



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** PS 86K THE IRVINGTON  
**DBN (i.e. 01M001):** 32K086  
**Principal:** MRS. SARDUY  
**Principal Email:** [MSARDUY@SCHOOLS.NYC.GOV](mailto:MSARDUY@SCHOOLS.NYC.GOV)  
**Superintendent:** LILLIAN DRUCK  
**Network Leader:** DAISY CONCEPCION

**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
Mabel Sarduy	*Principal or Designee	
Carol Brody	*UFT Chapter Leader or Designee	
Sugeri Candia	*PA/PTA President or Designated Co-President	
Racheal Trossi	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Ridgewood, Bushwick Out of School Program	CBO Representative, if applicable	
Roger Budd	Member/ SLT Secretary	
Kerstin Kobetitsch	Member/ Financial Officer	
Lucia Saenz	Member/ Parent	
Sujel Victoria	Member/ Co-Chairperson (Parent)	
Margarita Nava	Member/ Parent	
Reina Torres	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.

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ 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)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## 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.

**On the Spring 2014 NYSESLAT, 66.4% of students will:**

- **advance from one level to the next**
- **gain 43 points within a scale score**
- **score at the intermediate level or higher the first time taking the NYSESLAT**

### 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.

**In 2012-13, 23.3% of students attained English language proficiency as evidenced on the NYSESLAT, surpassing the state's AMAO 2 goal of 13.7% by 9.6%. A data analysis of student performance indicates the following areas of need:**

**Kindergarten: Reading & Writing**

**1<sup>st</sup> Grade: Listening & Speaking**

**2<sup>nd</sup> Grade: Speaking & Writing**

**3<sup>rd</sup> Grade: Listening & Speaking**

**4<sup>th</sup> Grade: Listening**

**5<sup>th</sup> Grade: Reading & Writing**

### Instructional Strategies/Activities

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

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

- 1. Classroom Approaches: During regular school hours, teachers will be targeting the specific needs of ELLs through explicit instruction. Many lessons include technology components to help engage and motivate students. For instance, SmartBoard lessons and BrainPop videos are frequently used by many teachers on a daily basis. Also, every student in kindergarten through fifth grade has a Ticket to Read online account. Classroom teachers and out of classroom personnel use various scaffolds to support struggling learners. Lessons are designed to provide differentiated instruction through multi-entry points. Small group instruction is tailored to meet the needs of each group of students based on formative and summative assessments. During the Literacy/Reading block, teachers target the five dimensions of reading (phonics, phonemic awareness, vocabulary, fluency and comprehension) with strategically planned center activities. Teachers incorporate ELL strategies when reading aloud and asking tiered questions according to the Depth of Knowledge levels. Teachers are encouraging their students to make connections across the subject areas with rigorous, relevant performance tasks that incorporate reading, writing, science and/or social studies. Students are thinking metacognitively in all grades and are being guided to reflect on their personal growth and progress by setting their own goals in reading and writing. Through strategic skill work, they work towards accomplishing these targets. Additionally, they are taught to contribute to classroom and small group discussions through the accountable talk stems of making connections, asking questions/stating wonderings, listening to others and adding on to what others say. Beginning in January, classroom teachers of students in grades 1-5 will be dedicating one period every Friday to NYSESLAT Test Sophistication. During this time, teachers will be preparing students for the NYSESLAT through lessons that strategically address areas of need (as indicated by analysis of student performance from the previous year). They will familiarize students with the NYSESLAT format by introducing them to the four strands of Listening, Speaking, Reading and Writing. They will teach test taking strategies such as choosing the best answer through process of elimination and using the text to build a written response to questions asked. Teachers will guide students through a practice workbook. Data is used to inform instruction in the classroom and to develop next steps. There is an emphasis placed on close reading strategies using informational text. Lessons are aligned to the Common Core State Standards and provide multiple**

entry points for students.

2. **Extended Day:** All ELLs in grades 2-5 have been invited to participate in the Extended Day Program which will take place twice a week for an additional 45 minutes each day. These students will be our target for Inquiry, and as such, will receive tiered, small group intervention. The students are grouped by grade and NYSESLAT proficiency level. Moreover, there is a newly created “newcomer” group to meet the specific and unique needs of these ELLs through explicit instruction that includes heavy scaffolds (picture, media and technology resources).
3. **Cultural After-School Adventures Program (CASA):** Our school is working in conjunction with the CASA program to help promote facility and comfort with conversation amongst ELLs. The program enhances English language learning by connecting reading and writing to the arts (specifically dance and visual art). A variety of skills and contexts will be introduced, allowing for opportunities for listening, speaking and student engagement. Two arts series will be conducted, salsa dance and visual art (3D characters), with each introducing and reinforcing new vocabulary daily. Written reflection will be an integral part of each workshop and since the program will be customized to incorporate a greater focus on literacy, time will be set aside for reading history to help inspire creative work in each art form. At the culminating event, students will perform, display visual art and speak formally about their achievements.
4. **Saturday ELL Academy:** All ELLs in grades 2-5 will be invited to attend our Saturday ELL Academy in preparation for the upcoming NYSESLAT, ELA and Math exams.

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

1. All ELLs receive their mandated services from licensed and certified ESL and Bilingual teachers. Teachers work from the “Finish Line for ELLs English Proficiency Practice” book and the “Empire State NYSESLAT ESL/ELL” book from Continental Press.
2. There is an ESL Vertical Teacher Team comprised of teachers who service ELLs on each grade during extended day. These teachers meet regularly each month to collaborate and determine next steps. Key personnel include Mrs. English-Marshall (ESL Coordinator/Service Provider), Ms. Shaw (ESL Service Provider), and Bilingual licensed and certified teachers Mrs. Lopez, Ms. Alvarez and Mrs. Lanausse. The second grade transitional bilingual students will be working from the “Getting Ready for the NYSESLAT and Beyond” books (published by Attanasio & Associates) during extended day.
3. Resident artists from CASA will be working alongside our dance teacher, Susan Giovanoni.
4. All teachers of the Saturday ELL Academy will be ESL or bilingual certified and licensed. Students will be working from the “New York ELLs” books by Continental Press to help them prepare for the Spring NYSESLAT exam. The “Get Set for Math NY” books, also published by Continental, will be used to prepare for the Math State Exam.

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

1. Teachers will use assessments from the reading program to assess growth in each skill. Exit slips and other teacher made assessments will be used as a measure of student understanding and growth as well. Informal measures such as checklists and conferring notes will be another tool teachers use to track progress.
2. The school wide Inquiry focus for Extended Day is “Writing informative text in which students draw evidence from informational texts to support analysis, reflections and research.” Each Inquiry ESL Vertical Team has established short term goals in Listening and Speaking and will be working towards a long term goal in Writing. The timeframe for each target is as follows:

Learning Target 1: November 12-December 16

Learning Target 2: December 17-February 4

Learning Target 3: February 10-March 24

Learning Target 4: March 25-May 12

3. The goal of the CASA program is fivefold:

- To introduce new vocabulary daily and to reinforce in consistently through ongoing practice
- To practice formal and informal speaking activities weekly through verbal reflection and conversation
- To use question prompts to generate meaningful responses in journal writing
- To use arts expression to connect to specific Social Studies themes
- To build student awareness of the structure of learning and creating within each art form

The culminating event will allow students to showcase their growth with a dance performance and visual art show. They will be speaking formally about their achievements.

4. The Spring 2014 NYSESLAT will be the measure of the effectiveness of the Saturday ELL Academy. Throughout the program, teachers will use formative assessments to track individual student progress and determine next steps for instruction.

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

1. Daily, from September 9 through June 26 during regular school hours (8:20-2:40pm).
2. Mondays and Tuesdays from 2:45-3:30pm beginning on September 9 and ending May 12.
3. Every Thursday from 2:45 to 4:45pm beginning February 6 and ending May 30.
4. Saturdays, beginning in February and continuing until the end of April for 3 hours each session.

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

1. SmartBoard lessons and BrainPop videos, Ticket to Read online account, Literacy/Reading block, Friday NYSESLAT Test Sophistication (one-period every Friday), comprehensive data analysis and reports, Common Core aligned lesson plans
2. Extended Day Program for ELLs, picture, media and technology resources
3. Cultural After-School Adventures Program (CASA) strategically selected to serve ELLs, two arts series will be conducted, salsa dance and visual art (3D characters)
4. Saturday ELL Academy, NYSESLAT, ELA and Math exemplars and exams

**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).

The following will continue to be offered/implemented in an effort to increase parental involvement:

1. **Saturday ELL Academy:** Parents of ELL students will be invited to join their child's class. There they may play instructional games aimed at building oral language or listen to stories read aloud and respond to leveled, higher order thinking questions. Afterwards, they are encouraged to attend an hour long ESL class designed especially for them.
2. **Adult ESL Program:** Leveled English classes are offered regularly throughout the week for parents and other adults wishing to learn English.
3. **Monthly PTA Meetings:** Parents are invited to learn about any new initiatives being adopted by the school and workshops/events being held. It is also a forum for parents and guardians to voice any questions or concerns that they may have.
4. **Monthly Newsletters:** Notices are sent home informing parents of upcoming school events, workshops and highlights from the past month.
5. **Themed Parent Workshops:** Parents are surveyed to determine which topics are the most relevant to them and workshops are then developed to meet their specific needs. Throughout the school year, the following themed workshops will be made available for parents to attend:
  - a. "I Can" Statement Objectives and Roadmap to the Common Core: K-1, 2-3, 4-5
  - b. Health Workshops
  - c. Fatherhood Workshops
  - d. Content Themed Workshops: Reading, Writing, Mathematics, Science and Social Studies
6. **Family Literacy Night:** Families of students in kindergarten through 2<sup>nd</sup> grade will be invited to participate in a Family Literacy Night where free books, tote bags and parent resources will be distributed.
7. **Positive Behavior Intervention System (PBIS):** Parents will receive monthly school newsletters explaining the purpose and implementation of this initiative. Families will be encouraged to reinforce the same values and character traits highlighted each month at home, so as to help students establish

successful work habits and positive relationships with others.

8. **School Leadership Team (SLT):** Parents, teachers, administration and staff work together to improve educational outcomes and determine the school's educational direction. This committee meets regularly, reflecting on the school's overall vision, goals, priorities and the strategies and resources that will be used to achieve this mission.
9. **Special Assemblies:** Parents are invited to attend monthly assemblies where student progress and achievement is recognized.
10. **Global Connect:** Parents receive automatic notification through this system about their child's attendance and updates and notices about upcoming school events.
11. **School Events/Performances:** Throughout the year, students will be performing in music and dance to showcase what they have learned. These shows will be open for parents and family members to attend. There will also be a Science Fair and an Art Show/Performance (culminating CASA event).

