



**Department of
Education**

Dennis M. Walcott, Chancellor



**2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

School Name: PUBLIC SCHOOL 10
DBN (i.e. 01M001): 15K010
Principal: LAURA SCOTT
Principal Email: LSCOTT3@SCHOOLS.NYC.GOV
Superintendent: ANITA SKOP
Network Leader: ALISON SHEEHAN
REVISED JANUARY 2, 2014

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Laura Scott	*Principal or Designee	
Heidi Bookman	*UFT Chapter Leader or Designee	
Amy Schwartzman	*PA/PTA President or Designated Co-President	
Eileen Fallon	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Gloria Chico Perez	Member/ Staff	
Maria Edess	Member/ Parent	
Alec Gershberg	Member/ Parent	
Ali Hodin-Baier	Member/ Parent	
Allison Milgrom	Member/ Parent	
Dana Roth	Member/ Staff	
Rachel Stack	Member/ Parent	
Deborah VanDoren	Member/ Staff	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed
School Leadership Team Signature Page
Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
▪ Annual Goal
▪ Comprehensive Needs Assessment
▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)
Academic Intervention Services (AIS)
Title I Plan (Only for schools receiving Title I funding)
Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

] The number of special needs students and ELLs (English Language Learners) scoring on levels 3 and 4 will increase by 10%, as measured by their performance on the 2014 NYS ELA exam

Comprehensive Needs Assessment

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

ELLs and Special Needs students traditionally do poorly on the ELA state exam; this year 23% of ELLs and 37% of students with disabilities met standards. Differentiated Small Group instruction, scaffolded work and assessments that drive instruction should help these student groups make progress

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Analyze data and make comparisons with regard to new and old scale scores of all students
2. Assess, then tailor instruction to meet the needs of individual students
3. Establish small-group instruction and mandate Extended Day for struggling students

B. Key personnel and other resources used to implement each strategy/activity

1. Classroom teachers
2. Coaches, ESL coordinator and teachers in collaboration
3. Administration

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. ELLs and special needs students who struggle will gain deeper understanding of both basic and advanced concepts of Literacy
2. Lessons will be scaffolded and instruction modified to meet the needs of identified populations.
3. Teaching strategies and assessments will be utilized so as to inform instruction.

D. Timeline for implementation and completion including start and end dates

1. September to October 2013
2. September 2013 to May 2014
3. October 2013 to June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Common preps
2. Looking at Student Work (LSW) – special periods set aside for looking at student work
3. Administration programs, selects and places students

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Workshops, meetings and conferences conducted by the Literacy Coach and ELL Coordinator regarding ways to support ELLs and Special Needs students in preparing for the ELA exam Disseminate literature addressing the ELA standards
- Distribute book lists of various genres
- Make the Library available after school for parent/child visits

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA	X	Title IIA	X	Title III	X	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

All classroom teachers will use common prep periods evidenced via artifacts to design performance-based tasks and support curriculum units aligned in ELA and Math with Common Core Standards, subsequently analyzing student outcomes and measures that will inform instruction

Comprehensive Needs Assessment

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

Common prep periods were created to address the need for assisting teachers in tracking, and supporting students in making progress, particularly across testing grades. These common prep periods will be devoted to analyzing results of acuity and student work, assessing student needs and utilizing the information to differentiate and drive classroom instruction. Peer-to-Peer rubrics and Common Core tasks will also be discussed at these meetings.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Rubrics will be created and be aligned with the Common Core Standards for each grade.
2. Lessons will be differentiated to meet the needs of identified student subgroups.
3. Student-directed conversations and accountable-talk will be observed and guided.

2. Key personnel and other resources used to implement each strategy/activity

1. Instructional Staff, coaches and the administration
2. Outside consultants will assist
3. Instructional staff, including AIS teachers and F-Status Teachers

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. *Teachers and students conducting self-assessment*
2. Classroom teachers will evaluate progress under the guidance of the administration and coaches
3. Accountable talk, student directed conversations and ensuing written response will be observed, guided, supported and facilitated by teachers.

4. Timeline for implementation and completion including start and end dates

1. Rubrics will be established at the beginning of each month from October 2013 through May 2014)
2. Lessons discussed and differentiated ongoing from October 2013 through to June 2014
3. From September 2013 through to June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Rubrics will be created during preps and discussed across grades during common preps.
2. Lessons differentiated during preps and discussed during LSW (Looking at Student Work).
3. Student-directed conversations will be a priority each day from September 2013 through to June 2014.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parental involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

• Refer to the Parent Involvement Policy (PIP) and the School Parent Compact below
The strategies are as follows:

- Literacy and Math workshops
- Professional Development will be facilitated for parents as teaching partners, to enable all children in the school to meet City and State performance standards.
- Workshops for parents will be provided and facilitated by our Coaches and Data Specialists

- Monthly “Parent Educations Coffee” workshops
- Workshops and activities for non-English speaking parents will be facilitated by our ESL Coordinator
- Parents will participate, along with their children, in activities that promote:
 - Literacy
 - Math and Science curriculum
 - Standards awareness
 - testing strategies
 - social interactions across the school
 - Positive Discipline Workshop facilitated by Kristian Orozco
- The school will provide assistance to parents of children served by the school as appropriate, so as to understand topics by undertaking the following actions in:
 - N.Y. State academic content standards via Town Hall Meetings, workshops, and Parents as Learning Partners
 - N.Y. State student academic achievement standards
 - State and local academic assessments including alternate assessments
 - Title I, Part A requirements
 - Educator support through Common Core learning standards

To foster parental involvement, PS 10 will provide Math and Literacy training through technology to help parents work with their children to improve academic achievement:

- Parents offer the opportunity to work side-by-side with their child in class the first Friday of every month
- Community Based Organizations will provide workshops, GED, College Prep and free or low cost Medical Care
- P.S. 10 will also provide free Computer classes as well as Literacy classes to families

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	X	Title IIA	X	Title III	X	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

PTA Grant for School Professionals and Per Diem Substitutes

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June, 2014, 65% of students in grades 1 – 5 will have made at least one year of progress in quality and quantity of writing aligned to Common Core standards in Literacy as measured by various assessments.

