



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE MONITOR SCHOOL
DBN (i.e. 01M001): 14K110
Principal: ANNA CANO AMATO
Principal Email: ACANOAM@SCHOOLS.NYC.GOV
Superintendent: ALICJA WINNICKI
Network Leader: CYNTHIA FELIX

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
Anna Cano Amato	*Principal or Designee	
Rolando Garcia	*UFT Chapter Leader or Designee	
Christine Greenwood	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Michelle Mangiaracina	Member/ Teacher	
Michele McLee	Member/ Teacher	
Lisa Pezzella	Member/ Teacher	
Caroline Greenwood	Member/ Parent	
Natalia Lorenc	Member/ Parent	
Barbara Morales	Member/ Parent	
Christine Wenzel	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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

As per the 2013-2014 Citywide Instructional Expectations and Quality Review Indicators 1.2, 4.1 and 4.2, in order to implement a new system of teacher evaluation and development, cycles of informal and formal formative classroom observations, utilizing the Danielson Framework for Teaching, will take place in keeping with each teacher's decision at the time of the Initial Planning Conferences. These cycles will include actionable feedback as evidenced in Advance.

Comprehensive Needs Assessment

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

As indicated on our Progress Report 2012-2013, the percentage of students in grades 3-5 that achieved levels 3 and 4 in ELA was 23.0% and the percentage of students that achieved levels 3 and 4 in Math was 24.1%. It is clear that in order to improve student performance there is a need to improve instruction. Improvement will come about from observation of teachers, the providing of actionable feedback, necessary follow-up observations to ensure implementation of provided improvement teaching strategies, and ample professional development opportunities for teachers to grow their craft. In addition, while 68% of our parents are very satisfied with the overall quality of their children's teachers, as per the NYC School Survey 2012-2013, there is clearly room for instructional growth on the part of our teachers.

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. Provide continued opportunities for the Principal, Assistant Principal and Staff members to strengthen and deepen understanding of Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* and its selected components for use by the DOE through PD provided by the Talent Coach, Achievement Officer, School Administration with:
 - o discussion opportunities to strengthen the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of the Danielson framework
 - o the elements of the selected components, as well as indicators
 - o the rubric assigned to each component
 - o the opportunity to self-assess on the selected components of the Danielson rubric

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

1. School Administration, Network Personnel: Talent Coach, Achievement Officer

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

1. A checklist based on the actionable feedback will be created so as to track subsequent observations for evidence of improvement.

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

1. Timeline is ongoing: September 9, 2013 – June 26, 2014

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

1. Prep schedule designed to provide common prep periods for professional development

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).

N/A

Budget and Resource Alignment

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

X	Tax Levy	Title IA	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.

Provide workshops for the parents to strengthen their understanding of the Danielson Framework for Teaching outlined above

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.

100% of the teaching staff will engage in looking at student work for evidence of learning and gaps so as to make purposeful adjustment to narrow the gap between what the standards require and what students know and are able to do during collaborative inquiry on Thursday afternoons every two weeks during a 1 hour and 15 minutes period using a school-wide protocol.

Comprehensive Needs Assessment

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

As indicated on our Progress Report 2012-2013, the percentage of students in grades 3-5 that achieved levels 3 and 4 in ELA was 23.0% and the percentage of students that achieved levels 3 and 4 in Math was 24.1%. It is clear that in order to improve student performance we will need to assess our students and create systems to look for evidence of growth and gaps and make the necessary adjustments in instruction.

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. Participate in teacher teams engaging in collaborative inquiry on grade and across grades, while
 - Analyzing student work to adjust teaching practice and instructional planning, utilizing a protocol for looking at student work which will reflect:
 - High, Middle, Low 1/3 of students
 - Novice, Apprentice, Practitioner, Expert Level of Performance
 - Planning Common Core-aligned units to gain familiarity with key instructional practices
 - Planning for shifts in instruction
 - Reviewing their scope and sequence in light of changes to grades 3-8
 - Determining next steps for instruction – whole group, small group and individual based on the analysis of student work through the use of the protocol
 - Making specific plans for screening/continued screening and tiered instruction and interventions for students as required by New York State's implementation of Response to Intervention (RtI)
 - Utilizing Universal Design for Learning to provide multiple points of entry when creating lesson plans and providing instruction
 - Creating lesson plans, both unit and individual plans, based on analysis of student work
 - Sharing lesson plans, unit plans, rubrics, and curriculum maps on grade/across grade

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

1. Administration, Network Personnel (for example Christina Costanz – MOSL Specialist, Caren Gandelman – Special Ed. Specialist)

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

1. Documents will include:
 - Analyses Sheets of Student Work utilized during Collaborative Inquiry
 - Student work – formative and summative
 - Lesson Plans
 - Curriculum Maps
 - Rubrics – horizontal and vertical
 - Horizontal and Vertical Grade meetings and Agendas.
 - Inquiry Teams Agendas

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

1. Timeline is ongoing: September 9, 2013 – June 26, 2014

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

- 1. Providing for participation in Professional Development opportunities

Strategies to Increase Parental Involvement

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

Provide workshops for the parents to strengthen their understanding of student work expectations as outlined above.