### **Budget and Resource Alignment**

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

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

### **Goal and Action Plan #2**

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

#### **Annual Goal #2**

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

**Our goal for the 2013-14 school year is to increase the number of students meeting promotional criteria on the New York State English Language Arts (ELA) by 3% so that 66% of all students in grades 3, 4 and 5 are scoring a 2, 3 or 4 on the exam.**

#### **Comprehensive Needs Assessment**

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

**An analysis of the 2012-13 ELA showed students performing as follows:**

- **3<sup>rd</sup> grade: 39% on level 1, 43% on level 2, 15% on level 3 and 3% on level 4**
- **4<sup>th</sup> grade: 36% on level 1, 51% on level 2, 9% on level 3 and 4% on level 4**
- **5<sup>th</sup> grade: 35% on level 1, 38% on level 2, 18% on level 3 and 9% on level 4**

**Overall, of the 225 students who took the ELA, 37% scored on level 1, 44% on level 2, 14% on level 3 and 5% on level 4. 63% of all students who took the exam met promotional criteria by scoring on level 2, 3 or 4. A closer analysis identified the following areas of need:**

**An analysis of the exam revealed the following areas of the need:**

**In grade 3: highest areas of need within the most frequently tested standards fall within the Reading Standards for Literature and Informational Text**

- **41% of students were able to "describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events" 3.RL.3**
- **50% of students were able to "recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text" 3.RL.2**
- **51% of students were able to "ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers" 3.RI.1**
- **51% of students were able to "describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect" 3.RI.3**

- 51% of students were able to “describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)” 3.RI.8

In grade 4: highest areas of need within the most frequently tested standards fall within the Reading Standards for Literature and Informational Text

- 48% of students were able to “explain how an author uses reasons and evidence to support particular points in a text” 3.RI.8
- 51% of students were able to “refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text” 4.RI.1
- 52% of students were able to “explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text” 4.RI.3

In grade 5: highest areas of need within the most frequently tested standards fall within the Reading Standards for Literature and Informational Text

- 48% of students were able to “compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact) 5.RL.3
- 49% of the students were able to “determine two or more main ideas of a text and explain how they are supported by key details; summarize the text” 5.RI.2
- 50% of the students were able to “determine the themes of a story, drama or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text” 5.RL.2

### ***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. **Classroom Approaches:** During regular school hours, teachers will be targeting the specific needs of ELLs through explicit instruction. Many lessons include technology components to help engage and motivate students, for example SmartBoard lessons and BrainPop videos are among the outside resources used regularly. Also, every student in kindergarten through fifth grade has a Ticket to Read online account. Classroom teachers and out of classroom personnel use various scaffolds to support struggling learners. Lessons are designed to provide differentiated instruction through multi-entry points. Small group instruction is tailored to meet the needs of each group of students based on informal and formal assessments. During the Literacy/Reading block, teachers target the five dimensions of reading (phonics, phonemic awareness, vocabulary, fluency and comprehension) with strategically planned center activities. Teachers ask tiered questions according to the Depth of Knowledge levels and are encouraging their students to make connections across the subject areas with rigorous, relevant performance tasks that incorporate reading, writing, science and/or social studies. Students are thinking metacognitively in all grades. They are guided to reflect on their personal growth and progress and set their own goals in reading and writing. Through strategic skill work, they work towards accomplishing these targets. Additionally, they are taught to contribute to classroom and small group discussions through the accountable talk stems of making connections, asking questions/stating wonderings, listening to others and adding on to what others say. Beginning in January, classroom teachers of students in grades 1-5 will be dedicating one period every Friday to ELA Test Sophistication. During this time, teachers will be preparing students for the ELA through lessons that strategically address frequently tested items and areas of need (as determined by an item analysis of mock exams). They will familiarize students with the ELA format by introducing them to passages of increasing text complexity across a variety of genres. They will teach test taking strategies such as acronyms for guiding essay writing and selecting the best answer for multiple choice questions. Teachers will guide students through a practice workbook. Data is used to inform instruction in the classroom. There is an emphasis placed on close reading strategies using informational text. The lessons are aligned to the Common Core State Standards. Additionally, every six weeks a Mock ELA will be administered to all students in grades 2-5 to help teachers identify areas of need.
2. **Extended Day:** Students who scored within the bottom third of all students who took the ELA exam last year will be invited to participate in the Extended Day Program (taking place twice a week for an additional 45 minutes after the official school day has ended). These students will be target for Inquiry, and

as such, will receive tiered, small group intervention services. Those students especially at risk have been strategically placed in a group to receive phonemic instruction through the Wilson Program. Teachers will follow protocols for sharing researched strategies and conducting low inference observations.

3. **Cultural After-School Adventures Program (CASA):** Our school is working in conjunction with the CASA program to help promote facility and comfort with conversation amongst ELLs. The program enhances English language learning by connecting reading and writing to the arts (specifically dance and visual art). A variety of skills and contexts will be introduced, allowing for opportunities for listening, speaking and student engagement. Two arts series will be conducted, salsa dance and visual art (3D characters), with each introducing and reinforcing new vocabulary daily. Written reflection will be an integral part of each workshop and since the program will be customized to incorporate a greater focus on literacy, time will be set aside for reading history to help inspire creative work in each art form. At the culminating event, students will perform, display visual art and speak formally about their achievements.

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

1. Teachers will administer Rally Mock Exams. SmartBoards are currently installed in all but one classroom (this classroom will be getting one by January). Teachers have BrainPop, BrainPop Jr. and BrainPop ESL accounts and every student has a Ticket to Read online account. Individual teachers have purchased licenses to other accounts (Teachers Pay Teachers, Super Teacher Worksheets and others) for supplemental resources. We will be using Kaplan for Test Sophistication.
2. There is a Core Inquiry Team Member on each vertical inquiry team representing grades 1-5). Teachers will be using Writing for a Purpose published by Rally! Education during extended day. The workbooks are leveled and include sample essays, graphic organizers and step by step modeling for students to practice developing their own writing pieces. Additionally, teachers in the upper grades will be using Rally! Education's Skill by Skill series as a supplemental resource. Each series of books is leveled and targets a specific skill with modeled instruction and guided/independent practice with passages.
3. Resident artists from CASA will be working alongside our dance teacher, Susan Giovanoni.

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

1. Teachers will use assessments from the reading program to assess growth in each skill. Exit slips and other teacher made assessments will be used as a measure of student understanding and growth as well. Informal measures such as checklists and conferring notes will be another tool teachers use to track progress. The mock exams will also be an indicator as to the impact of each strategy being tried.
2. **School Wide Focus:** Writing informative text in which students draw evidence from informational texts to support analysis, reflection and research.

**Learning Target 1: November 12-December 16**

**Learning Target 2: December 17-February 4**

**Learning Target 3: February 10-March 24**

**Learning Target 4: March 25-May 12**

### First Grade

**Long Term Learning Target:** *W.1.2. Students will be able to write informative texts in which they name a topic, and provide some sense of closure.*

**Learning Target #1:** L.1.4- Students will be able to determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading.

**Learning Target #2:** R.I.1.7. Students will be able to use the illustrations and details in a text to describe its key ideas.

**Learning Target #3:** R.I.1.1. Students will be able to ask and answer questions about key details in a text

### Second Grade

**Long term Learning Target:** *W.2.1- Students will be able to write informative text in which they introduce a topic, use facts and definitions to develop points and*

provide concluding statements.

**Learning Target #1:** L.2.1- Students will be able to determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading content, choosing flexibility from an array of research based strategies.

**Learning Target #2:** RI.2.5- Students will be able to know and use various text features to locate key ideas or information in a text efficiently.

**Learning Target #3:** RI.2.1- Students will be able to ask and answer questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

### **Third Grade**

**Long Term Learning Target:** *W.3.2 Students will be able to write informative texts to examine a topic, convey ideas and information clearly.*

**Learning Target #1:** L.3.4. Students will be able to determine or clarify the meaning of unknown and multiple meaning word and phrases based on grade 3 reading content, choosing flexibility from a range of research based strategies.

**Learning Target #2:** Students will be able to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for answers.

**Learning Target #3:** Students will be able to describe the relationship between a series of historical events, scientific ideas or concepts, or steps in a text, using language that pertains to time, sequence and cause and effect.

### **Fourth Grade**

**Long term Learning Target:** *W.4.9. Students will be able to draw evidence from informational text to support analysis, reflection and research. Apply grade 4 Reading standards to informational text (e.g. “Explain how an author uses reasons and evidence to support particular points in a text”).*

**Learning Target #1:** L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of research based strategies.

**Learning Target #2:** RI.4.3. Student will be able to explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text.

**Learning Target #3:** RI.4.7. Students will be able to interpret information presented visually, orally, or quantitatively (eg. in charts, in graphs, diagrams, time lines, animations or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

### **Fifth Grade**

**Long Term Learning Target:** *W.5.9. Students will be able to draw evidence from informational texts to support **analysis, reflection, and research while applying grade 5 reading standards to informational text.***

**Learning Target #1:** L.5.4. Students will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing from a range of research based strategies.

**Learning Target #2:** RI.5.1. Students will be able to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**Learning Target #3:** RI.5.3. Students will be able to explain the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific or technical text based on specific information in the text.

### **3. The goal of the CASA program is fivefold:**

- To introduce new vocabulary daily and to reinforce in consistently through ongoing practice
- To practice formal and informal speaking activities weekly through verbal reflection and conversation
- To use question prompts to generate meaningful responses in journal writing
- To use arts expression to connect to specific Social Studies themes
- To build student awareness of the structure of learning and creating within each art form

The culminating event will allow students to showcase their growth with a dance performance and visual art show. They will be speaking formally about their achievements.

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

1. Daily, from September 9 through June 26 during regular school hours (8:20-2:40pm).
2. Mondays and Tuesdays from 2:45-3:30pm beginning on September 9 and ending May 12.
3. Every Thursday from 2:45 to 4:45pm beginning February 6 and ending May 30.

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

1. SmartBoard lessons and BrainPop videos, Ticket to Read online account, Literacy/Reading block, Friday ELA Test Sophistication (one-period every Friday), comprehensive data analysis and reports, Common Core aligned lesson plans
2. Extended Day Program for ELLs, picture, media and technology resources
3. Cultural After-School Adventures Program (CASA) strategically selected to serve ELLs, two arts series will be conducted, salsa dance and visual art (3D characters)

**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).

The following will continue to be offered/implemented in an effort to increase parental involvement:

1. **Saturday ELL Academy:** Parents of ELL students will be invited to join their child's class. There they may play instructional games aimed at building oral language or listen to stories read aloud and respond to leveled, higher order thinking questions. Afterwards, they are encouraged to attend an hour long ESL class designed especially for them.
2. **Adult ESL Program:** Leveled English classes are offered regularly throughout the week for parents and other adults wishing to learn English.
3. **Monthly PTA Meetings:** Parents are invited to learn about any new initiatives being adopted by the school and workshops/events being held. It is also a forum for parents and guardians to voice any questions or concerns that they may have.
4. **Monthly Newsletters:** Notices are sent home informing parents of upcoming school events, workshops and highlights from the past month.
5. **Themed Parent Workshops:** Parents are surveyed to determine which topics are the most relevant to them and workshops are then developed to meet their specific needs. Throughout the school year, the following themed workshops will be made available for parents to attend:
  - a. "I Can" Statement Objectives and Roadmap to the Common Core: K-1, 2-3, 4-5
  - b. Health Workshops
  - c. Fatherhood Workshops
  - d. Content Themed Workshops: Reading, Writing, Mathematics, Science and Social Studies
6. **Family Literacy Night:** Families of students in kindergarten through 2<sup>nd</sup> grade will be invited to participate in a Family Literacy Night where free books, tote bags and parent resources will be distributed.
7. **Positive Behavior Intervention System (PBIS):** Parents will receive monthly school newsletters explaining the purpose and implementation of this initiative. Families will be encouraged to reinforce the same values and character traits highlighted each month at home, so as to help students establish successful work habits and positive relationships with others.
8. **School Leadership Team (SLT):** Parents, teachers, administration and staff work together to improve educational outcomes and determine the school's educational direction. This committee meets regularly, reflecting on the school's overall vision, goals, priorities and the strategies and resources that will be used to achieve this mission.

- 9. **Special Assemblies:** Parents are invited to attend monthly assemblies where student progress and achievement is recognized.
- 10. **Global Connect:** Parents receive automatic notification through this system about their child's attendance and updates and notices about upcoming school events.
- 11. **School Events/Performances:** Throughout the year, students will be performing in music and dance to showcase what they have learned. These shows will be open for parents and family members to attend. There will also be a Science Fair and an Art Show/Performance (culminating CASA event).

**Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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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.