Comprehensive Needs Assessment

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

As observed by on-demand writing assessment, published pieces, EPALS, etc. there is still a need for concentrated support in writing in grades 1-5. In comparing student-written pieces to the examples in the Primary Literacy Standards New York City book, some of the students need to work on organizing ideas and improving the quality of their writing.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

• **Strategies/activities that encompass the needs of identified subgroups**

1. Expose students to different forms of “rich” literature (fiction/non-fiction) and discuss how it influences and is influenced by a writer’s style
2. Focus on different types of writing (non-fiction, poetry, etc) so that students understand the differences, as well as the basic shared qualities of good writing, regardless of genre
3. Develop methods of communication between grades to support building on the work of the previous year, and to avoid repeating known skills

• **Key personnel and other resources used to implement each strategy/activity**

1. Classroom teachers, librarian, coaches and the administration
2. Author visits, consultants (Carl Anderson) and classroom teachers
3. Study-group made up of teachers across grades (K-5) to effect vertical planning

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Students in grades K – 5, ELLs and special education students will become independent, proficient and enthusiastic.
2. Students in grades K – 5 will become immersed in literature of multiple genres through availability of different media; written, spoken, the Arts. .
3. Instructional Staff on all grades will participate in vertical grade planning meetings.

• **Timeline for implementation and completion including start and end dates**

1. From September 30, 2013 through June 6, 2014.
2. From October 11, 2013 through May 30, 2014.
3. From November 12, 2013 through June 13, 2014.

• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Modify curriculum maps to include pre and post testing for each unit of writing, as well as delineating standards to be addressed over entire school year.
2. During common preps and LSWs teachers will focus on different types of writing.
3. Teachers will conduct and participate in intervistations across grades to observe writing at different levels

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- Parents will also have an opportunity to schedule individual meetings with the teachers during teachers’ prep periods.
- Parents will also participate in ‘Writing Celebrations’
- Monthly “Parent Education Coffee” workshops
- Informational meetings for parent in Literacy, Math, ELL, Science, Social Studies, Technology, etc.
- Parent Teacher Conferences will be held according to the City Calendar in November and March (afternoon and evenings).
- “Parents as learning partners” allows parents to participate in their child’s class activities during period 1 on the 1st Friday of every month.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA	X	Title IIA	X	Title III	X	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

PTA Grant for School Professionals and Per Diem Substitutes

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
- **Key personnel and other resources used to implement each strategy/activity**
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- **Timeline for implementation and completion including start and end dates**
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" 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
List any additional fund sources your school is using to support the instructional goal below.					

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

N/A

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

4. **Strategies/activities that encompass the needs of identified subgroups**
1.
5. **Key personnel and other resources used to implement each strategy/activity**
1.
6. **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
7. **Timeline for implementation and completion including start and end dates**
6.
8. **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent

Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" 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
List any additional fund sources your school is using to support the instructional goal below.						

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Extended Day	Small Homogeneous groups of 10	8:00 a.m. to 8:37 ½ a.m. Mondays / Wednesdays
Mathematics	Extended Day	Small Homogeneous groups of 10	8:00 a.m. to 8:35 ½ a.m. Tuesdays/ Thursdays
Science	Specialized instruction in Grades 1 – 5	Grades 1 – 5 and special education sch3duled for science lab two periods per week	Monday – Friday From September 2013 to June 2014
Social Studies	Research and connection of Social Studies to elements of study through MET Opera Guild partnership	Entire school: Grades Pre K – 5 are scheduled for program	During the school day – Monday to Friday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	After School Academic Support Program	Homogeneous small groups not to exceed 12 in number	After school Monday – Thursday 3:30 p.m. to 5:00 p.m.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

To attract highly qualified teachers:

- Student teachers from a variety of universities will shadow and be evaluated by school staff
- Teachers will be interviewed and hired from pool of current student teachers
- We will attend teacher recruitment fairs to solicit highly-qualified staff
- Administration will conduct regular review of Open Market hiring pool for experienced applicants

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

On-site classroom teachers will:

- Use LSW to observe model spelling strategies for student writers, so as to assess strengths/weaknesses in order to create mini-lessons/strategy lessons (instruction). Develop school-wide initiatives that implement Writer's Notebooks
- Use LSW periods to create rubrics which will help to support notebook writing by students in grades 1-5
- Adopt *The Elements of Style* as part of in-house ongoing staff development
- Grade-wide study groups to learn how teachers can navigate Common Core standards and make reading-writing connections more explicit
- Implement Google Docs program for tracking student progress in Reading
- School-based mentors to support new teachers
- Title IIBG Math grant participation which allows us to send numbers of teachers to various courses and workshop series, in order to deepen content knowledge and to learn Common Core expectations; and then to turnkey for other staff members

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

We currently have students in attendance who are in temporary housing (STH) and identified as NCLB. In addition we are a barrier-free site with a population that is 19% special needs. We coordinate and integrate the Federal and State funds to provide direct services for these students in the following manner:

