



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S. 19 ROBERTO CLEMENTE MAGNET SCHOOL

DBN (i.e. 01M001): 14K019

Principal: ANGELA OLDEN-CAMIOLO

Principal Email: ACAMIOLO@SCHOOLS.NYC.GOV

Superintendent: ALICJA WINNICKI

Network Leader: MEGHAN KELLEY

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
Angela Olden-Camiolo	*Principal or Designee	
Victoria Rispoli	*UFT Chapter Leader or Designee	
Piedad Alejandro	*PA/PTA President or Designated Co-President	
Carmen Pena	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ivelise Arroyo	CBO Representative, if applicable	
Laura Keppis	Member/ Guidance Counselor	
Brian Tom	Member/ Teacher	
Lismyli Ramos	Member/ Parent	
Niuraka Rosario	Member/ Parent	
Edith Lopez	Member/ Parent	
Maria Polaneo	Member/ Parent	
Evelyn Chavez	Member/ Parent	
Mary Hernandez	Member/ Parent	
	Member/ Parent	
	Member/ Parent	
	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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.

By June 2014, school leader will allocate resources to work with external providers to provide comprehensive training and support strategies with the new teacher evaluation system and the Danielson Frameworks for Effective Teaching, as evidenced by an increase of at least one HEDI rating in Domain 3.

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.

Students in grades 4 and 5 are struggling with ELA reading assessments and grade level appropriate writing strategies. A greater emphasis will be placed on ELL students and students with Special Needs as according to the needs identified in the 2013 ELA State Exams, i.e. Written Response, Compare and Contrast. The CCLS define what students should understand and be able to do in their study of ELA, therefore to support PS 19K students in this enterprise and to prepare students for the 2014 NYS ELA Exam, teachers will be provided with professional development on the "Expeditionary Learning" program, the Danielson Frameworks, and the CCLS. Teachers will meet during their weekly common grade meetings to develop and plan lessons aligned to the CCLS and use the 22 components of the Danielson Frameworks for best teaching practices.

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. Teachers will attend ongoing grade meetings on ELA instruction to develop and plan lessons aligned to the CCLS, Citywide Expectations, and use the components of the Danielson Frameworks for effective teaching practices.

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

1. Principal, Lead Teachers, SAT team, and Classroom Teachers, SETSS Teachers, AIS Teachers, ESL Teachers, ELA Coach Consultant, Network Achievement Coach, CITE, Tech4Learning Coach Consultant

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

1. Students will be assessed using the DRA2 as a baseline tool. Students will complete the Pre-Assessment Tool in Expeditionary Learning Literacy Program. Students will complete the Module Unit Performance Task in Expeditionary Learning. Teachers will use the Daily Assessment Tool to record observations of students learning progress. Instructional walk troughs weekly to observe instruction.

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

1. Beginning in September 2013- June 2014, weekly walkthroughs and feedback.

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

1. Describe work with teachers

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).

- Provide assistance to parents in understanding City, State and Federal standards and assessments. Examples include the use of rubrics, DOE handouts, the

Common Core Standards, and Parent Teacher Conference.

- Sharing information about the school and parent related programs, meetings and other activities in a format and language parents understand. Examples monthly news letter, flyers and student progress reports.
- Schedule additional parent meetings with flexible times to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions. Examples include, PTA meeting and Back to School Night.
- Monthly news letter.
- Require parent signatures on weekly homework assignment sheets, which are handed out to students by the teachers.

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	x	Title IA		Title IIA	x	Title III		Set Aside	x	Grants
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.

By June 2014, teachers will meet weekly to design lesson plans aligned to CCLS and curriculum resources in order to implement rigorous instruction that develops student ability to think critically in the area of Mathematics, while incorporating the Danielson Frameworks for Teaching. Evidenced by unit 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.

- Students in grades 4 and 5 are struggling with math language and grade level appropriate calculation strategies. About 65% of the students scored below 50% in the Math Spring Acuity Benchmark. A greater emphasis will be placed on ELL students and students with Special Needs as according to the 2013 Math State Exams, although we made a slight progress, PS 19K Special Education subgroup did not make the annual yearly progress projected. The CCLS define what students should understand and be able to do in their study of mathematics, therefore to support PS 19K students in this enterprise and to prepare students for the 2014 NYS Math Exam, teachers will be provided with professional development on the "GO MATH" program, the Danielson Frameworks, and the CCLS. Teachers will meet during their weekly common grade meetings to develop and plan lessons aligned to the CCLS and use the 22 components of the Danielson Frameworks for best teaching practices.

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. There are eight mathematical practices which GO MATH! supports through specific features of the series. Each contributes to the development of mathematically proficient students. *GO Math!* is a focused elementary math curriculum designed to meet the goals of the Common Core State Standards for Mathematics. The Standards for Mathematical Practice are integrated throughout the program. Students and teachers are supported as they advance from concrete to abstract content through the use of models and Math Talk. The flexibility, comprehensiveness, and rigor of *GO Math!* provide personalized and adaptive 21st-century instruction to ensure success. *GO Math!* is Written specifically for the Common Core, includes digital, print, or blended approach, and differentiation to ensure success for all students.

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

1. Principal, Lead Teachers, SAT team, and Classroom Teachers, SETSS Teachers, AIS Teachers, ESL Teachers, Network Achievement Coach, Math Coach Consultant, CITE

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

1. Teachers will give a Periodic Assessment to establish baseline data, and ongoing student progress. Teachers will give pre and post "GO Math assessments to monitor progress and give feedback for adjusting afterschool academic program. Teachers will use rubrics and protocols for evaluating student work.

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

1. By September 2013 -June 2014, begin utilizing the GO Math! Program, which is aligned to the common core state standards in content as well as for mathematical practice, will be used daily to ensure development and proficiency in mathematical learners.