**Our goal for the 2013-14 school year is to increase the number of students meeting promotional criteria on the New York State Math Exam by 3% so that 65% or all students in grades 3, 4 and 5 who take the exam are scoring a 2, 3 or 4.**

**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.

**An analysis of the 2012-13 NYS Math Exam showed students performing as follows:**

- **3<sup>rd</sup> grade: 33% on level 1, 47% on level 2, 15% on level 3 and 5% on level 4**
- **4<sup>th</sup> grade: 39% on level 1, 35% on level 2, 24% on level 3 and 2% on level 4**
- **5<sup>th</sup> grade: 42% on level 1, 38% on level 2, 10% on level 3 and 10% on level 4**

**Overall, of the 228 students who took the exam, 38% scored a level 1, 40% scored on level 2, 16% on level 3 and 6% on level 4. 62% of all students who took the exam met promotional criteria by scoring on level 2, 3 or 4. A closer analysis identified the following areas of need:**

**In grade 3: highest areas of need of the most frequently tested standards fall within the Operations & Algebraic Thinking Strand**

- **35% of students were able to “solve two step word problems using the four operations; represent these problems using an equation with a letter standing for the unknown quantity; assess the reasonableness of answers using mental computation and estimation strategies including rounding” 3.OA.1**
- **75% of students were able to “use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.” 3.OA.3**
- **78% of students were able to “interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 x 7**

**In grade 4: highest areas of need of the most frequently tested standards fall within the following strands:**

- **Operations & Algebraic Thinking: 55% of students were able to “Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.” 4.OA.2**
- **Numbers & Operations in Base Ten: 67% of students were able to “read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit number based.” 4.NBT.2**

- **Numbers & Operations—Fractions:** 75% of students were able to “explain why a fraction  $a/b$  is equivalent to a fraction  $(n \times a)/(n \times b)$  by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.” 4.NF.1

In grade 5: highest areas of need of the most frequently tested standards fall within the following strands:

- **Measurement & Data:** 46% of students were able to “convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.” 5.MD.1
- **Number & Operations—Fractions:** 63% of students were able to “compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.” 5.NF.5.a
- **Numbers in Base Ten:** 73% of students were able to “Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.” 5.NBT.7

### ***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. **Classroom Approaches:** During regular school hours, teachers are encouraged to have students work in homogenous groups during the math block. This way, the students are developing the same math skills and concepts but through differentiated activities. Furthermore, beginning in January, classroom teachers of students in grades 1-5 will be dedicating two periods every Friday to Math Test Sophistication. This time will be used to equip students with test taking strategies by focusing lessons to address specific areas of needs (as identified through an item analysis of mock exams). An emphasis will be placed on analyzing word problems and choosing the best approach for solving a problem. Students are challenged to think metacognitively in all grades. They are guided to reflect on their personal growth and progress to set their own goals in math and through strategic skill work, they are accomplishing these goals.

2. **Saturday ELL Academy:** This year, the program will include a math component to help ELLs meet promotional criteria on the exam.

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

1. All teachers are highly qualified. The Kaplan books will be used for Test Sophistication. Teachers participate in scheduled grade conferences, faculty meetings and in-house professional development sessions where they voice suggestions and concerns, get feedback and discuss next steps. Teachers have been assigned common preps which they may use for collective planning within the grade and to share resources. The Go Math Program is used throughout the day.

2. All teachers of the Saturday ELL Academy will be ESL or bilingual certified and licensed. Students will be working from the “New York ELLs” books by Continental Press to help them prepare for the Spring NYSESLAT exam. The “Get Set for Math NY” books, also published by Continental, will be used to prepare for the Math State Exam.

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

1. The Spring 2014 Math Exam will measure the effectiveness and impact of the work teachers are doing with the students during the day. In addition to this, chapter and unit assessments from the Go Math program will be used to measure individual and class student growth.

2. The students’ performance on the New York State Math Exam will be used to help measure the effectiveness of the Saturday ELL Academy. Also, student work throughout the program will be a progress indicator.

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

1. Daily, from September 9 through June 26 during regular school hours (8:20-2:40pm).

2. Saturdays, beginning in February and continuing until the end of April for 3 hours each session.

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

6. SmartBoard lessons and BrainPop videos, Go Math online accounts, Math block, Friday Math Test Sophistication (two periods every Friday), comprehensive data analysis and reports, Common Core aligned lesson plans

7. Saturday ELL Academy, NYSESLAT, ELA and Math exemplars and exams

### ***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).

1. **Saturday ELL Academy:** Parents of ELL students will be invited to join their child's class. There they may play instructional games aimed at building oral language or listen to stories read aloud and respond to leveled, higher order thinking questions. Afterwards, they are encouraged to attend an hour long ESL class designed especially for them.
2. **Adult ESL Program:** Leveled English classes are offered regularly throughout the week for parents and other adults wishing to learn English.
3. **Monthly PTA Meetings:** Parents are invited to learn about any new initiatives being adopted by the school and workshops/events being held. It is also a forum for parents and guardians to voice any questions or concerns that they may have.
4. **Monthly Newsletters:** Notices are sent home informing parents of upcoming school events, workshops and highlights from the past month.
5. **Themed Parent Workshops:** Parents are surveyed to determine which topics are the most relevant to them and workshops are then developed to meet their specific needs. Throughout the school year, the following themed workshops will be made available for parents to attend:
  - a. "I Can" Statement Objectives and Roadmap to the Common Core: K-1, 2-3, 4-5
  - b. Health Workshops
  - c. Fatherhood Workshops
  - d. Content Themed Workshops: Reading, Writing, Mathematics, Science and Social Studies
6. **Family Literacy Night:** Families of students in kindergarten through 2<sup>nd</sup> grade will be invited to participate in a Family Literacy Night where free books, tote bags and parent resources will be distributed.
7. **Positive Behavior Intervention System (PBIS):** Parents will receive monthly school newsletters explaining the purpose and implementation of this initiative. Families will be encouraged to reinforce the same values and character traits highlighted each month at home, so as to help students establish successful work habits and positive relationships with others.
8. **School Leadership Team (SLT):** Parents, teachers, administration and staff work together to improve educational outcomes and determine the school's educational direction. This committee meets regularly, reflecting on the school's overall vision, goals, priorities and the strategies and resources that will be used to achieve this mission.
9. **Special Assemblies:** Parents are invited to attend monthly assemblies where student progress and achievement is recognized.
10. **Global Connect:** Parents receive automatic notification through this system about their child's attendance and updates and notices about upcoming school events.
11. **School Events/Performances:** Throughout the year, students will be performing in music and dance to showcase what they have learned. These shows will be open for parents and family members to attend. There will also be a Science Fair and an Art Show/Performance (culminating CASA event).

#### **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	Grants
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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.

**Our goal for the 2013-14 school year is to implement the Positive Behavior Intervention System (PBIS) school wide so that 100% of students are exposed to the system by June 2014.**

#### **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.

**Last year, a total of 36 incidents were reported as occurring within school grounds during school hours throughout the school year from across the grades. The majority of the incidents involved boys and are mostly accidental in nature.**

#### **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

Research shows that the most effective conflict resolution programs are ones that:

- enable children to respond nonviolently to conflict by using the conflict resolution problem-solving processes of negotiation, mediation and consensus decision making
- enable educators' ability to manage students' behavior without coercion by emphasizing personal responsibility, self-discipline and respect for all
- mobilize community involvement in reinforcing positive behavior by promoting strong, core values

This being so, our school is in its second year of incorporating PBIS. We have adopted the following:

1. **Monthly Character Traits:** Each month is dedicated to promoting a separate character trait. For example, September was "responsibility" and October is "caring."
2. **Word of the Month:** Each month a new word (for example, "judgment") will be highlighted. Teachers receive materials to help them promote discussion within their classrooms about the implications of the word and how to shape their actions.
3. **Word of the Week:** Each week a new word is introduced and announced over the loudspeaker with a definition. The words connect to the word of the month. Students are encouraged to keep this word in mind throughout the week to help them monitor their attitudes and actions towards others.
4. **Monthly Cultural Celebrations:** The entire school participates in world culture celebrations. Leading up to the classroom celebrations each month, teachers teach about the culture or cultures being celebrated that month through read alouds, art projects and writing assignments. The culminating activity is a celebration where students are encouraged to bring in dishes that represent the culture. Teachers and staff are invited to participate in a cultural celebration once a month as well.
5. **Expectations Rubric:** A rubric is displayed in the cafeteria and in the hallways outlining the positive behavior expected from students across three categories: respect, responsibility and safety. Within each category, there are the following subcategories: classroom, cafeteria, bathroom, hallway, playground, bus, arrival/dismissal.
6. **Student Recognition:** Students across every grade are nominated by their classroom teachers for modeling the trait of the month. Those students who are selected have their picture taken and displayed in the school.
7. **Reward System:** All staff (administrators, teachers, paraprofessionals and aides) is distributed coupons to reward those students who they see are exhibiting the positive traits and values. Those students are invited to the school's store on a weekly basis to trade their coupons in for various prizes. The items are priced according to their value so students are encouraged to continue earning and saving their coupons to trade in for a bigger prize. In addition, students have the opportunity to earn tickets as a group while in lunch based on their good behavior. The school aide responsible for the group with the most tickets will accompany them to our Play Room where board games and other group activities are set up.
8. **Group Lessons:** Our guidance counselor meets with a group of 6-8 students daily during their lunch time. Group sessions cover a wide range of topics, from making good decisions to dealing with problems at home. At times, the students are engaged in play or watch videos.
9. **SAPIS:** Our Substance Abuse Prevention & Intervention Specialist (SAPIS) visits several classrooms across the grades to give lessons covering drug prevention and intervention. In addition, she holds groups sessions twice a week.

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

1. **PBIS Committee:** Grisel Rodriguez (Asst. Principal), Jacqueline Bautista (Guidance Counselor), Lorraine Soto (Teacher), Eugene Roche (Teacher), Roger Budd (Teacher) meet monthly to discuss school wide initiatives and the effectiveness of current strategies.
2. All teachers, aides, paraprofessionals and staff
3. PBIS Store
4. Play Room

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

1. The number of incidents reported each month will be an indication as to how effective the program is as a whole. Additionally, the number of students receiving recognition at assemblies and being rewarded with coupons to make purchases at the PBIS store will also be a measure as to how the program impacting student behavior.

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

1. All steps involving this initiative will begin on September 9 and will be fully implemented by June 2014.

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

- 1. Monthly Character Traits:** Each month is dedicated to promoting a separate character trait. For example, September was “responsibility” and October is “caring.”
- 2. Word of the Month:** Each month a new word (for example, “judgment”) will be highlighted. Teachers receive materials to help them promote discussion within their classrooms about the implications of the word and how to shape their actions.
- 3. Word of the Week:** Each week a new word is introduced and announced over the loudspeaker with a definition. The words connect to the word of the month. Students are encouraged to keep this word in mind throughout the week to help them monitor their attitudes and actions towards others.
- 4. Monthly Cultural Celebrations:** The entire school participates in world culture celebrations. Leading up to the classroom celebrations each month, teachers teach about the culture or cultures being celebrated that month through read alouds, art projects and writing assignments. The culminating activity is a celebration where students are encouraged to bring in dishes that represent the culture. Teachers and staff are invited to participate in a cultural celebration once a month as well.
- 5. Expectations Rubric:** A rubric is displayed in the cafeteria and in the hallways outlining the positive behavior expected from students across three categories: respect, responsibility and safety. Within each category, there are the following subcategories: classroom, cafeteria, bathroom, hallway, playground, bus, arrival/dismissal.
- 6. Student Recognition:** Students across every grade are nominated by their classroom teachers for modeling the trait of the month. Those students who are selected have their picture taken and displayed in the school.
- 7. Reward System:** All staff (administrators, teachers, paraprofessionals and aides) is distributed coupons to reward those students who they see are exhibiting the positive traits and values. Those students are invited to the school’s store on a weekly basis to trade their coupons in for various prizes. The items are priced according to their value so students are encouraged to continue earning and saving their coupons to trade in for a bigger prize. In addition, students have the opportunity to earn tickets as a group while in lunch based on their good behavior. The school aide responsible for the group with the most tickets will accompany them to our Play Room where board games and other group activities are set up.
- 8. Group Lessons:** Our guidance counselor meets with a group of 6-8 students daily during their lunch time. Group sessions cover a wide range of topics, from making good decisions to dealing with problems at home. At times, the students are engaged in play or watch videos.
- 9. SAPIS:** Our Substance Abuse Prevention & Intervention Specialist (SAPIS) visits several classrooms across the grades to give lessons covering drug prevention and intervention. In addition, she holds groups sessions twice a week.