- 1- Classroom teachers and cluster teachers are funded with Title I Funds and enable us to reduce class size
- 2- .5 % of the Assistant Principal's salary – she coordinates services and modified testing for students in need
- 3- 28% of the Guidance Counselor salary – he provides "at-risk" counseling services and addresses the needs of NCLB and STH students
- 4- Integrated funds support workshops for parents on Common Core and Family Rights
- 5- Funds are also used to support the needs of children in shelters

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned

curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Title I Funds are used to host a “New Parent” orientation in June and July

Our Family Worker and ESL coordinator meet with families to discuss admission procedures and facilitate transition

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

A 6th Prep and an Extended Day session has been identified as a time for collaboration of staff across grades

Teachers utilize that time to determine the MOSL and ongoing assessments that will inform instruction

Professional Development to support the use of assessments has been provided by the Network, Central DOE and the current administration via consultants

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

PARENT INVOLVEMENT POLICY (PIP)

PS 10 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs by:

Parent Meetings

- Professional development will be facilitated for parents as teaching partners to enable all children in the school to meet City and State performance standards.
- ARIS workshops for parents will be provided and facilitated by our Data Specialists.
- Monthly "Parent Educations Coffee" workshops will focus on areas of parent concern and interest.
- Workshops and activities for non-English speaking parents will be facilitated by our ESL Coordinator
- Literacy and Math Workshops will focus on the Common Core State Standards and their impact on instructional-decision making.

Supplies and Materials

- Materials, supplies and equipment to increase parental involvement will be purchased to be used for parent workshops and other training sessions.
- Funds will also be used for paper, postage and printing to provide ongoing outreach and information to parents.

Evaluation

- PTA, SLT, and parents will be surveyed for the effectiveness of programs and school initiatives.

Responsibility

- Key members of the Title I Parent Committee will be responsible for these activities.
- PTA and SLT members will communicate parent needs and concerns to the administration through monthly PTA meetings and bi-weekly SLT meetings.
- The Principal, Parent Coordinator, Literacy and Math Coaches, Data Specialist, ESL Coordinator, Psychologist, Social Worker, Guidance Counselor, and Teachers will schedule and facilitate Parent Workshops.

Role of Parents

Parents will participate (along with their children) in activities that promote:

- Literacy
- Math and Science Curriculum
- Standards Awareness
- Testing Strategies
- Social interactions across the school

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics, by undertaking the actions in:

- The State's academic content standards.
- The State's student academic achievement standards.
- The State and local academic assessments including alternate assessments.
- The requirements of Title I, Part A.
- How to work with educators.

To foster parental involvement, PS 10 will provide math and literacy training through technology to help parents work with their children to improve academic achievement:

- Offer parents a chance to work side by side with their child in class the first Friday of every month.
- Provide parents with guidelines in Spanish and English.
- Community - based organizations will provide workshops, GED, College Prep and free or low cost medical care.
- P.S. 10 will provide free computer classes as well as literacy classes to families.

Parents will be invited to attend Curriculum Week (in September) and Parent -Teacher Conferences (in November and March) to initiate dialogue between them, teachers and other staff members.

- The Parent Coordinator will keep parents updated on upcoming workshops and school events by sending home flyers and letters.
- Multicultural Night and Family Events used to entertain, educate, and create a sense of community between school and families.
- Our Pre-K family worker engages Pre-K parents with creative and instructional opportunities to participate in classroom activities.
- Parents are invited to observe their child's classroom during instruction as part of "Open School Week" each November.
- On the first Friday each month is "Parents as Learning Partners" where parents spend a period with their child's class engaged in a learning activity.
- Both the Parent Teacher Association and the Parent Coordinator routinely inform parents of school events via monthly school calendars, flyers and letters in Spanish and English.
- Interpreters and written translation are routinely utilized to effectively communicate.

Adoption

The P.S. 10 Parent Involvement Policy and the School Parent Compact have been developed jointly, and agreed on, by parents of children participating in Title I and Part A programs. This is evidenced by Annual Title I Parent Meeting agenda, PTA Agenda, and SLT Agendas. Copies of the Parent Involvement Policy and School-Parent Compact will be distributed to parents at the **Title I Annual Parent Meeting on Wednesday, December 4, 2013 and at the PTA meeting scheduled for Thursday, December 19, 2013.** This information will also be included in the CEP and additional copies will be made available upon request.

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

School Responsibilities

P.S. 10, The Magnet School of Math, Science and Technology will provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- AIS for all struggling students
- Professional Development for teachers in Literacy, Math, ELL, Science, Social Studies, Technology, etc.
- Extended day enrichment program for all students
- Morning School and daily instructional opportunities and challenges for students who demonstrate readiness for above-grade level challenges
- Study Groups for Teachers via LSW (Looking at Student Work)
- Workshops for Parents in Literacy, Math, ELLs, enrichment, Special Needs, Clusters, etc.

- Arts, ESL programs through grants
- ESL classes for Parents

Grade 1 through 5: Three (3) report cards will be distributed in November, March and June.

Test scores and reports will be distributed when they become available in addition to reading levels, DYO Interim Assessments and Acuity Predictive Assessments on alternating months.

- Parent Teacher Conferences will be held according to the City Calendar in November and March (afternoon and evenings).
- Parents will also have an opportunity to schedule individual meetings with the teachers during teachers' prep periods.
- "Parents as learning partners" allows parents to participate in their child's class activities during period 1 on the 1st Friday of every month.

P.S. 10 will provide parent opportunities to volunteer and participate in their child's school day, and to observe school activities as follows:

- Learning Leaders
- Cultural awareness initiatives
- Enrichment in arts experiences
- Assisting with lunchtime recess – Recess Committee
- Harvest Day
- June Carnival

Parents will also participate in 'Writing Celebrations'.