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

1. Students will engage in whole class, small group and individualized instruction that is adapted to the needs of the learner, utilizing the Go Math!

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).

- Math Curriculum Night to introduce grade-specific plans and parent support.
- Parent workshops to give Mathematical support in content, such as strategies to help their child.
- Establishing a relationship and communication through Monthly News Letter, notices, letters, phone, and communication logs.
- Parents will monitor their child's attendance and ensure that the child comes to school every day and arrive to school on time.
- Provide assistance to parents in understanding City, State and Federal standards and assessments. Examples include the use of rubrics, DOE handouts, the CCLS, Back to School Curriculum Night, Math workshop, and Parent-Teacher Conferences.
- By October 2013-June 2014, through the online program Think Central, parents will understand how GO Math! meets the challenges of improving mathematics achievement with a solid research base and documented efficacy. Think Central is an all-in-one learning site that provides access to digital books, activities, readers, and more for the Go Math series. Parents will assist and supervise their child's understanding of mathematical skills and strategies learned in English and Spanish.

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

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 2014, teachers will participate in bi-weekly sessions working to design protocols that deconstruct student work to assess student learning. Teachers will create deeper understanding of strategies within horizontal and vertical grade levels that promote success with ELL and Special Need Learners. As evidenced by progress in student learning

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.

Teacher observations, and grade meeting feedback from teachers indicate student writing is deficit. Teachers are learning to develop diagnostic action plans to address students' needs in the area of writing, and language acquisition.

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. Teachers will differentiate ELA learning experiences that correlate to the Common Core Standards for ELLs and Special Needs Students.
 2. Teachers will use the feedback generated during Inquiry Team meetings to develop protocols suitable to all learners inclusive of ELLs, and SWDs.
- 2. Key personnel and other resources used to implement each strategy/activity**
 1. Teacher Teams, Administration, Network Achievement Coach, ELA Coach Consultant
 2. Teacher Teams, Administration, Network Achievement Coach
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Teacher authentic assessment of student writing will be conducted weekly.
 2. Teacher authentic assessment of student writing, review of Unit Assessments monthly.
- 4. Timeline for implementation and completion including start and end dates**
 1. September 2013-June 2014.
 2. Teachers will begin analyzing student work samples in October 2013, and implement protocols in January 2014 through June.2014
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. Teachers will use graphic organizers and rubrics that will guide student writing skills with the common core standards.
 2. Teachers will use graphic organizers and rubrics that will guide student writing skills with the common core standards.

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 receive news letter informing them of the student learning objectives for ELA and Math- in English and Spanish.
- Parents will receive progress reports indicating student progression.

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

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.

By June 2014, Teachers will effectively use RTI strategies (Tier 1, Tier 2, and Tier 3) based instructional procedures as indicated by assessment data collected to inform teacher effectiveness and improved 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.

After reviewing current student assessment data for the school year, it is clear that a number of our students need additional support to make adequate progress in ELA and mathematics. Our goal is to identify all students (Inclusive of Ells and Special Education) who are in need of additional support, and develop appropriate academic intervention services.

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. The Response to Intervention Team will provide specialist assistance to struggling students, and teachers on a 1:1 or 5:1 basis, several times a week.

2. **Small Group Strategy Lessons-** This is a structured and multimodality teaching to target decoding skills, sight word and vocabulary development, oral reading fluency, encoding and sentence writing skills to students 4-5 struggling with reading skills; as well as, mathematics skills. This is taught during the school day in small groups.

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

1. Principal, Lead Teachers, SAT team, and Classroom Teachers, SETSS Teachers, AIS Teachers, ESL Teachers, Network Achievement Coach
2. Classroom Teachers, SETSS Teachers, AIS Teacher, ESL Teacher

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

- 1. Weekly Unit Assessments, Periodic Assessment, Daily Assessment Tool
- 2. Weekly Unit Assessments, Periodic Assessment, Daily Assessment Tool

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

1. During the academic school year of September 2013 through June 2014, students will receive AIS services that will address their academic.
2. During the academic school year of September 2013 through June 2014, students will receive AIS services that will address their academic.

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

1. Students will engage in Small Group Instructional Lessons during the school day. Students will engage in the Afterschool Program Building Stamina for the CCLS.
2. Students will engage in Small Group Instructional Lessons during the school day. Students will engage in the Afterschool Program Building Stamina for the CCLS.

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).

- Provide assistance to parents in understanding City, State and Federal standards and assessments. Examples include the use of rubrics, DOE handouts, the Common Core Standards, and parent-teacher conferences;
- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. Examples include flyers, PTA meetings, and Student Progress reports mid-year, with all available in English and Spanish;
- Parents will monitor their child's attendance and ensure that the child arrives to school on time
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's

educational program and other initiatives of the Chancellor and allow parents to provide suggestions. Examples include PTA Meetings and Back to School Night.

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	x	Title IA		Title IIA	x	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.

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**

1.

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

1.

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

1.

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

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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).

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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	x	Title IA		Title IIA		Title III		Set Aside	x	Grants
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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	<ul style="list-style-type: none"> • <u>Afterschool Program: Building Stamina for the Common Core-</u> Students receive small group instruction twice each week after school, at which time teachers facilitate additional interaction with the New York Ready curriculum in order to provide students with increased practice and opportunities to strengthen and develop their skills in alignment with the Common Core State Standards. • In addition, students receive small-group instruction 3-5 times each week during the school day. The Mastering the Standards curriculum is used in order to develop and strengthen necessary Common Core-aligned skills with which students struggle in their classrooms. 	Small group	After school, during school
Mathematics	<ul style="list-style-type: none"> • <u>Afterschool Program: Building Stamina for the Common Core-</u> Students receive small group 	Small group	After school, during school