***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).

- 1. Saturday ELL Academy:** Parents of ELL students will be invited to join their child’s class. There they may play instructional games aimed at building oral language or listen to stories read aloud and respond to leveled, higher order thinking questions. Afterwards, they are encouraged to attend an hour long ESL class designed especially for them.
- 2. Adult ESL Program:** Leveled English classes are offered regularly throughout the week for parents and other adults wishing to learn English.
- 3. Monthly PTA Meetings:** Parents are invited to learn about any new initiatives being adopted by the school and workshops/events being held. It is also a forum for parents and guardians to voice any questions or concerns that they may have.
- 4. Monthly Newsletters:** Notices are sent home informing parents of upcoming school events, workshops and highlights from the past month.
- 5. Themed Parent Workshops:** Parents are surveyed to determine which topics are the most relevant to them and workshops are then developed to meet their specific needs. Throughout the school year, the following themed workshops will be made available for parents to attend:
  - a. “I Can” Statement Objectives and Roadmap to the Common Core: K-1, 2-3, 4-5**
  - b. Health Workshops**
  - c. Fatherhood Workshops**
  - d. Content Themed Workshops: Reading, Writing, Mathematics, Science and Social Studies**
- 6. Family Literacy Night:** Families of students in kindergarten through 2<sup>nd</sup> grade will be invited to participate in a Family Literacy Night where free books, tote bags and parent resources will be distributed.
- 7. Positive Behavior Intervention System (PBIS):** Parents will receive monthly school newsletters explaining the purpose and implementation of this initiative. Families will be encouraged to reinforce the same values and character traits highlighted each month at home, so as to help students establish successful work habits and positive relationships with others.
- 8. School Leadership Team (SLT):** Parents, teachers, administration and staff work together to improve educational outcomes and determine the school’s

educational direction. This committee meets regularly, reflecting on the school's overall vision, goals, priorities and the strategies and resources that will be used to achieve this mission.

- 9. **Special Assemblies:** Parents are invited to attend monthly assemblies where student progress and achievement is recognized.
- 10. **Global Connect:** Parents receive automatic notification through this system about their child's attendance and updates and notices about upcoming school events.
- 11. **School Events/Performances:** Throughout the year, students will be performing in music and dance to showcase what they have learned. These shows will be open for parents and family members to attend. There will also be a Science Fair and an Art Show/Performance (culminating CASA event).

**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	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.

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

**Strategies to Increase Parental Involvement**

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

**Budget and Resource Alignment**

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

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

**Academic Intervention Services (AIS)**

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)</b>	<b>Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)</b>	<b>When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)</b>
<b>ELA</b>	Reading Street: Teachers use repeated readings and close reading strategies to dissect the stories/text with their students. Interactive writing is used to help engage students. Extended Day Program	Small group, one-to-one	During the school day & after school
<b>Mathematics</b>	Go Math: Teachers deliver whole group lessons with scaffold supports that allow for multiple entry points. There is a technology component that correlates with each lesson and students are invited to go up and use the SmartBoard. Teachers bring in additional resources to engage students and deepen understanding.	Whole class & small group; one to one	During the school day
<b>Science</b>	FOSS: Our Science cluster uses the FOSS program but differentiates each lesson to allow for multiple scaffold supports (media clips/videos, concept vocabulary picture cards, tiered worksheets and leveled tasks). At risk students in the Extended Day Program are in an Inquiry group that focuses on building science skills and concepts. Also, performance tasks across the grades connect to science.	Whole class & small group	During the school day and after school
<b>Social Studies</b>	Teacher grade teams have developed performance tasks that build upon the Houghton Muffin Harcourt program. Students are engaged in tasks that involve repeated readings of informational text and employ close reading strategies. During the Extended Day Program, students work on their targeted skills through historical texts.	Whole class & small group	During the school day and after school
<b>At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)</b>	Our school guidance counselor meets with students on a daily basis. Sessions cover a range of topics (for instance, academic progress, making good	Small group, one to one	Service is provided when needed; before, during and after the school day.

	<p>choices and dealing with problems at home). Students are engaged in group discussions following a video or a read aloud. At times, students will play games and participate in other activities with the aim of getting them to open up and share or as a reward for improvement.</p> <p>Our SAPIS worker meets with students on a weekly basis to talk about drug prevention and anti-bully tactics.</p>	Individual classrooms	Service is provided during the school day.
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

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

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

**Title I Status**

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

**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.

**The following forums are used for the delivery of effective professional development.**

1. **Faculty Conferences:** These conferences are held once a month and they give administration the ability to both deliver information and provide a large professional development session where all staff members can come together in one large forum, regardless of grade assignment or license. The conferences provide an opportunity for vertical and horizontal articulation.
2. **Grade Conferences:** These conferences are held once a month during the common planning prep periods. Teachers on the same grade meet to review data and share pedagogy. These sessions are facilitated by an administrator who provides the focus and directs the conference. These conferences allow for vertical articulation with a specific focus on looking at data trends and patterns.
3. **Common Planning:** These sessions are programmed into the teacher's schedule. All classroom teachers are programmed to have two common planning sessions where they have a preparation period with other teachers on their grade. The focus of this session is for teachers to review their curriculum, plan units and lessons and review student work to make further refinement to the school curriculum. This session furthers the horizontal articulation and deepens the work and observation done during the grade conference.
4. **Grade Level Planning:** These sessions occur once a week and allow for collective planning within the grade. During this session, teachers may also reflect, share best practices and newfound research and/or strategies to promote academic growth.
5. **Intervisitations:** Teachers are encouraged to visit their colleagues and perform low inference observations with the purpose of seeing best practices. These sessions occur as needed as a result of feedback from the administration. Formal observations, instructional snapshots, low inference observations and/or teacher self-selection based on their goals are considered to help determine visits.
6. **Logs of Assistance:** These sessions reflect one on one or small group support and professional development that administrators provide the teachers based on individual need. These sessions occur as needed.
7. **Core Inquiry Teacher Team Meetings:** These sessions allow teachers to come together in a horizontal and vertical manner across the grades to focus on struggling students by reviewing school wide data and identifying student needs. Through the inquiry process, teacher teams set long and short term goals and use protocols for looking at student work. By design, each grade team has an ESL teacher who assists with looking at the specific and unique needs of ELL students. The core team of teachers consists of one member from each teacher team and meets once a month to share best practices from research and to discuss student progress school wide.
8. **Math and ELA Teacher Teams:** These sessions provide lead teachers with an opportunity to come together in a vertical manner to review curriculum, common core learning standards, develop packing schedules, identify close reading passages and create text based questions. These teams share ideas and ensure that each grade's curriculum is building on the previous grade. By looking at student work and grading performance tasks, these team members are able to identify gaps in the curriculum, implications for instruction and set school wide learning goals. These teams meet after school one to two times a month.
9. **Response to Intervention Team:** This team is comprised of members from the school based support team, guidance, ESL service providers, teachers and administrators. The team comes together to discuss

services and progress for students with disabilities. The team's goal is to move students to a less restrictive environment. Specific sessions are aimed at discussing students whose teachers have identified them as at risk students, determining areas of need and developing a response to intervention plan for these students based on their tiers. Decisions on programs and modifications in services are made during these meetings.

10. **Positive Behavior Intervention Strategies (PBIS) Committee:** These sessions provide team members an opportunity to review school data from sources such as OORS, ATS and I-log to identify areas/staff members in need of school support in the school building and design strategies for improving student behavior and preventing occurrences. Team members work to develop a school wide matrix, chants, pledges, activities, assemblies and programs which motivate students to learn and demonstrate positive behavior. Team members consist of classroom/out of classroom teachers, as well as the guidance counselor, parent coordinator and an administrator in an effort to ensure that all voices are heard and information is disseminated to the school wide community.
11. **Therapeutic Interventions:** These sessions are designed to provide staff with research based strategies which were developed at Columbia University and are designed to help children who have severe behavioral issues coping with their behaviors.
12. **In House Consultants:** This professional learning forum is usually a series of sessions that allow participants to learn more about specific content and strategies. They are given an opportunity to try the new learning and come back to reflect on or refine their work with the consultant. This session allows for deeper learning and targets professional development vertically.
13. **Outside Professional Development:** These sessions provide participants with the ability to be involved in professional learning at the Network level to learn about new citywide initiatives or to refine content area pedagogy by attending sessions with an instructional specialist. Some of these sessions will take place at colleges or other educational organizations. Participants in these sessions are both teachers and administrators. Administrators may attend outside sessions with teachers to deepen the learning or they may attend outside sessions targeted specifically for the principal or assistant principals.

#### ***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).

The following forums are used for the delivery of effective professional development.

1. **Faculty Conferences:** These conferences are held once a month and they give administration the ability to both deliver information and provide a large professional development session where all staff members can come together in one large forum, regardless of grade assignment or license. The conferences provide an opportunity for vertical and horizontal articulation.
2. **Grade Conferences:** These conferences are held once a month during the common planning prep periods. Teachers on the same grade meet to review data and share pedagogy. These sessions are facilitated by an administrator who provides the focus and directs the conference. These conferences allow for vertical articulation with a specific focus on looking at data trends and patterns.
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#### **Coordination and Integration of Federal, State, and Local Services and Programs**

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

- **All Title I funds service children in general and special education programs as well as ELLs, bilingual students and students in temporary housing.**
- **All Tax Levy funds provide human resources as well as supplies for students in general and special education programs, ELLs/bilingual students and students in temporary housing.**
- **Articulation with local preschool and Head Start programs occurs twice a year (Fall and Spring). Students, parents and teachers of the Headstart attend an open house to see the kindergarten classes in action.**
- **Students with temporary housing are provided with coats, school bags, supplies and guidance support to ensure academic success in school.**

#### **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.).

**Parents of incoming kindergarteners are invited to an Open House where they visit the different kindergarten classrooms. There, they are able to see how the teachers interact with and engage the students through various activities. Afterwards, they join our administrators and parent coordinator for a question and answer session. Parents are given essential information and a folder of resources is provided to everyone. The folder contains items such as a recommended book list, activities that promote learning and free/affordable places to visit. After, the parents are allowed to briefly meet with teachers. Teachers receive records for the students who attended preschool the following year. Also, the School Based Support Team hosts an additional orientation meeting for parents of children who are turning five. At the "Turning Five" orientation, parents of children who are receiving preschool services are**

given information to help the transition from prekindergarten to kindergarten in terms of the special education process.

**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.

**Teachers are involved in the decision making process for using and selecting appropriate assessment measures at all levels. They are encouraged to give feedback on what does and doesn't work during professional development meetings, common grade planning/conferences and faculty meetings. For instance, the teachers in the upper grades gave input on which assessment they found to give the most valuable feedback and as a result, our school decided to stop using Acuity and simply continue using RALLY assessments for our Mocks. Grade teams have a lot of autonomy in designing the performance tasks to meet the needs of their students. Teacher concerns about which assessments to use from the Go Math and Reading Street Programs were also heard and our administration made changes to reflect what was being told to them. For example, in the upper grades, the pretest assessments were revised to be shorter but still cover all the same skills.**

**Professional development sessions specifically address how to use assessment results to improve instruction. From September, staff has been involved in professional development on this topic, namely "Differentiated PD: Using Assessment in Instruction," "Setting Student Goals Based on Interim Assessments" and "Making Projections Based on Benchmark Assessments." Vertical teams have been created to continue the conversation across grades and help teachers identify trends across grades and develop an instructional action plan accordingly.**

**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).

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## **Parent Involvement Policy (PIP) Template**

The Irvington School, PS 86, 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. The Irvington School, PS 86 Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## II. Parent/Guardian Responsibilities:

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

## III. Student Responsibilities:

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

Educationally yours,

**Mabel Sarduy**

Mabel Sarduy, Principal

**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.

#### **IV. School Responsibilities**

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- implementing a curriculum aligned to the Common Core State Learning Standards;
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- 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);
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- 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;
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- 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;

## **VI. 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 <b>32</b>	Borough <b>Brooklyn</b>	School Number <b>086</b>
School Name <b>The Irvington</b>		