Parent Responsibilities

We as parents will support our children's learning in the following ways:

- supporting my child's learning by making education a priority in our home
- staying informed about my child's education and communicating with the school
- communicating positive values and character traits, such as respect, hard work and honesty
- express high expectations and offer praise and encouragement for achievement.
- Seeing and finding additional funding to provide large-scale capital improvements, as well as money to fund educational and extra-curricula programs to enhance the school experience

4.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [?](#)

District 00	Borough Brooklyn	School Number 10
School Name Public School 10		

B. Language Allocation Policy Team Composition [?](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Laura Scott	Assistant Principal Denise Watson-Adin
Coach Christine Napolitan	Coach Cathy Havlicek
ESL Teacher Evelyn Lopez	Guidance Counselor Giovanni Oramas
Teacher/Subject Area Christopher Casal, Data Spec.	Parent
Teacher/Subject Area	Parent Coordinator Maddie Seide
Related Service Provider N/A	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	919	Total number of ELLs	39	ELLs as share of total student population (%)	4.24%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" 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"/>

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	33	ELL Students with Disabilities	15
SIFE	1	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	33	1	11	6	0	4	0	0	0	39
Total	33	1	11	6	0	4	0	0	0	39

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	4	10	3	5	4								29
Chinese														0
Russian		2												2
Bengali		1												1
Urdu														0
Arabic	2	1												3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	2			1								4
TOTAL	5	9	12	3	5	5	0	0	0	0	0	0	0	39

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	2	1	1	1	1								10

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	5	7			2								15
Advanced (A)		1	4	3	4	1								13
Total	5	8	12	4	5	4	0	0	0	0	0	0	0	38

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	3			4
4	2				2
5	6				6
6					0
7					0
8					0
NYSAA Bilingual (SWD)				2	2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		1		1		1		4
4	1	1	1						3
5	4		2						6
6									0
7									0
8									0
NYSAA Bilingual (SWD)							2		2

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1	1		1			4
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

P. S. 10 uses various assessment tools to assess the early literacy skills of our ELLs:

- Fountas and Pinnell
- TCRWP
- ELL Periodic Assessments

Our analysis, highlighted during our LSW meetings, indicates that we've effectively supported students across grades, demonstrated by progress students indicated on tracking sheets. We will continue to modify instruction in order to meet their needs. School leadership and teachers are using the results of the ELL Periodic Assessments to guide regular discussion during LSW grade meetings every week to discuss progress. Through this the school is learning which strategies and techniques have been most effective in supporting student progress.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The majority of our ELLs are making gains in the various modalities which will enable them to reach advanced and/or proficiency levels on the NYSESLAT, especially those in the upper grades. We annually review the NYSESLAT results to aid in our evaluation of ELLs. In addition, we plan our ESL instruction to support student strengths and bolster weak areas, as determined by the NYSESLAT and LAB-R.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The patterns across NYSESLAT modalities will affect instructional decisions in the following ways:

- Facilitate groupings of children based on age and outcome
- Provide information to the AIS committee to help establish morning (5 days) and afternoon (2 days) programs to meet common needs.
- Assist ESL teacher in modifying plans to address the student needs in daily meetings.
- As soon as the AMAO are released from the SED we will analyze the data to drive instruction to help us meet the needs of our ELLs

4. For each program, answer the following:
 - a. 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?

Our 4th and 5th grade ELL students are approaching and meeting state standards on the ELA and Math tests. Our ELLs who scored Level 1 are receiving additional support as outlined in their IEPs.

- Native language is used to support instruction in English.

The AIS team, as well as cross-grade/content teams will use data from the periodic assessments to monitor students and drive instruction.

- LSW (Looking at Student Work) meetings will provide opportunities for teachers to use data from the various assessments to identify strengths and weaknesses in order to differentiate instruction.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

P.S.10 reviews and analyzes data to drive instruction for our ELLs. Using the three Tiers of RTI our ELLs are given appropriate and effective interventions to provide the education these students need. Tier I Classroom teachers scaffold lessons, give clear instructions and explanations so as to enable all students, especially our ELLs, to develop literacy skills and meet grade level benchmarks. When our ELLs are below benchmark on any particular skills the students receive instructional support within the classroom. Tier II provides intensive intervention. The intervention is given in the classroom or out of the classroom with an AIS staff member who will target specific skills the students need to acquire. In Tier III our ELLs receive rigorous individualized

intervention to target their language and content-area learning needs, using research-based strategies.

6. How do you make sure that a child's second language development is considered in instructional decisions?
At the intake process our trained and licensed pedagogue, Ms. Lopez, interviews both parent and child to determine language dominance and get information of the students education history. Native language is supported as the child acquires the English language.
Students are surrounded by a print-rich environment, tradebooks, classroom libraries, school library and instructional materials that are aligned with the NYS Common Core Curriculum and reflect the language of instruction
 - Students also participate in small group, task-oriented projects or situations that guide the production of language both in verbal and written form.
 - Students are supported with Guided Reading strategies, Month By Month Phonics, vocabulary/word study and Leap Frog programs in reading-specific language prompts to help the ELL student develop academic language in reading and writing.
7. 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?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The NYSESLAT data shows that our ELLs are making gains by moving to the next level or by increasing their numbers on the scale scores. Our beginning-level students are newcomers or students with learning disabilities including NYSAA students. Additionally, it should be noted that our ELLs meet promotional criteria as per their IEPs. With support provided by the ESL program, ELL students have demonstrated that they are better equipped to meet the Common Core State Standards. Presently, our program model for ELLs is aligned with parent requests.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. When students are initially enrolled in our school parents complete a Home Language Information Survey (HLIS) with the assistance of Ms. Lopez, our license spanish speaking ESL teacher/ coordiator. Both parent and child are interviewed by Evelyn Lopez, to determine primary home language. If the home language is other than English or spanish Ms. Lopez seeks the help of our multilingual staff for translation or seeks help from the Translation and Interpretation Unit to provide over- the phone translation. When the child's home language is other than English, the Language Assessment Battery-Revised (LAB-R) is administered by Ms. Lopez to determine English proficiency level. Starting in February of 2014 the NYSITELL will be administered in place of LAB-R. If a Spanish-speaking child scores at or below proficiency in English the Spanish Language Assessment Battery is administered to determine language dominance. Parents are notified of the child's score and if the child is eligible for language services the parents are invited to a parent orientation meeting where all programs the NYC Department of Education offers are explained in parent's native language. Within 10 days of enrollment student's are placed in a program based on parent's choice. Each Spring ELLs are retested to evaluate their English proficiency using New York State English as a Second Language Achievement Test (NYSESLAT). Parents are notified of the results of the NYSESLAT the following school year.
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.
Once a child is identified as an English Language Learner (ELL) parents are invited in writing to an Orientation meeting, which