	<p>instruction twice each week after school, at which time teachers facilitate additional interaction with the New York Ready curriculum in order to provide students with increased practice and opportunities to strengthen and develop their skills in alignment with the Common Core State Standards.</p> <ul style="list-style-type: none"> • Students will complete math performance task from the Go Math! Program. • During the day students are pulled-out by the AIS teacher, SETSS teacher and ESL teacher to utilize the Go Math! Intervention Program. • Students receive small-group instruction 3-5 times each week during the school day. The New York Ready curriculum is used in order to develop and strengthen necessary Common Core-aligned skills with struggle in their classrooms, and afterschool. 		
<p>Science</p>	<ul style="list-style-type: none"> • Afterschool Science Instructional support • Lead Teacher Science curriculum support • Science Curriculum Pacing Calendar 	<p>Small groups within the classrooms with focus on building skills for science inquiry, and vocabulary.</p>	<p>During school.</p>

Social Studies	<ul style="list-style-type: none"> • Building vocabulary acquisition utilizing the Core Curriculum Libraries • Integration of the Expeditionary Learning ELA curriculum 	Student text selection, and teacher Read Alouds, Student assessment	During school.
<i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Respect for all	Conferencing with parents on parenting strategies for behavior management. Sharing behavior strategies protocol by the Guidance Counselor; School Psychologist, and Social Worker	Push-In to classrooms by the Guidance Counselor Pull-Out support for individuals and small groups by the Guidance Counselor, and Social Worker.

**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 *TAS 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.
<ul style="list-style-type: none"> • Our school has an ELA Coach from Generation Ready. The educational consultants provides support to the teachers with Expeditionary Learning Curriculum Development and Danielson Framework 3c Student Engagement • Our school has a Math Coach from Generation Ready. The educational consultants provides support to the teachers with "Go Math" and Danielson Framework 3c Student Engagement. • The CITE consultant provides additional Danielson Frameworks workshops throughout the year. • The technology company Tech4Learning provides instructional support for teachers using digital information as a teaching tool for common core writing task. • Teachers will participate in Network sponsored RTI training • Teachers will participate in a community based learning experience using the text- <i>Teaching Reading In Small Groups</i>. Serravallo.

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).
<ul style="list-style-type: none"> • We participate in Teacher Fairs • We partner with colleges and universities • We post positions in New Teacher Find website

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • Students in temporary housing are additional supports needed to make their learning experience successful • Students requiring additional social/emotional support are address through the RTI,SIT team meetings • Respect For All protocols are followed and implemented

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.).

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.
<ul style="list-style-type: none"> • Administration and staff participate in intermittent collection and analysis of data related to ELA and Mathematical assessment. • The Inquiry Team participates in the process and cycle of looking at student work to determine what instructional tools are needed to strengthen student writing skill. • The Instructional Leadership Team reviews ELA and Math instruction intermittently to make determination of what show be taught and supported during the Afterschool Building Stamina Program.

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) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 14	Borough Brooklyn	School Number 019
School Name The Roberto Clemente School		

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 Angela Camiolo, IA	Assistant Principal Blanca Vega
Coach N/A	Coach N/A
ESL Teacher J. Calabro ESL Lead Teacher	Guidance Counselor L Keppis
Teacher/Subject Area Lisette Mercado Special ED.	Parent Piedad Alejandro
Teacher/Subject Area type here	Parent Coordinator N/A
Related Service Provider A. Kramer	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	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently	0	Number of certified NLA/foreign language	0	Number of teachers who hold both a bilingual extension and ESL	0

teaching in a bilingual program		teachers		certification	
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)	113	Total number of ELLs	29	ELLs as share of total student population (%)	25.66%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) school

Check all that apply

K	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input 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"/>
				12	<input type="checkbox"/>						

This 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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Push-In					1	1								2
Pull-out					3	1								4
Total	0	0	0	0	4	2	0	6						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	8
SIFE	3	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	3

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)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	13			13	0	2	3	0		29
Total	13	0	0	13	0	2	3	0	0	29

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Spanish														0
SELECT ONE														0
TOTAL	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
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					11	18								29
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	11	18	0	29						

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)					8	4								12
Intermediate(I)					2	8								10
Advanced (A)					1	6								7
Total	0	0	0	0	11	18	0	29						

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													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	7	1			8
5	15	1			16
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	9	4			1				14
5	13	4	1						18
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		5		6		2		15
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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.

Paste response to questions here:

- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Paste response to question here:

- 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](#))

Paste response to question here:

- For each program, answer the following:
 - What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here:

- 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](#).)

Paste response to question here:

- How do you make sure that a child’s second language development is considered in instructional decisions?

Paste response to question here:

- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

Paste response to questions here:

- Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Paste response to questions 1–6 here

Paste response to questions 1–5 here

1. Our school uses the DRA as an early assessment tool to assess early literacy of ELLs. The struggling readers are unable to read complex text due to ineffective word analysis skills and strategies. They have limited reading experience. The DRA helps teachers determine the ELLs levels of control in achieving and working with spoken and written words. The information enables teachers to make effective teaching decisions to help ELLs acquire reading strategies and skill needed to read and comprehend complex text. Quantitative data as support includes standardized test results and classroom assessments.

2. The data pattern across proficiency levels on the LAB-R and NYSESLAT indicate that our ELLs do increasingly

better on Speaking and Listening subtest and are struggling on the Reading and Writing subtest. As a result it also affects their grades. The results of the NYSESLAT are used to inform decision making about instruction programs, academic intervention, and professional development. These results are used by teachers to plan and differentiate instruction for ELLs. Differentiations include, using wait time to respond to a question, allow a student to talk to a partner prior to responding, vary assessment strategies for ELLs to demonstrate what they have learned, to guide instruction and focus on individual learning goals.

3. N/A

4a. The pattern across proficiency and grades indicate that most ELLs are a beginner/low intermediate levels and due to language proficiency their grades are not meeting the state standards.