### 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 <b>Mabel Sarduy</b>	Assistant Principal <b>Tina Moschella</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Christine English-Marshall</b>	Guidance Counselor <b>Jacqueline Bautista</b>
Teacher/Subject Area <b>Christina Shaw/ ESL Literacy</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Enriqueta Alvarez/ Bilingual</b>	Parent Coordinator <b>Maria Mendez</b>
Related Service Provider <b>Helen Amsterdam/ SETTS</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>3</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>460</b>	Total number of ELLs	<b>107</b>	ELLs as share of total student population (%)	<b>23.26%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	107	Newcomers (ELLs receiving service 0-3 years)	83	ELL Students with Disabilities	28
SIFE		ELLs receiving service 4-6 years	20	Long-Term (completed 6+ years)	4

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	45			0			0			45
Dual Language										0
ESL	38			20			4			62
Total	83	0	0	20	0	0	4	0	0	107
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	12	17	16											45
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>12</b>	<b>17</b>	<b>16</b>	<b>0</b>	<b>45</b>									

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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	4	6	3	14	19	9								55
Chinese		1												1
Russian														0
Bengali					1									1
Urdu		2												2
Arabic	1													1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2													2
<b>TOTAL</b>	7	9	3	14	20	9	0	0	0	0	0	0	0	62

## 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)	10	2	1	1	5	3								22

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	3	5	8	7	5	1								29
Advanced (A)	6	19	10	6	10	5								56
Total	19	26	19	14	20	9	0	0	0	0	0	0	0	107

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	17	8	0	0	25
4	11	2	0	0	13
5	8	3	0	0	11
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	17		7		2		0		26
4	7		7		0		0		14
5	8		3		0		0		11
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	1		2		11		0		14
8									0
NYSAA Bilingual (SWD)									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								0

## After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

1. Our school uses Fountas & Pinnell to assess the early literacy skills of our ELL students across all grades. Teachers test students a minimum of four times during the school year to determine their individual reading level (IRL). While administering the test to individual students, teachers conduct an error miscue analysis to help them identify next steps for instruction. In addition, they note fluency, accuracy and comprehension levels and use this information to determine the individual reading level and for forming small groups. This assessment shows that our ELLs are decoding on level with their non ELL peers. However, they struggle with comprehension, fluency and writing. A closer look reveals:

Kindergarten: IRLs range from aa-B for ELLs; their overall strength is with using visual cues to decode a word but they struggle with meaning and structure cues.

1st Grade: IRLs for ELLs range from B (below level) to D (approaching grade level); non ELLs are reading on levels aa-E

2nd Grade: IRLs range from D (below level) to J (on level) for ELLs. Non ELLs are reading anywhere from below level to above (A-L) with a concentration in G/H levels (approaching grade level).

3rd Grade: IRLs range from I (below level) to P (on level) for ELLs ; non ELLs are reading from L (below level) to S (above level). ELLs show strength in using visual cues while reading but are struggling with decoding using structure and meaning cues.

4th Grade: IRLs range from below level to on level (A-Q) for ELLs and below level to approaching level (I-P) for non ELLs. ELLs show strength in using visual cues but struggle with structure (specifically dropping endings) and meaning.

5th Grade: IRLs range from A-Q for ELLs whereas their non ELL peers are reading on levels O-T; ELLs show strength in using visual (decoding) cues but struggle with meaning.

To account for this, our school's instructional plan reflects the added attention being paid to ELLs specifically. Our school is working in conjunction with the Cultural After School Adventures (CASA) Program which connects reading and writing with the arts. This program was strategically selected to serve ELLs as it builds on reading, writing and oral language skills. The program enhances English language learning by connecting reading and writing to the arts (specifically dance and visual art). A variety of skills and contexts will be introduced, allowing for opportunities for listening, speaking and student engagement. New vocabulary will be introduced and reinforced on a daily basis and written reflection will be an integral part of each workshop.

Additionally, all ELLs in grades 2-5 have been invited to participate in the Extended Day Program which will take place twice a week for an additional 45 minutes each day. These students will be our target for Inquiry, and as such, will receive tiered, small group intervention. The students are grouped by grade and NYSESLAT proficiency level. Moreover, there is a newly created "newcomer" group to meet the specific and unique needs of these ELLs through explicit instruction that includes heavy scaffolds (picture, media and technology resources). There are also three groups that will be working with the Foundations program to build early literacy skills.

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

2. Twenty two students are Beginners but the majority of them are clustered in the lower grades, with a concentration in kindergarten. Twenty seven percent of our entire ELL population is Intermediate. This number is equally shared across the grades. Our greatest subgroup of ELLs is our Advanced group with 56 ELLs making up 53% of our total ELLs. Our ELLs show strength in Listening and Speaking, with a need for improvement in Reading and Writing. In 2012-13, 23.3% of students attained English language proficiency as evidenced on the NYSESLAT. In addition, a closer look at the NYSESLAT Parent Reports show indicates the following areas of need:

Kindergarten: Reading & Writing

1st Grade: Listening & Speaking

2nd Grade: Speaking & Writing  
3rd Grade: Listening & Speaking  
4th Grade: Listening  
5th Grade: Reading & Writing

An analysis of the ELL data provided on ARIS shows the current ELL spread:

Kindergarten: 52% beginning, 16% intermediate, 32% advanced  
1st Grade: 8% beginning, 19% intermediate, 73% advanced  
2nd Grade: 5% beginning, 42% intermediate, 53% advanced  
3rd Grade: 7% beginning, 50% intermediate, 43% advanced  
4th Grade: 21% beginning, 26% intermediate, 53% advanced  
5th Grade: 25% beginning, 25% intermediate, 50% advanced

School Wide: 21% beginning, 27% intermediate, 52% advanced.

Our school also administers the Citywide Performance Tasks (MOSL) and an analysis of the Pre Scores shows that in early childhood grades K-2, our ELLs outperformed their non-ELL peers on the ELA performance tasks. In grade 3 on the ELA and in grade 4 on the Science performance tasks, students scored comparable to their non-ELL peers.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Knowing our ELLs have strength in Listening and Speaking, teachers are tasked with using it as a bridge for scaffolding instruction with Reading and Writing. Specifically, as it relates to building background and activating their prior knowledge. We established the AMAO results as our goal for Inquiry, as shown below.

AMAO I: Annual increases in the number of percentages of LEP/ELLs making progress in learning English (NYSESLAT progress)

AMAO II: Annual increases in the number of percentage of LEP/ELLs attaining English language proficiency

AMAO III: Adequate yearly progress (AYP) for LEP/ELL subgroup in meeting grade-level academic achievement standards in English Language Arts (ELA) and mathematics and graduation rate

Modified New York State Title-III AMAO Targets

School Year	AMAO-I	AMAO-II
2011-2012	64.2%	13.1%
2012-2013	65.3%	13.7%

3 Ways That Students Show Progress

- Moving from one full level to the next
- 43 scale score gain overall from one year to the next over two consecutive administrations of the test
- Scoring at the intermediate level of higher the first time they ever take the NYSESLAT

We have met our AMAO goals as per NYSESLAT. ELLs are still the focus of our inquiry work this year. The main goal being the use of Close Reading to build academic vocabulary and comprehension mastery.

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

Not Applicable

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

RtI is an instructional model that aims at prevention and intervention through a tiered system of support. RtI is evident in the classroom through core instructional practices (tier I) and several methods and strategies for supporting ELLs (tier II), some of which

includes:

- picture dictionaries, glossaries and videos to help with vocabulary and concept understanding
- differentiated tasks targeting the 4 modalities of listening, speaking, reading and writing
- manipulatives for math
- fluid grouping; heterogeneous grouping of mixed ability to work off student strengths
- interactive lessons on the SmartBoard, Power Point

RtI is a general education initiative that involves the whole school but to help meet the specific needs of our ELLs, teachers are cognizant of who their ELLs are and strategically place them in small groups for focused, scaffolded support.

We have selected assessment tools to be used school wide to identify students for tier II. In grades K-2, we are using citywide baseline performance tasks and in grades 3-5, RALLY is used for ELA and Math. Additionally, we have established that all ELLs in grades 2-5 will be targeted for Inquiry and receive small group support in Extended Day.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Scheduling reflects the required Native Language usage and supports in each program model. Based on the parent interview upon registration, ELL student educational background is investigated and program support is implemented accordingly from day one. For instance, SIFE students are given an opportunity to build early language skills through scaffold supports.

To ensure that the child's second language development is considered in instructional decisions, all ESL and bilingual classrooms have access to bilingual libraries, picture dictionaries and glossaries. Teachers consistently review NYSESLAT data to differentiate and inform instructional decisions. Teachers also update curriculum maps to include research based strategies that will aid second language development. Teachers note their students' area of weakness by modality and when applicable, use their native language to help with comprehension or to teach the skill. ELL students are targeted for Title III programs, Inquiry/Extended Day program support.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Not Applicable

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

The NYSESLAT data is analyzed to identify student strengths and weaknesses. Student strengths are used as a scaffold to bridge to their weaknesses. The school periodically administers baseline and mock exams, analyzing trends to establish goals, create action plans and focus instruction. The school report card is also considered when developing target areas and subgroups. The AMAO Tool gives an even clearer idea as to whether or not the school has met its AMAO I, II and III goals. This data is used when making critical decisions about interventions, inquiry/extended day groups, professional development needs and in creating new programs.

Our school administers a Mock ELA and Math exam every six weeks and data is collected and analyzed 4 times a year on a grade level and schoolwide level. Based on the trends that are identified, instructional decisions are made to address the specific needs of students. This is evidenced by the adjustments made to curriculum maps and support materials. In addition to Mock Exams, our school also administers performance tasks schoolwide. The Math performance tasks are designed to address the critical areas in each grade. In addition to the Mock Exams for ELA, we administer two school based performance tasks and the citywide performance tasks (MOSL).

## 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](#).) Students are identified for entitlement by the Home Language Identification Survey. The ESL Coordinator reviews the HLIS and determines eligibility for LAB-R testing. A bilingual certified teacher conducts the informal oral interview with the parents (when needed) during the admission process for new admits to the NYC school system. The parent coordinator and the bilingual guidance counselor will work with the ESL Coordinator to provide further native language support for parents and students during this admission process. For those parents and students who speak a language other than Spanish the translation unit is asked for assistance. The EPIC parent kit contains materials in many different languages for the orientation. For parents who speak a low incidence language, we reach out to a paraprofessional, adult relative or a call is placed to the translation unit for assistance. Entitled students are tested with the LAB-R to determine placement. If they score below the cut score for the grade level then the Spanish LAB is administered to determine the student's level in the Native Language. The LAB-R assessment is administered by Christine Marshall and Christina Shaw, ESL certified teachers. The Spanish LAB is administered by Ms. E. Alvarez, Bilingual certified teacher. This admission process is completed within the first 10 days from date of new admittance. After the LAB-R scores are determined entitlement letters are sent home in the home language. The Parent Surveys and Program selection forms are copied. The Parent Coordinator stores the copies and the original copies are filed in the ELL binder in the LAB coordinator's office, room 301A. The Parent Coordinator follows up with any parents that have not responded to the Entitlement Letter with a face-to-face conversation and/or a telephone call inviting them to the parent orientation workshop. The parent coordinator follows up with phone calls (and keeps a phone log) inviting the parents, who missed the initial orientation meeting, to one on one sessions. The assistant principal in collaboration with the parent coordinator conducts the orientation session. All students are then assigned to the program they are eligible for based on their parent's selection within 10 days of admittance to the school.
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. In order to successfully begin the school year, parents of newly entitled students are invited to attend parent orientation workshops which are facilitated by Tina Moschella, Assistant Principal and Maria Mendez, Parent Coordinator. Orientation seminars are held as needed depending on newly entitled admits. All three program choices are thoroughly explained via video and a question/answer session. Translation services are provided at the time of each session in the parents' native language. In the case of low incidence languages, we reach out to a paraprofessional, adult relative or a call is placed to the translation unit for assistance. Parents are invited to bring an individual who can translate into their home language. Each parent is given language specific information contained in the regional parent kit, "EPIC." The parent coordinator follows up with phone calls (and keeps a phone log) inviting the parents who missed the initial orientation meeting, to one on one sessions. If necessary, home visits are also made. This process is completed within ten days as mandated by the state.
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 [\[see tool kit\]](#).) As soon as the entitled students are identified, the LAB Coordinator sends the entitlement letters home in their native language. These parents are then invited to parent orientation, facilitated by the Assistant Principal and Parent Coordinator. Parent surveys and parent program selection choices are then provided. For parents who speak a low incidence language, we reach out to a paraprofessional, adult relative or a call is placed to the translation unit for assistance. Students are then placed as per the parent choice. These forms are then stored in the LAB Coordinator's office, room 301A which is always locked when not in use and always accessible to administrators. In the event that a parent does not show up to the orientation, TBE is the default program chosen as per CR Part 154. Continued entitlement is determined by the NYSESLAT. Continued entitlement letters are sent out in September in the parent's native language with the student. Copies of the originals are made for tracking purposes. Also, in the event that the notices are not returned by the middle of September, a duplicate letter is mailed home in the parent's native language. If necessary, a home visit is arranged.
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. At orientation, parents are given parent survey and program selection forms. In the case of low incidence languages, we reach out to a paraprofessional, adult relative or a call is placed to the translation unit for assistance for orientation. Parents make their choice and the pupil accounting secretary then places kids according to parent choice. After placement parents are sent notification

letters in their native language which explain placement. In the event that parents select a program that we do not currently have on the grade, there is a tracking sheet that is noted so if we ever have fifteen or more students on two contiguous grades, we will offer the program.