includes viewing and discussing information shared on the NYCDOE online Parent Orientation video. This parent video describes and explains the Transitional Bilingual Education, Dual Language, and Freestanding ESL programs available to their child. All information is given in the parent's native language. The orientation meeting is held by Ms. Lopez our licensed ESL pedagogue, Ms. Seide our parent coordinator and our multilingual staff deemed needed as per parents home language. At this meeting the parents complete the Parent survey and parent selection form indicating their program choice. Orientation meetings and program placement are within 10 days of enrollment. Communication with parents is an ongoing process throughout the school year and parents are informed whenever a program of their choice (TBE/DL) become available at our school if it was not available at time of enrollment. Mode of communication is either, letters sent home in students backpacks, telephone calls to parents, emails and at monthly meeting to maintain dialogue with our families at all time.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

All information (brochures, entitlement letters, video, questions and answers) is provided in the parent's native language by our ESL pedagogue. Written translations are provided by NYC Department of Education; oral translations are provided by staff along with Ms. Lopez or by telephone translation offered by the Department of English Language Learners. This helps to ensure parents make an educated decision about their child's education. After viewing and discussing options, parents complete their surveys at the Orientation. For parents who do not come to the Orientation, the ESL coordinator contacts them directly to set up a one-on-one meeting. The original surveys are kept in the child's cumulative record and a copy is kept on file with the ESL coordinator and is available for reference as needed. Ms. Lopez is responsible for distribution and collection of all entitlement letters and notification letters to parents (in the parent's native language) at the beginning of each school year to inform parents of their child's ELL program eligibility. Parents are notified via letters in children's backpack, telephone calls, emails and one on one meeting with parents to ensure that parents and school get all necessary documents needed.

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.

4. Every effort is made to accommodate parent choice, and students are placed in an appropriate program within 10 days. After parents make choices they are informed in their native language about the availability of their program choice in our school and in neighboring schools. Parents are given the opportunity to transfer their child to a school with the program availability of their choice if the program is not available in our school. ELL Parent Orientation meetings are held every September and June, as well as periodically throughout the school year. One-on-one Orientation meetings are held on an as needs-basis. In addition, at P. S. 10 the LAP team and Ms. Lopez maintain an "open door" policy to address any and all parent concerns on an ongoing basis. The majority of parents choose to have their students serviced in an ESL program.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Our testing coordinator and the ESL teacher print and review for accuracy the Eligible for NYSESLAT report provided by NYC Department of Education. An internal testing memo is created and given to all staff, indicating the names of all ESL students to be tested. The speaking portion is done individually within the testing window. The other modalities are administered on three separate days; one day for each modality. Make up days are scheduled for students who may be absent for any part of the NYSESLAT.

6. 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.) 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. 

To date, bilingual classes have not been required, or offered, due to parent preference for ESL. In the past few years we have had 49 to 72 ELLs and only 2 to 3 families have requested bilingual classes. Transfer options were offered to these parents. In all cases parents refused the transfer. Currently there are 39 ELL students serviced by the ESL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

Our instructional program bears high expectations for our ELLs enhancing their Reading Comprehension and Writing skills in a heterogeneous pull-out / push-in model. Lessons are scaffolded and charts modeling correct language usage, writing mechanics, word study, reading, writing and math strategies are used. Our teaching staff meets during common preps or in study groups for collaborative planning so as to ensure the academic needs of our ELLs are met. On-going assessments and strategies are used to determine movement towards acquiring content standards and to make mid-course changes. All teachers meet weekly to review, assess and differentiate student learning. The school schedule is designed to accommodate this process. Teachers then work collaboratively to evaluate student work and data to ascertain the language and cognitive demands of tasks aligned to standards.

Students reaching proficiency are partnered with an advanced student in their class for peer tutoring. Additional support is given in morning and afterschool programs.

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)?

Our ESL program observes the following mandates for services:

- Beginners and Intermediate 360 minutes ESL; Advanced 180 ESL; 180 ELA

In order to meet the linguistic needs of our ELLs, parental choice and part 154 mandates, all language instruction is aligned to ELA, and Math standards.

All ELLs, including those reaching proficiency levels on NYSESLAT, will continue to be supported in our morning and afterschool programs. Our ESL staff will collaborate and plan with classroom teachers to support instruction in our push-in/pull-out models for our Beginner, Intermediate, Advanced and Proficiency levels.

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 foster language development and meet the demands of the Common Core Learning Standards.