4b. School leadership and teachers use the results to promote language and reading development through shared reading, guided reading, and read alouds, modeling fluency and expressive voice. Graphic organizers, KWL charts, are used to increase comprehension prior to reading content. ELLs work in triads, one member at proficient level will read a passage and another at an intermediate level can summarize it. Other member will record by writing predictions made integrating comprehension through Listening, Speaking, Reading, and Writing. In writing teachers will scaffold writing tasks and use authentic writing such as letters and simple books. Teachers will also interact with students in small groups throughout the writing process.

4c. Our school is learning that we need to view the results, plan affective instruction, and create a diagnostic continuum to assess the ELL population, use informal assessment to monitor and document growth. Provide native language support through the use of bilingual dictionaries, use cognates to support their English reading comprehension.

5. Our school uses data to adjust instruction to address ELLs' diverse needs. All ELLs receive Tier I evidence-based core instruction. Teachers and students engage together to build knowledge about rigorous academic content. Instruction is linked to student's background knowledge and daily lives making the content provide experiences to understand abstract concepts and apply to their own life. ELLs scoring "at risk" are placed in Tier II and receive additional targeted small group or one-to-one research-based intervention strategies. Progress monitoring is used to make educational decisions to change learning goals, instruction, and other services.

6. Second language development is considered in instruction through the use of native language libraries and oral translations for clarification.

7. N/A

8. Our school uses the results to the NYSESLAT, formative and summative, as a form to evaluate the success of our program.

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](#).)
Paste response to question here:
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.
Paste response to question here:
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](#)].)
Paste response to question here:
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.
Paste response to question here:
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.
Paste response to question here:
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. 
Paste response to questions 1–6 here

1. The following structures are in place at our school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language and Freestanding ESL): At enrollment, trained bilingual school pedagogy, Special Education Lead Teacher, and the ESL Lead Teacher, meet with parents to determine the child's home language. A conversation is held to acquire oral dominance and the student's needs. This process is formalized through a Home Language Identification Survey (HLIS) where the parent indicates what language the child speaks at home. After collecting the HLIS and determining that a language other than English is spoken in a child's home, the ESL Lead Teacher administers the Language Assessment Battery–Revised (LAB–R), which is a test that establishes English proficiency level within 10 days of enrollment. Those children who score at or below proficiency on the LAB–R become eligible for state–mandated services for ELLs. Students who speak Spanish at home and score at or below proficiency on the LAB–R are administered a Spanish LAB to determine language dominance. It is administered by the ESL Lead Teacher or the Bilingual Guidance Counselor usually the same date of the English LAB–R test or

within the 10 days of enrollment.

2. Parents of newly enrolled ELLs are invited to attend an orientation meeting given , by the ESL Lead Teacher, where program choices (Transitional Bilingual, Dual Language and Freestanding ESL) are presented to them in their native language. Parents are informed that our school at present offers Freestanding ESL. Program selection indicate ESL as their preference in past years and present. They are also invited to view a DVD entitled Orientation for Parents of English Language Learners, provided by the Office of English Language Learners that has been translated in various languages in order to have the information regarding the program choices presented in their native language. The orientation meetings are scheduled for the morning and evening to provide all parents the opportunity to attend.

3. The ESL teacher sends home the Entitlement Letter ,Parent Survey ,Program Selection Form and placement letters to parents of children eligible for services in English and in the parents' native language. The ESL teacher maintains a binder with ESL class rosters and returned letters. Two copies of the letters are sent home. In the event they are not returned, the ESL teacher will call the home to verify that they received it,

4. The ESL Lead Teacher coordinates orientations and delivers information to the parents in a timely manner. In the beginning of the school year, the ESL teacher uses the data from the NYSESLAT to distribute continued entitlement, and non-entitlement (passed). Results are maintained by the ESL teacher and updated on ELPC screen in ATS within 20 days. Our main goal is to provide ELL parents with the opportunity to make an informed decision and to empower them as the main decision-makers in this process. Parents are also advised that they can request to go to another school if our school doesn't offer the program they selected.

5. In order to ensure all ELLs receive the NYSESLST exam, the ESL teacher will print out an eligibility list for each grade and class in ATS. The NYSESLAT exams are administered in accordance with the New York State Testing Calendar. Dates are selected for each subtest keeping to the days available for testing for each subtest . The testing coordinator and the ESL Lead Teacher prepare and schedule all exams. All ELLs are picked up from class and taken to a separate location for testing. ELLs with IEPs are provided with testing modifications . Make-up exams are done in a timely fashion in order to make sure that all ELLs have taken all subtest.

6. A review of the Parent Survey and Program Selection forms at our school for the past few years shows that the parents' preference is to have their child placed in a Freestanding English as a Second Language Program. Our program model is in alignment with parent requests.

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])?

Paste response to questions here:

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)?

Paste response to questions here:

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.

Paste response to question here:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

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).

Paste response to questions here:

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?

Paste response to question here:

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?

Paste response to questions 1–7 here

1a/b. In order to meet the needs of our ELLs, we have implemented the Push-In (Co-Teaching) and Pull-Out Programs. The ESL Teacher Co-Teaches through the Push-In Model in a fourth and fifth grade class five periods a week . The ESL Pull-Out Program includes the fourth, fifth, and Special Education classes. All pull-out classes are heterogeneous.

2a. We currently have one certified ESL teacher which services all English Language Learners. The Fourth and Fifth Grade Beginning and Intermediate receive 360 minutes of mandated instruction through the content area Advanced receive 180 minutes as per CR Part 154.