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

The NYSESLAT determines continued eligibility. The RLER (ATS report) helps to identify all students who are eligible for the NYSESLAT exam. The ESL Coordinator and the Testing Coordinator meet annually in March to create a NYSESLAT testing schedule. The four components are scheduled according to the state's suggested sequence. Letters are sent home to parents in their native language, informing them of NYSESLAT testing dates to ensure that all students are in attendance for all sections that are administered. Calls are also made home. Parents are also reminded of the dates in the Parent Newsletter, on the parent bulletin board and at PTA meetings.

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.  Prior to the last three years parent choice was predominantly ESL only program (90%) and only about 10% would have chosen TBE. Recently the trend has been towards Transitional Bilingual Programs with about 85% - 90% of the choices. This is seen by this school as a positive trend since the research shows that TBE produces the most desirable results for ELLs. Programs offered at this school are aligned with parental request in compliance with CR Part 154. The program models at our school are aligned to parent request and clearly show the change in trend from ESL only to Bilingual Transitional programs in grades K - 2nd.

## 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])?

1. The organizational models are as follows:

Kindergarten: TBE and ESL pull out model.

1st Grade: TBE and ESL pull out model

2nd Grade: TBE and ESL pull out/push in model

3rd Grade: ESL push in/pull out model

4th Grade: ESL push in/pull out model

5th Grade: ESL push in/pull out model

Classes are grouped heterogeneously by grade with mixed proficiency levels. Instruction is delivered in the following manner:

Teachers provide heavy scaffold support such as pictures to reinforce concept vocabulary and use technology to actively engage students (for example, SmartBoard lessons and BrainPop videos). ESL and classroom teachers use specifically designed ELL resources (for example ELL readers, native language books, glossaries and Spanish math books) to work with ELLs in small groups. Additionally, teachers create a language objective for each lesson to target either an oral or written skill. Students are also given differentiated tasks to target specific areas of needs.

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)?

Bilingual certified teachers are in the lower grades, K-2, where parent choice is TBE. One dual certified ESL/Common Branch teacher strategically placed in 4<sup>th</sup> grade. There is another dual certified ESL/Common Branch literacy cluster K-5<sup>th</sup> and one ESL certified teacher who services grades 2-5. All ESL/bilingual teachers incorporate ESL strategies/scaffolds throughout their lesson plans. The differentiation of instruction provides students with an opportunity to be supported with rich scaffolding of content. In the kindergarten TBE program math, social studies and science are taught in Spanish for 90 mins. daily. In 1st grade TBE Spanish is taught for 50 minutes during science and/or social studies daily. Following math lessons, there is a Spanish summary. Our rationale for this being that 82% of the students are advanced as per NYSESLAT. In the 2nd grade TBE program social studies and science are taught in Spanish for 50 mins. daily. Content Area subjects are taught by out of classroom teachers as well as classroom teachers. All programs adhere to the mandated number of units as per CR Part 154 (360 minutes of instruction for beginner and intermediate students; 180 minutes of ESL instruction and 180 minutes of ELA instruction for advanced level students). Two certified ESL teachers service all ELLs not in self-contained classrooms through a push-in/pull-out program.

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.

3. The science and social studies curriculum follows the New York City Scope and Sequence. Our school uses the FOSS program which uses hands on projects and experiments to teach the content and academic vocabulary. The science cluster has made revisions to the FOSS program to better meet the needs of ELLs of all levels. She helps build understanding through videos and SmartBoard/Power Point lessons. In addition, she also creates picture vocabulary cards to reinforce new academic vocabulary and differentiated worksheets for each lesson. Students are actively engaged in the lessons and respond to turn and talks, exit slips and other informal assessments that encourage language use.

Our school uses the Houghton Mifflin Harcourt Program in grades K-3 and 5 and in grade 4, the Scott Foresman Program is used. The social studies cluster and classroom teachers supplement instruction with trade books, videos and interactive lessons on the SmartBoard.

In the kindergarten TBE class, math, science and social studies instruction is delivered in Spanish. In first and second grade TBE

classes the teachers deliver instruction in science and/or social studies in Spanish daily. They offer summaries in the other subjects in Spanish to facilitate learning and understanding. In first grade the teachers use a Spanish kit of resources and online resources to help supplement the material. In kindergarten and second grade, the teachers use teacher made materials and other outside resources to complement the textbooks.

Work is being done through Inquiry to continue to align both to the Common Core State Standards and curriculum maps. Writing within the content areas is also emphasized, as well as differentiation within small group instruction. There is a strong emphasis on developing academic vocabulary, summarizing content and close reading strategies. Students are given content based performance tasks.

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

In the past, as needed, we evaluated ELLs enrolled in the bilingual program using the Spanish Fountas & Pinnell kit. This year, the TBE classes (k-2) will administer the Spanish Fountas & Pinnell kit periodically.

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

Teachers use their conferring notes, accountable talk and formal/informal observations and exit slips on a daily basis. At the start of every month they give an on demand writing assignment to track their students progress throughout the four modalities. Additionally, the Saturday ELL Academy tailors the instruction to their NYSESLAT strengths and weaknesses. The program runs from February into May during which time, teachers will be assessing students informally on a weekly basis. A benchmark assessment will be given at the start and end of the program to help teachers evaluate students' growth in each of the four modalities.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6. Our 107 ELLs consist of the following subgroups; 83 newcomers 0-3 years and 20 4-6 years. There are 4 long term ELLs having completed 6 years of services. Instruction is differentiated for ELL subgroups in the following manner:

- a. SIFE students have been identified this school year as per Department of Education guidelines.

The instructional plan for these students is as follows:

- Pushing in to primary grade literacy block in order to build a deep foundation
- Peer partnering
- Close reading aligned to the Common Core State Standards
- Extended Day newcomer group where instruction is primarily in Spanish in an effort to build upon their Native

Language skills

- Title III Saturday ELL Academy (for vocabulary development, State ELA, Math, and NYSESLAT preparation)
- Inquiry/Extended Day Program (Monday-Tuesday)
- Ongoing data collection and analysis through formal/informal assessment (GoMath! assessments, RALLY Mock

Assessments, daily/weekly conferral notes, Fountas & Pinnell running records, NYC Performance Task, quizzes and portfolios)

- Native Language Arts instruction through a certified bilingual teacher (in primary grades)
- Ongoing data collection and analysis through formal and informal assessment (RALLY mock exams, NYC Performance Task, Reading Street baseline and end of unit benchmarks, GO MATH unit tests, daily/weekly conferring, running records, quizzes, and portfolios)

- Parent Workshops and ESL classes

b. Newcomers (Less than 3 years): 83 newcomers have been identified. The instructional plan for these students is as follows:

- Intensive English Language development during literacy block
- Title III supplementary programs ( Saturday ELL Academy)
- Peer Partnering
- Close reading aligned to the Common Core State Standards
- Parent Workshops/ESL classes
- Title III Saturday ELL Academy (for vocabulary development, State ELA, Math, and NYSESLAT preparation)

- Inquiry/Extended Day Program (Monday-Tuesday)
  - Ongoing data collection and analysis via formal/informal assessment (GoMath! assessments, RALLY Mock Assessments, daily/weekly conferral notes, Fountas & Pinnell running records, NYC Performance Task, quizzes and portfolios)
  - Native Language Arts instruction through a certified bilingual teacher (if in TBE class)
  - Leveled libraries as well as Native language libraries
- c. ELLs receiving instruction for 4-6 years: 20 students have been identified. The instructional plan for these students is as follows:
- Title III Saturday ELL Academy (for vocabulary development, State ELA, Math, and NYSESLAT preparation.)
  - Using data to drive instruction
  - ESL push-in to support classroom curriculum
  - Ongoing data collection and analysis through formal/informal assessment (GoMath! assessments, RALLY Mock Assessments, daily/weekly conferral notes, Fountas & Pinnell running records, NYC Performance Task, quizzes and portfolios)
- d. Long Term ELLs: 4 students have been identified. The instructional plan for these students is as follows:
- Inquiry/Extended Day Program (Monday-Tuesday)
  - Title III Saturday ELL Academy (for vocabulary development, State ELA, Math, and NYSESLAT preparation)
  - Individual Instructional Intervention Plans
  - Using data to drive instruction
  - ESL push-in to support classroom curriculum
  - Ongoing data collection and analysis via formal/informal assessment (GoMath! assessments, RALLY Mock Assessments, daily/weekly conferral notes, Fountas & Pinnell running records, NYC Performance Task, quizzes and portfolios)
- e. 50 ELLs have been identified as being eligible for continuing transitional support after achieving proficiency on the NYSESLAT. The instructional plan for these students is as follows:
- Push-In ESL teacher support
  - Examination of NYSESLAT modality results to identify areas that could still use improvement
  - Inquiry/Extended Day Instruction (if ELA scores fall in bottom third for school)
  - Continued use of testing accommodations: bilingual glossaries, simultaneous use of English and alternate language editions (not ELA), oral translation of lower incidence language (not ELA), writing responses in Native Language (not ELA), separate location, extended time (time and a half)
  - Additional literacy support through scaffold supports (for example: technology, native language texts, picture glossaries).
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?  
Special Needs: 28 students have been identified. The instructional plan for these students is as follows:
- Regular review of student's IEP to examine language goals
  - Small group and individual instruction
  - Collaboration between ICT, General Education, Special Education, and English as a Second Language teachers
  - Using data to drive instruction
  - Title III Saturday ELL Academy (for vocabulary development, State ELA, Math, and NYSESLAT preparation)
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?  
The IEP team meets regularly to review IEPs, evaluate placement, student progress and instruction. This team consists of a school psychologist, IEP teacher, SETTS, classroom, ESL, related service providers and social worker. They consider the least restrictive setting when they evaluate the IEP. IEP/ ELL students are sometimes mainstreamed into monolingual/general education classes with a certified ESL teacher where possible. This is based on data and student progress.  
The school meets the diverse needs of ELL - SWDs by making sure that all students are taught with high standards and that rigor is maintained using ESL strategies in a push in/pull out model. All ELLs are serviced by ESL/Bilingual certified teachers. Teachers meet for planning and articulation during the inquiry team meetings and common preps. All ELLs receive curricula materials aligned to CCLS for the grade levels. ESL strategies and methodologies are implemented to guide the instruction.

**Courses Taught in Languages Other than English [i](#)**

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

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

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

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

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

**Native Language Usage and Supports**

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

All ELLs in second through fifth grade are being targeted for Extended Day/Inquiry Program. Our extended day program now includes a newcomer group for ELLs who entered the NYC Public School System less than two years ago in grades 3-5. This group is being taught by a bilingual certified teacher. The language of instruction for this group will be Spanish. There are also two groups designed to build early literacy foundation skills. These groups are taught in English and will be using the Foundations program for instruction.