P. S. 10 will continue implementing a standards-driven comprehensive program for our English Language Learners (ELLs).

Content area instruction is aligned with the Common Core Standards in Math, Science, Social Studies, and Technology. We have 39 students in our English as a Second Language (ESL) push-in/pull-out model. This model is done with heterogeneous grouping across the grade. We have one fulltime ESL licensed teacher, who services our ELLs.

Our Targeted Intervention program consists of:

- All ELL students, who receive additional support in morning and/or afterschool programs
- AIS small group instruction, as well as scaffolding of instruction in literacy and math
- In the ESL program and throughout the school students are also exposed to a print-rich environment and materials to support learning

For our English as a Second Language program the language of instruction is English.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Spanish ELLs are given the Spanish LAB to evaluate their native language ability. We also have books in various languages as well as staff who speak different languages to help assess students' native language ability.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Questioning techniques are used throughout the year to ensure that our ELLs are acquiring English Language skills in all modalities. All ELLs are observed and assessed by both the classroom teacher and the ESL teacher to determine how the student is developing their English acquisition skills in speaking and listening. Reading and writing are assessed through activities which demonstrate their abilities as well as in monthly TC assessments. Periodic assessments are conducted to determine progress and to drive instruction in all modalities.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Differentiation of Instruction

- a) Students with Interrupted Formal Education (SIFE) are provided with an early morning program to strengthen their academic skills in content areas. Small group instruction for native language support is provided to our SIFE students.
- b) We provide a strong language acquisition program to our newcomer students and to those in the Beginners Level (as per the NYSESLAT):
 - LEAP Frog – Language First Program and Sounds in Motion--a phonemic-awareness program
 - Read-alouds and picture word walls support their language development
 - The Balanced Literacy program is scaffolded throughout the program to target and support our ELL students
- c) Students participate in an instructional program that regularly ensures continuity of rigorous instruction for ELLS receiving services for 4-6 years
- d) For long-term ELLs - special groupings are formed, and individualized tutoring plans are made using the reading and writing workshop model.

7. 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?
Students are surrounded by a print-rich environment, tradebooks, classroom libraries, school library and instructional materials that are aligned with the NYC Core Curriculum and reflect the language of instruction
 - Students also participate in small group, task-oriented projects and situations that guide the production of language both in verbal and written form
 - Students are supported with Guided Reading strategies, Month By Month Phonics, vocabulary/word study and Leap Frog programs in reading-specific language prompts to help the ELL student develop academic language in reading and writing
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
For our ELLs with special needs their Individual Education Plan (IEP) is followed. Lessons are scaffolded and hands-on activities support their learning. Our ELLs-SWDs are mainstreamed into General Education classes for a least restrictive environment.

Courses Taught in Languages Other than English

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

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

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

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

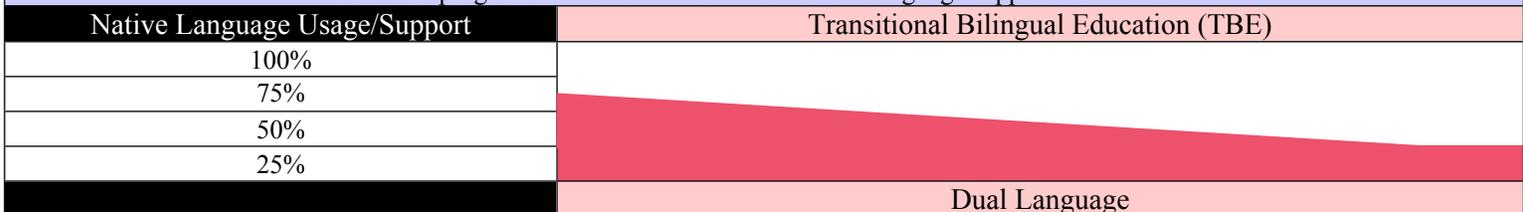
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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

9. 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.

Targeted intervention for ELLs is provided in Morning School and After School programs, and daily pull-out programs to help students reach state standards. Focus is on building ELL vocabulary skills, comprehension skills, math, science and social studies. ESL strategies, scaffolding instruction in all areas, language acquisition and native language support are used for general education, students with special needs, long term ELLs and those reaching proficiency.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

P. S. 10 will take the following steps to ensure that both former and present ELLs will meet or exceed standards by addressing needs of individual students, as well as parents, family and community:

Targeted intervention for ELLs in Morning School and After School programs.

Visuals and realia to support our students' understanding of the academic content. Instructional materials include a wide range of print, visual and digital resources designed to increase English Language proficiency.

11. What new programs or improvements will be considered for the upcoming school year?

N/A

12. What programs/services for ELLs will be discontinued and why?

N/A

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All schools programs and services are offered to our entire school population -ESL, Special Education, G&T and General Education. Therefore, our ELLs participate in morning and afterschool programs for additional academic support. Students have this opportunity to enhance their speaking, listening, reading and writing skills. All ELLs participate in small group instruction, peer tutoring, and mainstreaming, for our special needs students. All ELL's are included in our science fair, enrichment programs and school wide activities (field trips, picnic, holiday shows).

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials used are Foundations, On Our Way to English, Books on Tape, the Leap Frog Program, and Rosetta Stone. Where appropriate, laptops, iPads and tape recorders are used. These instructional programs enhance our ELLs ability to reach proficiency levels in all modalities. Additionally, native language math and science books, bilingual dictionaries and glossaries are used in the classroom to support native language.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Books in various native languages are part of the ESL Library as well as a part of our school Library. These libraries include math books, biographies, fairytales, non-fiction books for social studies and science. We also have a diverse staff, and PTA parents, who provide native language support in Spanish, Bengali, Arabic, Chinese and Urdu.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Instructional materials are age and grade appropriate. Leveled libraries are in every classroom.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Orientation meetings and workshops for both parents and students are given in May and late August for our newly-enrolled ELLs.