3. Teacher generally present the regular, grade level subject curriculum aligned to the Common Core Standards through modified instruction in English to support the English Language Learners' language development. Teachers scaffold oral language development by providing language, including grammar and vocabulary and multiple opportunities to use them through turn and talk , class dialog, and accountable

talk. Subjects are taught with language objectives in mind as well as content objectives. Teachers adjust English levels with students making the content comprehensible. In mathematics, teachers teach mathematic vocabulary through explicit instruction and reinforce through repetition, use manipulatives to physically represent mathematical ideas without words, then connect to words and say and write them mathematically, and through demonstration and guided practice. use small groups to scaffold learning. In Social Studies/Science the teacher relates new information and concepts to their prior knowledge, promotes oral and written language activities, lead students to ask questions, form predictions, make observations, gather data and draw conclusions about concrete experiences. In Reading and writing, teachers use techniques such as visual aids, modeling, demonstrations, graphic organizers, vocabulary preview, predictions, adapted text, cooperative learning, peer tutoring, and native language support provided by the two ESL bilingual teachers. Bilingual dictionaries and cognates also provide a strong support in their language development.

4. English Language Learners are appropriately evaluated in their native language through the Spanish LAB-R in the beginning of their enrollment. Another key assessment used is the Math predictives given in their native language and teacher informal assessments. The data provides teachers with information to better develop individual educational plans.

5. The Periodic Assessment is used to assess ELLs throughout the year in all four modalities, Speaking, Listening, Reading, and Writing. Informal assessments such as student portfolios, observation records, teacher anecdotal and running records are used to appropriately evaluate ELLs also.

6a. We have 3 SIFE students. SIFE students need intensive special support and assistance. Lessons are designed to increase their literacy skills through an intensive and rigorous curriculum and supported with technology. SIFE students attend afterschool and AIS tutoring. Teachers review student performance data on a regular basis and scaffold grade level lessons aligned to the CCSS.

6b. New comers are at the Pre -Production stage of Second Language Acquisition. Instruction is modified for new comers, students less than three years, by focusing on building vocabulary, developing listening comprehension, modeling reading and writing using visuals, realia, and providing active contextualized engagement activities. A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce students to school routines and basic English language skills. At this stage, our teachers may utilize visuals and hands on activities to ensure the student's understanding of content area subjects while they are acquiring English. Newcomers have access to computer assisted language learning program, MyOn Reading Library. That provides them with on level language support by giving them opportunities for reading development .

6c At this stage of language acquisition, Speech Emergence, (four to six years) intermediate and advanced students will focus on activities that are designed to develop higher levels of language use in the content areas, expanding vocabulary, explicating teaching reading comprehension strategies (summarizing, sequencing, inferring, comparing, and contrasting, drawing conclusions, self-questioning, problem solving, relating background knowledge, distinguishing between fact and opinion, finding the main idea) scaffolding academic language, modeling a think aloud, verbizing a confusing point, partnering ELLs with more dominant English speakers that can provide good modeling. The writing process is broken down

into stages. This process always starts with brainstorming activities that are visually displayed via graphic organizers. Grammar, spelling and punctuation rules are taught, as well as, the format for writing essays, reports, poetry and letters.

6d. Instruction for Long-Term ELLs (enrolled for more than six years) is focused on immersing students in a print-filled environment, providing context-enriching activities, engaging students in small group activities, providing multiple opportunities for students to learn through modeling, modifying materials, activities, and assignments based on level of proficiency, modifying lessons to develop skills in all the modalities and address different learning styles and providing AIS Extended Day.

6e. Our former ELLs (in years 1 and 2 after testing proficient) will need to continue support in order to assist in the transition to a mainstream class and be given the opportunity to experience success. Former ELLs will continue ESL services for a year to further develop academic and linguistic competence. Scaffolds such as modeling, contextualization and metacognition will be used as needed. Students will be made more responsible for their own learning. Former ELLs will continue to get test accommodations for a year.

7. We have placed our ELL students with special needs students in special education self-contained class per their IEP. Our special needs ELLs receive services from our licensed ESL pull-out teacher, support services as per their IEP and AIS services. This enables us to meet the needs of this specific population by allowing for a majority of instruction to occur in small groups. Lessons for students with special needs are modified to address different learning styles, incorporating assistive technology and using a variety of scaffolding techniques and modifying lessons to address different learning styles.

8. Information that is embedded in context allows English Language Learners and Students with Disabilities to understand and complete more cognitively demanding tasks. Supplementary materials such as, hand on manipulatives, realia, pictures, visuals, multi-media, demonstrations, related literature, adaptive text and graphic organizers, provide support for the core curriculum and contextualize learning. This further assists ELL, and SWDs who do not have grade-level academic background, and language and learning disabilities. Supplementary materials will enhance meaning and confusing concepts making lessons appropriate. A variety of supplementary materials also support different learning styles and multiple intelligences. It provides a real life content and bridges prior experiences with new learning.