Additionally all ELLs who scored in the bottom third on the Spring 2013 ELA exam will be targeted for tier I and II services. The fourth grade ELLs are receiving additional science instruction from the Science Cluster, with an extra 150 minutes a week. Her focus for this year will be exposing students to mock exams, rich academic concept vocabulary development and hands on experiments. In preparation for the upcoming exam, the third grade ELLs also receive additional science instruction from the Science Cluster, with two periods (100 minutes) a week. Additionally, the Title III Saturday Academy will focus on NYSESLAT, Common Core ELA and Math strategies to adequately prepare students. The Saturday Academy classes will be taught in English.

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

Progress monitoring of ELLs is tracked through State Science, ELA and Math scores in addition to NYSESLAT scores. On the Spring 2012-13 State Science Exam, 78% of ELLs who took the exam scored on grade level with a level 3. Only one student scored a level 1. The AMAO Tool informs us that for the 2012-13 school year, we surpassed our AMAO I goal of 65.3% by 8.4%. Moreover, our AMAO II target of 13.7% was exceeded as well by 6.79%. We expect to continue with this trend of not only meeting but exceeding our NYS Title III AMAO Targets. However, result on the Spring 2012-13 ELA and Math State Exams indicate that we have to strategically target ELLs for Common Core instructional strategies. ELLs performed as follows for each grade:

3rd ELA: 32% scored a level 2; 68% scored a level 1

4th ELA: 6.6% scored a level 4; 6.6 scored a level 3; 40% scored a level 2; 47% scored a level 1

3rd MATH: 8% scored a level 3; 27% scored a level 2; 65% scored a level 1

4th MATH: 50% scored a level 2; 50% scored a level 1

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

There has been a shift in our focus for Inquiry, with all ELLs in grades 2-5 being included in the Extended Day Program. Additionally, we are focusing on students who scored within the bottom third on the Spring 2013 ELA, former ELLs included. A newcomer group has been created to meet the unique needs of ELLs who come in with limited first language skills. Our Saturday ELL Academy (funded by Title III) will include Math and ELA Common Core instruction for all ELLs and their parents. We have added Go Math! to our program because it is more aligned to the Common Core State Standards.

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

The school will discontinue use of the Empire State NYSESLAT ESL/ELL preparation books unless the content is updated to reflect the new Common Core State Standards and the new NYSESLAT. We have cut Everyday Math from our program because it does not thoroughly reflect the Math Common Core State Standards.

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

Our school motto is that, "All students can learn and exceed the standards." With this philosophy in mind, we invite ELLs to participate in all programs that the school offers. Our school offers the following programs for students:

- Extended Day Program: all ELLs in grades K-2 were invited to participate in the program:
- o Newcomer group: only open to ELLs entering the NYC Public School System in the last two years
- o Foundation groups: includes ELLs in first and third grade who have been identified as needing early literacy foundational skills
- o ELL vertical groups: established for grades 2-5; grouped by grade and NYSESLAT level

- o Music Enrichment: open to all students who show an interest in playing a musical instrument/singing
- o Dance Enrichment: open to all students who show an interest in learning dance performance styles

- Cultural After School Adventures Program (CASA): strategically selected to serve ELLs as it builds on reading, writing and oral language skills. The program enhances English language learning by connecting reading and writing to the arts (specifically dance and visual art). A variety of skills and contexts will be introduced, allowing for opportunities for listening, speaking and student engagement. New vocabulary will be introduced and reinforced on a daily basis and written reflection will be an integral part of each workshop.

There is also a Saturday supplemental program for ELLs to help prepare them for the NYSESLAT, Math and ELA exams. All programs focus on increasing fluency, academic vocabulary, comprehension and mathematical concepts in order to increase achievement on state assessments.

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

Bilingual glossaries are afforded to ELLs for support. In addition, each classroom is set up with a library of leveled fiction and nonfiction books for students to develop independent reading skills. The libraries also include multicultural books, dual language stories and Spanish books. Moreover, all students have been registered with a Ticket to Read online account. Ticket to Read helps to build phonics, fluency, vocabulary, and comprehension by offering multiple reading levels with hundreds of reading passages and activities. The program also develops early reading skills with phonics games and includes support for native Spanish-speaking students.

Our school uses the Reading Street Program across all grades. The program includes Spanish readers and online/print materials in Spanish for students.

Curriculum maps are updated to reflect teacher resources. All classrooms have access to laptop carts and a SmartBoard is available in 95% of all classrooms, with a mobile SmartBoard set up in the library for classroom and cluster teachers to use. Go Math has an ELL component to help reach all ELLs. Teacher teams have worked to modify the Reading Street Guided Reading Program so it is aligned to the Common Core State Standards.

The science cluster has made revisions to the FOSS program to better meet the needs of ELLs of all levels. She helps build understanding through videos and SmartBoard/Power Point lessons. In addition, she also creates picture vocabulary cards to reinforce new academic vocabulary and differentiated worksheets for each lesson. Students are actively engaged in the lessons and respond to turn and talks, exit slips and other informal assessments that encourage language use. Likewise, the Social Studies Cluster has adapted the Houghton Mifflin Harcourt Program (K-3, 5) and the Scott Foresman Program (grade 4). Both programs are supplemented with trade books, videos and interactive SmartBoard lessons.

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

Every bilingual class is taught by a bilingual certified classroom teacher. Each ESL classroom has a bilingual library. Teachers employ the use of cognates (when possible) and have a visible cognate word wall. They tap into their students' first language (and where the teacher speaks the first language, prior background knowledge is elicited in their first language). Guided Reading Books from Reading Street are available in Spanish and students can listen to select stories online in Spanish.

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

All services and supports correspond to the students' age and are grade level appropriate. To meet AYP standards, lessons are aligned to the Common Core Standards and are grade level appropriate. Teachers provide scaffold support and differentiate tasks to correspond to the ELL students' ages and grade levels.

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.

Parents of incoming kindergarten students are invited to visit the school in the Spring prior to their child beginning in September. At this time, parents and their children sit in on a lesson and rotate to the different classrooms. Afterwards there is an orientation with the parent coordinator, followed by a question and answer session. This is done to assist newly enrolled students to meet expectations for the year as set by the Common Core State Standards.

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)?

Paste response to questions here:

## C. Professional Development and Support for School Staff

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

1. Professional development is a continuous process of examination and improvement of practice in this building. ELL training is given to all staff ( this includes paraprofessionals, guidance counselors, special education teachers, psychologist, OT/PT, speech therapist, secretaries, parent coordinator). These sessions are provided through in-house training sessions such as cross grade and cross subject planning and through workshops attended outside of the school. The PD plan includes the following: on going modeling by certified ESL teachers, faculty/grade conferences, ELL monthly institute, intense teacher institute for ESL and/or bilingual certification, student research based on inquiry team work, Aussie consultant on performance tasks, and P.D. offerings from OELL.

All ELL personnel are given professional development through the following forums of delivery:

- Faculty Conferences
- Grade Conferences
- Common Planning
- Grade Level Professional Development
- Intervistations
- Logs of Assistance
- Inquiry Teacher Team Meetings
- Math and ELA Teacher Teams
- Response to Intervention Team
- Positive Behavior Intervention Strategies (PBIS) Committee
- Therapeutic Interventions
- In House Consultants
- Outside Professional Development
- Outside Professional Development
- Parents as Partners

2. The professional development is differentiated based on need, experience, program and current student data. Teachers are polled for their professional development needs which are then assessed by the administrators. PD is then organized based on formal/informal observations and teachers' personal need. This year's professional development will focus on teaching academic vocabulary using close reading, read alouds and guided reading small group, text complexity, incorporating NYSESLAT throughout the entire curriculum and high quality questioning techniques.

The following is a sampling of professional development sessions that our school will be providing for ELL teachers to support their students as they engage in the Common Core Learning Standards:

- Strategies to Promote Student Engagement & Discussion (Domain 2 and 3)
- Writing Units of Student Aligned with CCLS
- Selecting “Close” Reading for Instruction
- Vertical PD: Norming of the Rubrics for NYC ELA Measures

3. To support staff to assist ELLs as they transition from one school level to another the guidance counselor gives an orientation to the fifth grade students about all programs offered at junior high schools including ESL services and related language programs. All fifth grade classes take a trip to a nearby middle school, with the guidance counselor accompanying them. There, the students and staff at the middle school give a presentation in English (with the guidance counselor available for Spanish translations) and allow for a question and answer session. Following the trip to the middle school, students receive a special invitation to return on

an upcoming weekend with their parents. During this time, they are given a tour of the school and are given additional information about the programs and activities the school offers. The process for taking a test and being interviewed for admission is also explained at this time. Parents are invited to come in to the school and meet with our guidance counselor or the parent coordinator with any questions or concerns they may have. Also, students are invited to meet with the guidance counselor if they have any specific questions about programs that they may be interested in. The parent coordinator offers workshop that are geared toward helping parents navigate the school system after elementary school. The students and parents are given a few weeks to complete the middle school application indicating which schools they are interested in attending.

4. Training is delivered during faculty conferences, inquiry team meetings and grade meetings. Records are maintained and tracked through attendance sheets and agendas. ELL training is given to all staff (including teachers who hold ESL or bilingual licenses). This is provided through in house training sessions such as cross grade and cross subject planning and monthly turn key training. All staff receives a minimum of 7.5 hours of ELL training, with special education teachers receiving a minimum of 10 hours.

## 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. The following is offered and implemented in an effort to increase parental involvement:
    - Saturday ELL Academy: Parents of ELL students will be invited to join their child's class. The teacher instructs in English. There they may play instructional games aimed at building oral language or listen to stories read aloud and respond to leveled, higher order thinking questions. Afterwards, they are encouraged to attend an hour long ESL class designed especially for them. A bilingual certified teacher carries out instruction in English and Spanish.
    - Adult ESL Program: Leveled English classes are offered regularly throughout the week for parents and other adults wishing to learn English.
    - Monthly PTA Meetings: Parents are invited to learn about any new initiatives being adopted by the school and workshops/events being held. It is also a forum for parents and guardians to voice any questions or concerns that they may have. The meetings are always conducted in both English and Spanish.
    - Monthly Newsletters: Notices are sent home in the parents' native language informing parents of upcoming school events, workshops and highlights from the past month.
    - Themed Parent Workshops: Parents are surveyed to determine which topics are the most relevant to them and workshops are then developed to meet their specific needs. The parent coordinator conducts the workshops in conjunction with teachers and other staff. The presentations are all offered in English with Spanish translations. Throughout the school year, the following themed workshops will be made available for parents to attend:
      - a. "I Can" Statement Objectives and Roadmap to the Common Core: K-1, 2-3, 4-5
      - b. Health Workshops
      - c. Fatherhood Workshops
      - d. Content Themed Workshops: Reading, Writing, Mathematics, Science and Social Studies
    - Family Literacy Night: Families of students in kindergarten through 2nd grade will be invited to participate in a Family Literacy Night where free books, tote bags and parent resources will be distributed. Each workshop session is conducted by two teachers, one speaking in English and the other in Spanish.
    - Positive Behavior Intervention System (PBIS): Parents will receive monthly school newsletters (in their native language) explaining the purpose and implementation of this initiative. Families will be encouraged to reinforce the same values and character traits highlighted each month at home, so as to help students establish successful work habits and positive relationships with others.
    - School Leadership Team (SLT): Parents, teachers, administration and staff work together to improve educational outcomes and determine the school's educational direction. This committee meets regularly, reflecting on the school's overall vision, goals, priorities and the strategies and resources that will be used to achieve this mission. The meeting is held in English with the parent coordinator present to translate into Spanish.
    - Special Assemblies: Parents are invited to attend monthly assemblies where student progress and achievement is recognized. The assemblies are presented in English and Spanish.
    - Global Connect: Parents receive automatic notification in their native language through this system about their child's attendance and updates and notices about upcoming school events.
    - School Events/Performances: Throughout the year, students will be performing in music and dance to showcase what they have learned. These shows will be open for parents and family members to attend. There will also be a Science Fair and an Art Show/Performance (culminating CASA event). Each event will be in English with Spanish translation.
  2. This school year, on Tuesday and Thursday evenings, our school is being used by the Office of Adult Education Programs for the teaching of English as a second language classes and GED classes to all parents.