The newly enrolled ELL Students are screened in preparation for the next school year. ELL staff confers with parents regarding student needs, and an informal survey is conducted of parent needs and the choices available.

Our ESL programs provide nurturing environments that promote standards-based teaching and learning. All students have access to standards-based instruction. Instructional strategies reflect scientifically based research such as Leap Frog, Foundations and Sounds in Motion. Additionally, our literacy-rich environments encourage equitable opportunities for learning, respect and diversity for all our students. Our goals are to meet the linguistic, social, academic, physical and emotional needs of our ELLs. We believe that a student's native language supports progress in English literacy, and therefore all ELLs are provided with the same high quality instruction that monolingual students receive. With the support of our staff, families, students and school community, we strive for all of our learners to master the skills necessary to succeed in our highly literate and technological marketplace.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Public School 10 teachers participate in professional development opportunities throughout the school year. For the most part, our ESL teacher participates in the ELL Network and ISC offerings. The information is then turnkeyed to our staff during common preps and at full day staff development meetings (i.e.: Election/Brooklyn Day).

Our ESL teacher will attend the following workshop this school year:

Writing workshop with Carl Anderson on the following dates--10-4-13, 1-10-14, 3-7-14 and 5-2-14.

Aussie Math workshop with Eric Siegel--11-7-13, 11-22-13 and 2-10-14.

2. All teachers, including our ESL teachers, have opportunities to attend citywide PDs, which are widely publicized via the Principal's Weekly attachments or the Principal Portal, and advertised to staff in our Faculty Notes, information bulletin boards and on ARIS. In addition, our ESL teacher attends our in-house Common Core Professional Development provided by Carl Anderson, Consultant for ELA / Writing; and Eric Siegel from AUSSIE, a concentration in Math.

3. Professional Development for all school personnel working with ELLs (teachers, paraprofessionals, guidance counselor, psychologists, occupational/physical/speech therapists, secretaries, & parent coordinator) is as follows:

- Language Acquisition
- Scaffolding Instruction in Literacy, Math & all content areas
- Balanced Literacy: Considerations for ELLS
- Using the native language to support English Language acquisition and enrich progress in English literacy, math, and all content areas

4. Teachers attend staff development at the beginning of the school year. General Ed. teachers receive the required 7.5 hours of ESL training; Special Education teachers receive 10 hours of ESL training. This process also includes having the ESL teacher meet with teachers and coaches regarding ELL learners.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. Parent involvement includes:

- Multicultural celebrations
- Parents as Learning Partners

2. N/A

3• Our parent coordinator interviews parents at registration to evaluate their needs. Also, the School Leadership Team and Parent Coordinator, along with our ESL teacher, reviewed all existing non-translated communication sent to parents. Additionally, we reviewed our school calendar (specific dates geared to P.S. 10) to determine which communications should be translated. At our first PTA meeting and at our monthly Parents as Learning Partners meetings our parent coordinator informs parents of our open door policy so parents are able to discuss and communicate their needs. We have different means of reaching out to parents, such as, email, letters sent home, telephone calls and one on one confidential meetings with parents. It's important that parents know that the parent coordinator is their advocate and can help them with their concerns.

We provided written translation for the following based on parent's request:

- Family Handbook
- Announcements for Workshops, Afterschool
- Materials related to medical protocol for trips, etc.

An assessment of our Oral Interpretation needs was done through:

- observation and past experiences
- parent surveys/suggestions
- discussions at the SLT and PTA meetings
- monthly Parent Coffee gatherings and information sessions

Proposed Services that include translations for:

- Parents during Curriculum Week / Curriculum Night
- Parent Workshops that are related to academic achievement and testing
- Parent Teacher Conferences

4. These translations will help parents understand their child's academic progress as well as how they can support their child's academic growth.

In addition, the Parent Coordinator conducts tours and provides parent information that includes information about intervention programs available (ELL, Special Education, G & T, etc). We honor parents' concerns, and welcome their suggestions.

E. 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.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Laura Scott	Principal		
Denise Watson-Adin	Assistant Principal		
Madeline Seide	Parent Coordinator		
Evelyn Lopez	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Christine Napolitan	Coach		
Cathy Havlicek	Coach		
Giovanni Oramas	Guidance Counselor		
Alison Sheehan	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 15k010 School Name: Public School 10

Cluster: 1 Network: 102

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

Part A: Needs Assessment Findings

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

An assessment of our written and oral interpretation needs was done through observations and past experiences. Parents were surveyed to determine language preferences. Over 50 parents were provided with translated documents. The Home Language Identification Survey and the Emergency Contact cards are also reviewed for parents' dominant language preferences.

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 School Leadership Team, Parent Coordinator with our ESL teacher reviewed all existing non-translated communication sent to parents. Additionally, we reviewed our school calendar (specific dates geared to P.S. 10) to determine which communication needed to be translated. For the past few years our ESL student population has continuously decreased, yet many of our parents are still in need of translated information. All translated communications are sent home in both English and the parents' native language via parent folders. A copy of the emergency contact card containing parents' preferred language is given to classroom teachers and one is kept in the main office. All staff, including secretaries are familiar with the home contact information and are aware of which families need translated notices. Teachers are in constant communication with office staff making sure parents get school information in their preferred language.