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

Language(s) of

Class/Content Area

Language(s) of

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

Area	Instruction			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

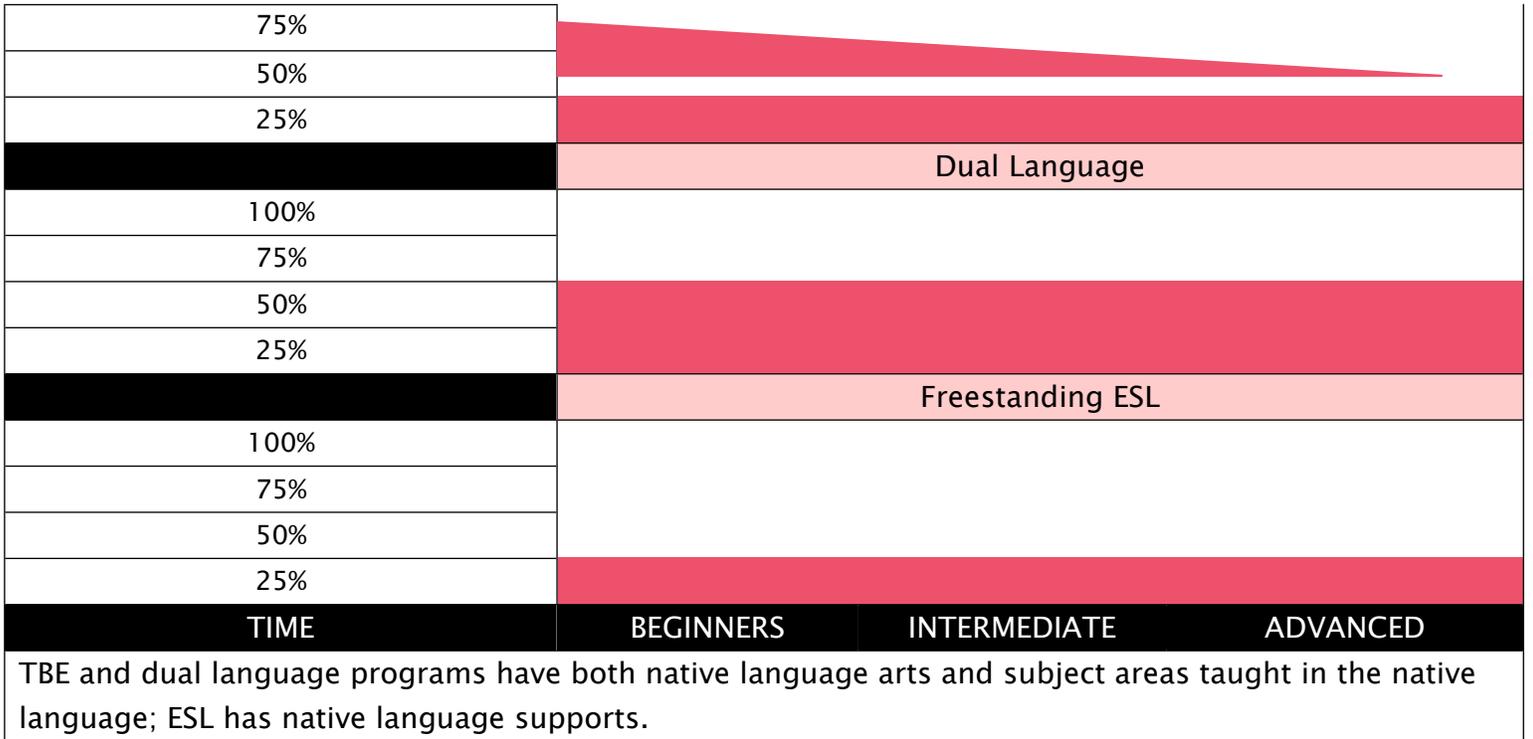
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12

	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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	



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.

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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.

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

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)?

9. The targeted intervention programs for ELLs in ELA, math, and other content areas include, Tier I, Tier II and Tier III, AIS, ESL,

afterschool program. Targeted intervention programs are instructed in english.

* Participation in small group instruction through the extended day program.

* invitation to attend our Tier III afterschool.

A review from the data from from two content areas, English Language Arts and Mathematics shows that a majority of our ELLs that

have taken the standarized tests have not scored as well as native speakers. We see that the scores are better in Math than in ELA,

because the ELA requires higher reading skills, uncommon vocabulary, non-literal usage (idioms), complex sentence structures,

uncommon genres are all barriers that can create a gap between performance of ELLs and non ELL students.

10. Data shows movement in the growth of our ELLs in mathematics tests than on the ELA tests. The pattern across proficiency and grades show that a significant number of intermediate and advanced students scored higher in math and science. Teacher collaboration have geared instruction to further develop language skills through the use of differentiated instruction by using all levels of Bloom's Taxonomy to ask questions and plan learning activities.

11. Our parent response has been very positive concerning all the programs offered to our ELLs which include Saint Nicholas and ESL afterschool. We will continue these programs for the new school year.

12. All programs will continue.

13. ELLs are offered equal access to all school programs regardless of language status. All extra curriculum activities are offered via translated letters to everyone.

As per CR Part 154- Title III, ESL afterschool program provides our ELLs focused language instruction and targeted tests preparation for state and city exams. Students in the program will receive small group instruction twice a week from October through May 2014, on Wednesday from 3:30-4:30 and Thursday from 2:30-3:30pm. We use the data from the NYSESLAT to differentiate instruction and support language and academic needs. Service will be provided by an ESL teacher and content teachers. As a result of the NYSESLAT subtest which indicates an overall weakness in reading and writing skills, we use Ready New York CCLS Instruction for ELA and math based on models of best practice. Students will use NYSESLAT test prep material to support the development of the four modalities. Saint Nicholas assists ELLs with homework and other activities that help them further understand and speak English and help to meet English proficiency.

14. Our curriculum uses Expeditionary Learning which incorporates language support elements like books on tape, throughout. All classes are provided with Bilingual, multicultural libraries, and smartboard to support all levels of language acquisition. We use MyOn a web-based reading program aligned to the student's reading levels and accessible from home and school. All our students are using a web-based program, Tech4Learning, which incorporates technology.

15. Our ESL program provides language support using the aid of content bilingual dictionaries available

through the state website,

the use of native language for quick explanation, native language is spoken briefly to explain or reinforce a concept making

content comprehensible then return to English. Currently there is one ESL teacher that is Bilingual and provides these translations services.

16. Required services for ELLs are based on age. Enrollment in a classroom is based on age and level of performance. Evaluation

data is obtained and used to make an educational decision based on academic or educational achievement and learning

characteristics, social development, physical development, and management needs. Each of these areas determine the education

needed for each student and an appropriate plan is developed.