Also, on Monday through Friday, 2:40pm until 6:30pm Ridgewood Bushwick Senior Citizens Council, Inc. offers afterschool in the building for all students. Many ELLs are involved in the program. The OST Program has an ongoing partnership with Cornell University to provide fitness workshops for students and their parents. Three times a year, they hold parent/child meetings to communicate the OST program policy and procedures. Meetings include discussion on programs' descriptions, policies, procedures, goals, activity schedule, staffing patterns and rules of conduct. Furthermore, there are several parent engagement activities that the OST Program offers to ensure that parents have the opportunity to participate and become involved in their child's achievement. Parents are invited to "back to school" events, award ceremonies, holiday dinners, parent meetings and workshops throughout the year. A special workshop is offered to parents of students in the fourth and/or fifth grades to help inform and assist them with the middle school application process. Also, parent orientations and parent surveys are other methods that they use to provide services to parents. Moreover, there is an open door policy encouraging parents to come in and speak with the program director or any other staff about any questions or concerns that they may have.

3. To help evaluate the needs of our parents, administration reviews the feedback from the annual parent surveys and then creates a plan for addressing their issues and concerns. After each workshop that is held, parents are encouraged to fill out an evaluation form. The feedback is reviewed and changes for future workshops/sessions are determined. Our parent coordinator invites parents to share any questions or concerns they may have at any point throughout the school year (whether at a PTA meeting or on an individual basis). She records all issues and goes to the principal with the parents' concerns. Parents are also encouraged to communicate directly with the teachers via written correspondence, requested meetings or at parent teacher conferences. Teachers will address the parents' concerns themselves and/or bring the issue to the attention of the principal and other administration. The SLT is also a forum where parents are invited to voice any concerns they or other parents in the PTA may have. Any issues brought up at these meetings are recorded by the secretary and the principal will delegate someone to take the necessary steps to follow up with. At the following meeting, the issue will be included in the agenda to be revisited and noted whether or not it was properly addressed.

4. The ESL classes will help to give parents the language so they feel more comfortable when they have to communicate with the school. The Common Core Road Maps are available in all languages. The parent coordinator offers weekly workshops which inform the parents about these new standards. Workshops are created based on the specific needs of the parents, as identified through their feedback on evaluations or by questions/concerns they bring to the attention of the teachers, parent coordinator or administration.

### **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:

## Part VI: LAP Assurances

School Name: <u>PS 86K The Irvington</u>		School DBN: <u>32K86</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mabel Sarduy	Principal		10/22/13
Tina Moschella	Assistant Principal		10/22/13
Maria Mendez	Parent Coordinator		10/22/13
Christine English-Marshall	ESL Teacher		10/22/13
Martina Osorio	Parent		10/22/13
Christina Shaw/ESL Literacy	Teacher/Subject Area		10/22/13
Enriqueta Alvarez/Bilingual	Teacher/Subject Area		10/22/13
	Coach		1/1/01
	Coach		1/1/01
Jacqueline Bautista	Guidance Counselor		10/22/13
	Network Leader		1/1/01
Helen Amsterdam	Other <u>SETTS</u>		10/22/13
	Other		1/1/01
	Other		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: 32K086 School Name: The Irvington

Cluster: 412 Network: 412

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

### **Part A: Needs Assessment Findings**

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

The following six languages (other than English) have been identified in this school as per the RHLA and RPOB reports in ATS:

- Arabic
- Cantonese
- Chinese
- Spanish
- Tibetan
- Urdu

Our school has a translation and interpretation team comprised of school staff and parent volunteers. This team is dedicated and responsible for providing interpretation services parents whose primary language is one other than English. The translation unit is also used to help translation notices and other print materials that are distributed to parents in low incidence languages. This team functions with the goal of ensuring that all parent communication is relayed in the language that the parents request. Upon enrollment at the school, parents are asked to specify their primary language on the child's emergency card. The parents' preferred language of communication is also noted on the Home Language Identification Survey (HLIS) which is ordered for all 9 languages provided by the Department of Education. The HLIS is completed upon registration of newly enrolled students to the NYC school system. The ESL certified teacher then assigns a language code based on the HLIS responses. This code is recorded in ATS by the Pupil Accounting Secretary. Parents receive information regarding their child's education through school notices, phone calls and formal/informal meetings in their preferred language (English, Spanish or another low incidence language).

Our parent coordinator facilitates monthly meetings for the Parent Teacher Association (PTA) and holds them in English and Spanish. Parents of low incidence languages are invited to bring a friend or an adult family member to translate for them. If not, the school will provide the translator. For instance, we have an American Sign Language (ASL) interpreter assigned by the Department of Education to come to each PTA meeting for the entire school year. The ASL interpreter also comes for parent-teacher conferences and other meetings to translate for the two

parents who need the ASL interpretation.

Our school relies on bilingual staff members, parent volunteers and the Translation Unit to meet all our translation needs. We also utilize an automatic phone messaging system, Global Connect, to communicate important messages to parents. We rely on the data from the RHLA and RPOB reports from ATS to determine the interpretation and translation needs of our students and their 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.

56% Spanish, 34% English, and 10% is made up of the following languages: Arabic, Bengali, Cantonese, Chinese, Tibetan and Urdu. This data is shared with the school community through several forums. Our school administrators share this information with school staff members at faculty conferences and grade conferences. The parents and guardians of our students are informed of the school's demographic findings at PTA meetings, School Leadership Team (SLT) meetings and at parent workshops. The parent coordinator, guidance counselor, social worker and parent volunteers are always available for parents as needed for further explanations and guidance. Our translation and interpretation team is also available for one to one translations. When needed, the Translation Unit is used to communicate findings and other information either via the phone or through written translations (when requested in a timely manner).

## **Part B: Strategies and Activities**

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

Our school provides written translation services as per the Chancellor's Regulations A-663 Section VII, Part A. Document translations are performed in house by the translation and interpretation team. This team is supervised by our principal, Mabel Sarduy and is headed by Jacqueline Bautista (Guidance Counselor) who is bilingual. The staff members of this committee translate teacher and school created notices/documents that are to go out to parents in Spanish. For low incidence languages, the DOE Translation and Interpretation Unit is used. We contact them by phone Monday through Friday from 8am to 5pm at 718-752-7373 x4 or by fax at 718-752-7390. We also have staff members and parent volunteers who are a part of this committee and service as interpreters as needed. They work to translate at school meetings, parent/teacher conferences, Grade Teas, Math Nights and so on. The school receives ongoing feedback from parents via the annual parent survey and evaluation forms given at the end of each parent workshop. Our parent coordinator brings any questions or concerns to our principal who deals with addressing each issue immediately.

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.

As per the Chancellor's Regulation A-663, Part A, parents/guardians are provided with oral interpretation services. These services are provided by our school's in house language translation and interpretation team (comprised of school staff and parent volunteers). They are available for all school functions, including parent-teacher meetings (formal/informal) and for phone conversations. In cases where school staff/parent volunteers are unavailable, translations are done via the phone through the DOE Translation and Interpretation Unit. For students whose language is not yet available on content area state assessments, the Translation and Interpretation Unit provides us with contracted translators. Parents are made aware of their interpretation and translation options at all meetings.

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>.

As per the Chancellor's Regulation A-663, the parents/guardians are provided with a copy of the Bill of Parent Rights and Responsibilities. At the beginning of each school year, each student is sent home with a booklet in their parents' preferred language. This booklet includes a copy of the Bill of Parent Rights and Responsibilities, which explains parents' rights for interpretation and translation services. Rights for interpretation notices are posted throughout the school (in the lobby of the main entrance and outside the main office) in each of the languages represented in our school. Copies are available to parents/guardians in the parent coordinator's office.

Also, included in the packet that goes home with the students is the Student Code of Conduct (in the parents' preferred language). The notices also explain the school's mission and rules and regulations. All relevant information related to attendance, health, safety, discipline, standards and performance is made available to parents in their primary language.

In the event of an emergency, the school is able to effectively reach out to parents/guardians via our automated phone messaging system (Global Connect). Moreover, all classroom teachers have a copy of their students' Health/Emergency Contact blue card. All staff has access to the students' contact information as well. Our Pupil Accounting Secretary ensures that all information is up to date at the beginning of each month. This updated list is distributed to administration. The list includes contact phone numbers for each student.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Irvington P. S. 86K	DBN: 32K086
Cluster Leader: Christopher Groll	Network Leader: Ada Orlando
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 88 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 7 # of certified ESL/Bilingual teachers: 7 # of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The rationale for offering the Saturday ELL program is that small group instruction will help us strengthen targeted areas as seen in the analysis of NYSESLAT/ELA Spring 2012. Based on the assessment of the NYSESLAT and ELA (Spring 2012), our ELLs seem to struggle with reading comprehension in the areas of vocabulary in context and differentiating between important vs. unimportant details. We want to use the students' strength in listening/speaking to enrich their reading/writing by tapping into prior knowledge and increasing vocabulary. All ELLs in grades 1 - 5 are invited to attend the Title III Saturday Academy. This program will be 10 Saturdays from 9am - 12pm. This will include 3 one hour sessions of PD for teachers and 10 sessions for the students and their parents. This is primarily a NYSESLAT/ELA preparation course so the language of instruction will be English with scaffolds and interventions in Spanish as needed. Seven Bilingual or ESL certified teachers will be needed. FINISH LINE FOR ELLs, published by Continental Press, will be the primary material used. FINISH LINE FOR ELLs focuses on academic language in all four modalities - reading, writing, listening and speaking. Games and read alouds for oral language development will also be used in this program. Success of this Academy will be measured by how we have met AMAOs 1, 2 & 3 on the Spring 2013 administration of NYSESLAT and NYS ELA exams.

Daily Schedule:

### Student Schedule

8:30 - 9 AM: Prep Period for teachers  
9:00 - 9:45 AM: Games & Oral Language  
9:45 - 10:30 AM: Read Aloud & Reading Comprehension  
10:30 - 11:30 AM: Writing for NYSESLAT  
11:30 - 12:00 PM: Student lunch

### Parent Schedule

9:00-10:00: In Class  
10:00-11:00: Make & Take/Refreshments  
11:00-12:00: ESL Class

## 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: Professional development is ongoing. Data is fluid and constantly changing so that if high quality, rigorous instruction is the goal, then professional development is an integral component of this program. The seven teachers working in the Title III Program will attend three one hour sessions. Professional development seminars will be paid training rate and the facilitator will be

### Part C: Professional Development

paid per session rate. Professional development will be facilitated by administrators and/or a certified ESL/Bilingual teacher. Ongoing professional development topics will include:

Using NYSESLAT modality results (RNMR report - ATS) to create Data-driven instruction and effective learning groups

[January 12, 2013 from 8am - 9am]

Oral reading and fluency with effective read alouds

[February 16, 2013 8am - 9am]

Academic Vocabulary development - using cognates, context clues, prior knowledge, and word parts.

[March 9, 2013 8am - 9am]

How to use the pre-writing to add details to writing

### 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: The rationale for involving the parents in the ELL Saturday Academy is to bridge the gap between the home and school. If the home and school work together student achievement can improve. An invitation will be sent, in the home language, to the parents of all ELLs in grades 1-5 to participate in 10 sessions of inter-visitation activities. During the Saturday ELL Academy, parents will be invited to sit with their children, in the class, from 9:00 – 10:00 a.m. From 10:00 – 11:00 a.m., they will meet with a bilingual certified teacher for refreshments and “Make and Take” Workshops that will teach study skills and strategies that extend daily classroom learning to the home. In an effort to give parents and students access to a variety of genres and quality literature parents are able to borrow books from the school library at this time. From 11am to 12pm the bilingual certified teacher will teach ESL to the parents. The goal here is to help parents feel more connected to the school and students’ learning/achievement. There will be 3 cultural trips for parents and students at no cost to Title III. The refreshments, materials for the make and take will be at cost to Title III.

### Part E: Budget

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

Allocation Amount: \$14448

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		