language proficiency and the subtle nuances embedded in English language that native speakers do not. As a result, our school is focusing more on scaffolding language acquisition strategies into our word study program.

2. The LAB-R and NYSESLAT data indicate a pattern across grade levels and proficiency levels. Students in all grade levels tend to score higher on the listening and speaking components compared to the reading and writing components. The majority of beginners are in grades K-3, while the majority of ELLs in 4th and 5th grades are intermediate and advanced.

3. The NYSESLAT data indicate a pattern across grade levels and proficiency levels. Students need more intensified and differentiated instruction in the reading and writing modalities. Newcomer ELLs participate in a computer based program, Imagine Learning, that focuses on all four modalities. This program works on individual student needs in each modality.

4. a. Over the development of our transitional program, now going into its 4th year, we have noticed several key patterns in the performance of our ELLs. Primarily, according to NYS math, ELA and science tests, our ELLs score slightly lower than the general population when taking the test in English, consistent across all subject areas and grades. Students taking the tests in Spanish tend to score significantly lower than both their English Language Learner peers and the general population. However very few students take any testing in their native language and those that do are universally new arrivals, most with limited or interrupted schooling in their home country. In terms of periodic or informal testing done in school, ELLs demonstrate similar lower scores when tested in English. Interestingly, some of this gap is eliminated in bilingual classrooms where literacy is taught primarily in Spanish language and Spanish language running records are used.

b. One of the most salient trends that P.S. 369 has seen in the data is that our ELLs grow the most when their schooling begins in their native language, with literacy continuing in their native language until students are fluent decoders. School administration has used this data in the past to judge the efficacy of our bilingual program and to earmark greater funds to Spanish language materials, especially phonics materials, in order to bolster native language skills. Further, this information has been used to adjust ELL English language goals to accommodate the fact that some portion of the year in a bilingual classroom will be devoted to native language learning. Teachers have used this data to create groups of students based on native and English language abilities, as well as to plan which subjects will be taught in which language and how to transition able students towards greater English language proficiency.

c. The school has learned that our most successful ELLs are those that started in our bilingual program in Pre-K, with academics primarily in Spanish, and transitioned through the program in a standardized way. Largely, as our program has gotten stronger and more instruction and testing have occurred in our students' native language, we have seen an increase in student performance within our classrooms.

5. N/A

6. The success of our school's programs for ELLs is evaluated based in students' NYSESLAT scores, periodic assessments, formal and informal assessments conducted by the ESL and classroom teachers, and the communication between the ESL teacher and the classroom teachers to discuss the progress of ELLs in their classroom. The ESL and classroom teachers also evaluate the success of the newly installed program, Imagine Learning, by closely monitoring the progress participating students are making on the computer program and in the classroom.

## 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:** Young Leaders Elementary

**School DBN:** 07x369

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Karen Collins	Principal		10/27/11
Mr. Anwar Zindani	Assistant Principal		10/27/11
Tamaris Diaz	Parent Coordinator		10/27/11
Amanda Stilwell	ESL Teacher		10/27/11
	Parent		10/27/11
Rosemarie Chartier	Teacher/Subject Area		10/27/11
	Teacher/Subject Area		
Kelly Neault	Coach		10/27/11
	Coach		
	Guidance Counselor		
Dan Feigelson	Network Leader		10/27/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 07x369      **School Name:** Young Leaders Elementary

**Cluster:** 2      **Network:** CFN 203

**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.

When students are admitted to our school, parents are given a Home Language Identification Survey and an interview is conducted by the bilingual ESL teacher with the parent and the child. The HLIS is given to the parents in their native language. On this form, parents are asked to choose which language they would like to receive written and oral communication from the school. The ESL teacher uses this information to ensure that all parents are provided with information in a language they can understand. A home language code is entered in ATS for each student according to the HLIS.

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.

The needs for our school's written translation and oral interpretation include Spanish and Arabic. These findings were gathered by the ESL teacher and shared with all staff members at a staff meeting.

## 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.

Every notice and letter sent home from the school is translated to Spanish in-house by school staff. There are 9 bilingual teachers on staff. These teachers help grade level teams to send home written communication in Spanish. If a bilingual teacher is not available for written translation, teachers email the document to our bilingual secretary for translation. For Arabic translation, teachers complete a translation request form and submit it to [translations@schools.nyc.gov](mailto:translations@schools.nyc.gov) along with the attached file to be translated.

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.

When parents come to our school for meetings about their child, oral interpretation services are provided in Spanish in-house by school staff. Our school has seven bilingual classroom teachers, a bilingual ESL teacher, a bilingual science teacher, a bilingual speech provider, a bilingual guidance counselor, a bilingual school psychologist, a bilingual parent coordinator, bilingual secretaries, and several bilingual para-professionals and school aides. Oral interpretation services in Arabic are provided over-the-phone by calling the Translation and Interpretation Unit at 718-752-7373 or in person with a bilingual volunteer.

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 is in accordance with Section VII of Chancellor's Regulations A-663. We have procedures in place for all communication with parents, both written and spoken, to be in the native language (either Spanish or Arabic) by using in-house staff and translation and interpretation services provided by the New York City Department of Education.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### 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: Young Leaders Elementary Schoo	DBN: 07x369
Cluster Leader: Charles Amundsen	Network Leader: Dan Feigelson
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 84
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: 3
# of certified ESL/Bilingual teachers: 3
# of content area teachers: 0

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Young Leaders Elementary School proposes a theater afterschool program for our ELLs.

Data from our recent NYSESLAT and ELA scores show that our ELLs continue to need extra support developing their English proficiency in the areas of reading, writing, listening and speaking.

We propose using a theater program to develop and refine these skills. Theatrical Rights Worldwide has volunteered three professional actors to work with our students to write and act out plays.

The program will take place after school, on Tuesdays and Wednesdays from 3:00 to 4:30pm.

4<sup>th</sup> and 5<sup>th</sup> grade ELLs will participate in this program from November to December. 3<sup>rd</sup> grade ELLs will participate in this program January and February. 2<sup>nd</sup> grade ELLs will participate in this program March and April.

This program will be run by three certified bilingual/ ESL teachers.

Students will take field trips to Teatro SEA where they will have the opportunity to see professional plays.

### Part C: Professional Development

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

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

Begin description here:

The actors from Theatrical Rights Worldwide will be providing professional development workshop for teachers (both those teaching in the Title III afterschool program, plus others who teach ELLs in their classrooms). This workshop will focus on creative ideas to encourage the development of oral language skills and ways to incorporate theater in reading and writing in the classroom.

The training will take place on a Tuesday from 3:15 - 4:45, before the program begins.

### Part C: Professional Development

In addition, the afterschool teachers will work as a team to design the program curriculum, and monitor the students' progress.

### 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:

At the conclusion of each program segment, there will be a event during which the parents will be invited to watch their children perform the play they have written and practiced. Together, the students, parents / guardians, teachers, and professional actors will celebrate all the progress the students have made.

Parents will receive both a verbal invitation and a flyer sent home in their native language.

### Part E: Budget

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

Allocation Amount: \$11548

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>	\$9,686.61	3 teachers, 1.5 hours on each of 2 days per week, at \$50.06 per hour (including fringe), for 21 weeks. This includes 1 day of teacher planning.
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		None
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula,</li> </ul>	<u>\$1,061.39</u>	<u>We will purchase Spanish materials relating to reader's theater so that students can practice skills learned in the program in their native language in the bilingual classrooms.</u>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11548

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	\$0	None
Travel	\$800	Students will take field trips to Teatro SEA.
Other	\$0	
<b>TOTAL</b>	<b>\$11,548</b>	as above