17. To date we have not received any new enrolled ELLs. In the event that we receive a new ELL, the ESL teacher will hold a person

to person meeting to assess educational status. Throughout the year we also communicate through letter translated in their native

language.

18.N/A

19.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.

Paste response to questions 1–3 here

1. Professional development is coordinated by a Expeditionary Literacy coach and Go Math coach. The Literacy and math coach meets to collaboratively combine ideas on effective professional and shares best practices aligned to the CCSS to development planning for teachers. The coach provides professional development to strengthen the staff's knowledge based in literacy, mathematics, social studies and science and in effective classroom practices to help ELL students meet the New York State Common Core Standards. Teacher also attend Board of Education workshops in all content areas throughout the year.
2. In order to support the needs of our ELLs we have provided, and will continue to provide the following professional development activities:
 - Professional development in planning lessons incorporating different learning styles.
 - Professional development on rigorous instructional practices across the curriculum for ELLs.
 - Professional development on interventions for struggling ELLs
 - Professional development on how to contextualize academic language for ELLs by using visuals, manipulative, film and other types of realia.
3. Our Bilingual Guidance counselor and representatives from surrounding middle schools provide support for the staff to assist ELLs as they transition from elementary to middle school.
4. To current date our staff has assisted the following workshops:
 - * Talent coach: October 8, 2013
 - * Tech 4 Learning Workshop : November 01, December 6, 2013, January 10, 2014, February 7, May 2, & June 6, 2014
 - * Expeditionary Learning : October 24, 2013
 - * Go Math : October 29, 2013, November 12, November 18, December 4, December 10, 2013All PDs require a sign in sheet which is stored and maintained in an official binder in the principal's office.

Paste response to questions here:

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?

1,2. Parent involvement in our school including parents of ELLs is a key component of our every year planning. Parents of ELLs have the parents' orientation twice a year. First, at the beginning of the school year, and later during the school year. They are informed about math, NYSESLAT, ELA, science and social studies state test, testing exemptions for ELLs, accommodation for ELLs and promotional policy for ELLs by letters, parent meetings and workshops. The parents come for Open School days to meet with the teachers. The ESL teacher together with content teachers designs different workshops for the parents, and invites the parents for other workshops. Bilingual staff work in collaboration with the ESL teacher to help ESL students and to provide parents with the necessary information about the school. In the school there are school wide events, parent workshops and volunteering . The students are also provided with homework help and leadership development team. Translation is available as needed. Bilingual paras are available to help students who speak Spanish. We have different programs for parents and students throughout the school year such as Book Sale, and ESL classes for parents. ELL parents and students are invited to participate. Also, PTA (Parent Teacher Association) meetings with parents and teachers are taking place several times per month. Parents as well as teachers use Education's Achievement Reporting and Innovation System (ARIS) where parents as well as educators go to find and study important information about ELL and other students. To date we do not collaborate with institution due to a new PTA.

3. The needs of parents are evaluated in informal and formal ways through parent-teacher conferences, parental survey, meetings, workshops, school events, PTA meetings, etc. The educators and administrators listen and have a conversations with parents before and afterschool to asnwer their questions and concerns. Parents always add valuable information about their children, their background, strengths and weaknesses, behavior and academic work, as well as a social economic situation. We are working cooperatively with them, and make student referrals for different services, according to the students' needs and the parent always makes choices for their children's academic and social economic growth. To date we do not have a parent coordinator .

4. Parental involvement activities address the needs of the parents since the parents are a part of our school community and we are closely working with them toward their children's success and improvements.

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.

Paste response to question here:

School Name: PS 19K

School DBN: 14K019

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Angel Olden-Camiolo	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Jacqueline Calabro	ESL Teacher		1/1/01
Piedad Alejandro	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Margaret Bertram- ELA	Coach		1/1/01
Trish Walter- Math	Coach		1/1/01
Laura Keppis	Guidance Counselor		1/1/01
Meghan Kelly	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: _____ School Name: 019

Cluster: 6 Network: 613

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.

Our school believes that the success of our students is reliant on the school, the students, and families working together in a partnership to monitor academic progress, help build social and emotional strengths of the student. School-home communication is vital therefore, we try to establish a relationships that are effective and convenient for all parents.of English Language Learners. The Home Language Survey is an instrument that determines the student status as language minority, and identifies preferred home language. We input the results on to ATS use when considering translation for school documents and school events. At the beginning of each year, students are provided with Emergency Contact Cards as a hard copy to maintain at the school for emergencies or if a teacher needs to be in contact with a family. It is required to be completed and returned to the main office, in the event that they are not returned, the school Guidance Counselor will get in contact with the families and request them. Our school's language dominance is Spanish, but families may be directed to the NYC DOE for support services in other languages. During the Parent Orientation the school can identify parents/guardians that are in need of any oral and / or written translation services. These methodologies help maintain communication between school and home with all of our students' families .

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

Our school views the preferred languages of families by printing an updated RAPL report in ATS for mailings and to invite families for school events. We have a majority of Bilingual staff that assist with oral and written translation and help support the ongoing communication between school and home.. The DOE-supplies state educational written materials in Spanish. The PTA members serve as translators during monthly meeting in order to make educational issues comprehensible to everyone in their native language. Our open communication policy will guarantee success through continued commitment to our students and families.

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.

Through the Home Language Survey and ATS we provided appropriate translated Bill of Parents/guardians Rights and Responsibilities, school forms, report cards and progress reports through out the school year. When available, translated versions from the Board of Education are provided. In-house support staff is involved in all mailings to families and monitor the needs of non-English preferred families and with our English language families, enabling the provision of all essential school documents to all families in the necessary target language.

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.

All oral translation needs for non-English language preferred parents/guardians are provided through Bilingual staff efforts. They services at group and one-on-one meetings between the school and parents/guardians if requested. Our school Main Office Bilingual staff works together to provide parents/guardians whose identified preferred primary language is not English with a translation of any document or conversation .