Part B: Strategies and Activities

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

The written translation we plan to provide are documents containing critical information regarding their child's education. These documents include but are not limited to Bill of Parents Rights and Responsibilities, Family Handbook, safety plan procedures, announcements for workshops, materials related to medical protocol for trips, registration, applications and common core standards. Presently, we have in-house staff members who speak Spanish, Chinese, Arabic and Bengali enabling us to provide oral and written translation to parents on a day to day basis. The school utilizes the Department of Education's Translation and Interpretation Unit and searches for previously translated critical documents on the DOE website, when needed

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services will be provided to parents during Curriculum Week/ Curriculum Night, parent workshops and PTA meetings. Our in-house school staff or parent volunteers will also provide translation during Parent Teacher conferences. Formal translations will be provided by school staff. These translations will help parents understand their child's academic progress as well as how they can support their student's academic growth

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 will provide timely translation and distribution of critical communications to parents by utilizing our in-house staff, the DOE Translation and Interpretation Unit and by obtaining critical translated documents on the Department of Education website. We also post signs near the main entrance of the school in the appropriate language indicating the availability of language services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Public School 10	DBN: 15K010
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 checked="" 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: 36	
Grades to be served by this program (check all that apply):	
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input 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: 1	
# of certified ESL/Bilingual teachers: 1	
# of content area teachers: 0	

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

We have chosen to spend the majority of our Title III money for direct instructional support in a Friday morning program and in a Tuesday / Wednesday afterschool program. The rationale behind this decision was to give our ELL population as much direct instruction in English Language Arts and Math as possible. Statistics suggest that the more time a child is given to read (at an appropriate reading level), the more language they will acquire. This is also true for the acquisition of problem-solving skills within the Math curriculum.

Our Title III allocation will fund 1 teacher for our afterschool program beginning October 2012 to target our ELL students in Grades 2–5. Grades 2 and 3 will participate in the afterschool program from October 2012 to May 2013. Classes will take place on Tuesdays and Wednesdays from 3:15 to 5:15p.m. for 27 weeks.

Our ELLs will participate in a Friday morning program from October to May. Classes will be held from 7:30a.m. to 8:30a.m. Our certified, ESL-licensed teacher will be paid per session from October 2012 to May 2013 for this instruction. Every ESL student will be invited to attend these programs. We anticipate approximatedly 20 to 25 students to participate.

The school programs will utilize the LEAP Frog program, as well as a Critical and Creative Thinking program specifically designed to assist ELL students in learning English and Math which will help them meet Common Core Standards. Students will use technology (iPads, computers) to access inspiring interactive books to improve literacy, bilingual books, dictionaries and multi-sensory computer programs to support the native language and English Language development of our ELLs. These multi-sensory programs will provide lessons in phonics, vocabulary development, reading comprehension, spelling and handwriting and will thus enhance English language skills in all modalities.

The Friday morning Enrichment Program will give our ESL students an opportunity to build on their speaking, listening, reading and writing skills through board games, math games, computers, iPads and phonics activities (written and oral), thereby supporting higher-level reasoning and thinking skills.??????

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

Since many of our students come from homes in which English is a Second language all Public School 10 teachers participate in a series of Professional Development opportunities with a focus on ELLs throughout the school year. Our ESL teacher also participates in the ELL Network and ISC professional development offerings and in workshops given by the OELL all year long. As part of our AIS, our ESL teacher will oversee our ELLs' progress and will interface with our Lead Teachers to discuss strategies and methods to enhance their learning.

The ESL, SETSS and/or a classroom teacher will participate in an afterschool study group on Academic and Behavioral Intervention. This study group will focus on a Guide to Implementing RTI. This will address the needs of all our ELLs. The topics and meeting dates for this study group are as follows:

Nov. 15, 2012	Forms, Parent letters and paperwork for RTI
Dec. 13, 2012	Looking closer at RTI Tiers
Jan. 10 & 24, 2013	Academic Interventions for Literacy and Math
Feb 7, 2013	Differentiating Instruction
March 7, 2013	Alternative Skill Intervention

Professional Development for all school personnel working with ELLs (teachers, paraprofessionals, guidance counselor, psychologists, occupational / physical / speech therapists, secretaries and parent coordinator) is as follows: Language Acquisition, scaffolding instruction in Literacy, Math and all content areas; Balanced Literacy; Considerations for ELLs; and Using the Native Language to support English language acquisition and enrich progress in English Literacy, Math and all content areas.

Staff Development will be ongoing and will include the following topics:

Ongoing Staff Development Scheduled in School Program during our "Looking at Student Work" sessions which meet twice a month with teachers of all grades.

Accountable Talk, Test modifications, promotional criteria, assessment and strategies to help ELLs are discussed monthly among classroom teachers, Literacy coaches, Math coaches and our ESL teacher.

Carl Anerson, a highly qualified Professional Development coach and Writing consultant, provides Staff Development on the first Friday of every month, thereby enhancing our goal, which is to improve our ESL students' Writing ability at all levels.

Part C: Professional Development

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:

Monthly meetings for ELL parents are offered throughout the school year by our ESL teacher and our Parent Coordinator. Topics for discussion will be State Standards, Bilingual and ESL mandates, Promotional Criteria, and Testing Modification. Parent meetings will take place in May and June for incoming students to discuss school expectations. Parents are informed of these meetings and activities by parent letters in backpacks, e-mails, PS10's web site and by the school calendar in both English and native languages. Translation services at the meetings are made available as needed.

We will continue to offer study groups to our ELL parents. In collaboration with the Parent Coordinator we will offer parent workshops on, but not limited to, the following topics: Accountable Talk; Parents as Reading Partners; Helping Your Child Meet the Standards; Test Prep; and Promotional Criteria.

Part E: Budget

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

Allocation Amount: \$1200

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

Part E: Budget

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

Allocation Amount: \$1200

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