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>.

Per Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services, our families requiring translation and/or interpretation support are notified of their rights to translation services in target languages through the Bill of Parent Rights and Responsibilities. Administration works with the staff to post information throughout the building for the identified non-English language preferred families. Signs for all covered languages are printed from the DOE site located at <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>. The building safety plan contains procedures to ensure that parents/guardians in need of language assistance services are not prevented from reaching the school's administrative offices due to language inabilities.. If parents/guardians require further translation and/or interpretation support, or ask for something which we are unable to provide in-house, these families are asked to call the services offered by the Department of Education through the Translation and Interpretation Unit.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Roberto Celeme School	DBN: 14k19
Cluster Leader: Jose Ruiz	Network Leader: Steven Cherningoff
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 50 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 1

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:

The students' language proficiency levels according to the NYSESLAT range from Beginner to Intermediate to Advanced. The goal is to work on students' integration of four skills of listening, reading, writing and speaking in literacy and math in English in order to scaffold learning to the next level. Early intervention guided reading strategies as well as metacognitive strategies to increase reading comprehension will be emphasized. Content writing in response to picture graphics will also be a focus. In addition, group time emphasis will be on scaffolding math academic language needed to solve word problems. Students will be given continuous opportunity to integrate modalities and work toward meeting standards.

Approach: Small group instruction

Schedule/Duration: after school 3:20 pm to 4:35 pm, 1.25 hours, three days per week. Tuesday-Wednesday and Thursday October 2012-May 2013.]

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Subgroups/Grade Levels/Number of Students: 50 3-5th grade students grouped by proficiency level, grade, Fountas and Pinnell assessments, informal assessments and analysis of student work. All current ELLs and former ELLs who have tested out of the program will be invited to participate. These students although they have reached proficiency will require support as this is their first year as former ELLs.

Number/Types of certified Teachers: 2 certified ESL teacher and 1 with Elementary Special Education/Common Branch Certifications. The Title III trained ESL study group teachers will work in small groups and the certified ESL teacher will rotate with the other 1 teachers. Our program will follow a Differentiated Teaching Model. In this manner the students will receive coherent instruction that is aligned to the common core .

Types of Materials- New York Ready Mathematics and Reading Books are found to be successful and meet the New York State Standards. An IPAD technology piece will be added to deepen differentiation for interactive small group instruction to address multisensory modality work. Technology component is also for internet research and inquiry on theme topics being investigated. Various iTunes applications (APs) will be utilized to correlate with content work. .

Measurement and Assessment Indicators: State tests such as ELA and NYSESLAT, ELL interim assessments, City/State Math Exams as well as teacher made assessments.

The assessment and accountability will be shown in the following ways:

We will look for academic growth and achievement to be evidenced by ESL/Common Core standards. Several formal assessments will be administered throughout the year to help guide instruction. They are

Part B: Direct Instruction Supplemental Program Information

LAB-R and NYSESLAT where applicable, ELA and math Acuity Assessments, ELL Interim assessments and NYS exams. We will develop student language skills in the areas of listening, speaking, reading and writing. Fountas/Pinnell assessments, Aris reports, teacher made assessments, anecdotal records, writing samples, student accountable talk and portfolios will be used to help guide instruction and scaffold learning as well. The accountability of the students will be measured by ensuring that teachers who are working with the ELL population are trained and knowledgeable on providing support for these students. Student progress will be discussed during grade meetings and program meetings.

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Part C: Professional Development

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

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

Begin description here: Rationale, teachers to receive training, schedule and duration, topics to be covered, name of provider

To continue the focus of our LAP of developing the four modalities and help increase knowledge of supporting our ELL students across subgroups, we will hold professional development by CITE. Topics to be covered include setting up a classroom for ELLs, integrating literacy and content area instruction, teaching academic language through the curriculum, differentiated instruction, student writing, and lesson planning. The Professional Development and Instruction will be facilitated by CITE. The professional development will be monthly for one hour from November 2012 through March 2013. As a culmination activity participants will create a curriculum map highlighting strategies and activities to support Title III instruction and learning. In addition to the teachers teaching in the Title III Program, other classroom teachers will be invited. Teachers will turn key information during common prep meetings and staff meetings. This new learning will enhance our existing Professional Development.

The Professional development will be measured by the following: State ESL standards being met as evidenced by student work on ongoing assessments. A pre and post survey will be given to measure teacher increased awareness of scaffolding strategies and increased knowledge of working with students. Teachers will be given the opportunity to collaborate and work in groups to differentiate their knowledge levels and learn from each other. An ongoing journal will be created to reflect upon and improve instruction.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Rationale, schedule and duration, topics to be covered, name of provider, how parents will be notified of these activities

In order to recognize the importance of family and community involvement and reach out to parents, we will be holding three 1.25 hour workshops to help parents with strategies to support their children at home as well as familiarize them with alignment of ESL and Common Core State standards for ELA. The other will be a hands -on culmination activity ceremony sharing and celebrating student work. The workshops will be led by our ESL certified teacher, Mrs Calabro.and the parent coordinator, Ms. Cuevas. Proposed dates will be 03/07, 2013 , 03/, 2013 and 04/ /2013. The workshops are the following: Organizational Strategies for ELLs, At Home Reading Strategies for Parents of ELLs, and Testing Information for ELLs. In addition we will purchase Common Core State Standards Parent Guide, which available in several languages. Parents of all ELLs will be invited to participate. Their increased knowledge base from these workshops will lead to increased student performance in school. Translators will be available on an “as needed” basis. Parents will be notified of these activities through notices in student book -bags, our monthly family flyer, and well as follow up written reminders and phone calls.

Part E: Budget

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

Allocation Amount: \$11000

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 		

Part E: Budget

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

Allocation Amount: \$11000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development 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		