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	X	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 #3

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

Annual Goal #3

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

By June 2013, increase participation of parents(family members)/guardians at school events and activities by 10% through the efforts of the parent coordinator and staff so as to ensure that parents are our partners in the education of their children.

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.

While 56% of our parents strongly agree, as per the NYC School Survey, that the school keeps them informed as to their children's academic progress, there is room for improvement as we continually strive to strengthen the home-school partnership.

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. Utilize the Parent Coordinator to continue to engage and involve parents (family members)/guardians in the school community by working with school administration, staff, PTA, community and OST providers to:
 - Invite parents/guardians to September Orientation Meetings to meet with their children's teachers and learn of the expectations for the new grade
 - Post flyers in the building and on the announcement board about upcoming events; as well as back-packing the information home and placing it on line on the school website, school Facebook page, as well as e-mail blasts
 - Provide on-going support for ELL parents through translation of materials and translation services at meetings and events
 - Provide ESL morning classes for adults five times a week
 - Invite and provide training for parents (family members)/guardians to become Learning Leaders and volunteer their time and talents to our school community
 - Initiate the PS 110 Helping Hands program to provide opportunities for parents (family members)/guardians, who are non-Learning Leaders, to volunteer
 - Create Family Night once a month to promote family involvement in both academic and social activities
 - Create Family Friday mornings to promote family involvement in the classroom
 - Provide workshops for parents (family members)/guardians on navigating and understanding the use of data in ARIS
 - Conduct workshops by staff in Literacy and Mathematics standards and test preparation
 - Celebrate students and parents (family members)/guardians by giving awards at PTA meetings and assembly programs
 - Invite parents (family members)/guardians to serve on committees and volunteer for events, such as the March Book Fair, and June Walk-a-thon, and Candy Sales
 - Invite parents (family members)/guardians to chaperone class trips and to attend class publishing parties

Maintain the school website as a viable source for information, as well as encourage the creation of class web-sites and newsletters
 Encourage parents (family members)/guardians to become members of the PTA and SLT
 Conduct PTA meetings both in the morning and evening to ensure greater parent (family member)/guardian participation
 Continue to collaborate with the PTA to provide fiscal support through fundraising activities to ensure appropriate quality and quantity of resources are available to the school community
 Continue to collaborate with business sponsors to provide fiscal support to ensure appropriate quality and quantity of resources are available to the school community
 Continue our Marketing Committee composed of family members/guardians and staff to publicize and promote school-wide initiatives and events
 Continue our Fund-raising/ Grant Writing Committee composed of family members/guardians and staff to secure additional funding for the school community
 Expand our Committees to include: Wellness, Building and Grounds

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

1.Administration, School Staff, Parent Coordinator, PTA, SLT, Committee Chairs

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

1. Documents will include:
 Flyers of workshops and events sent to parents/guardians
 Agendas for the meetings and workshops
 Attendance sheets for PTA meetings, school events, trips, assembly programs, workshops
 Evaluation of workshops

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

1. Ongoing – August 26, 2013 – June 26, 2014

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

1. Programmatic Details and Resources will include:
 Scheduling of PTA Meetings, Family Nights, Family Fridays, Committee Meetings and Parent/Guardian Workshops to meet the demands of parent/guardian time constraints
 Use of Learning Leaders and Parent Volunteers where necessary (eg. Library, Lunch Periods)
 Use of Parent Coordinator Funds (\$500.00)
 Use of Translation and Interpretation Funds (\$1317.00)
 Use of flyers backpacked home as well as technology venues (school website, school Facebook page, e-mail blasts) to disseminate information
 Use of Communication Folders (Grades PreK-5) and Academic Planners (Grades 3-5)

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).

As explained above

Budget and Resource Alignment

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

X	Tax Levy		Title IA		Title IIA	X	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.

To promote effective academic and personal behaviors of our students, 100% of the teaching staff and students will continue to utilize *The Leader in Me*, the transformative model for building leadership potential in each of our students based on Stephen Covey's *7 Habits of Highly Effective People*.

Comprehensive Needs Assessment

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

As indicated on our Progress Report 2012-2013, the percentage of students in grades 3-5 that achieved levels 3 and 4 in ELA was 23.0% and the percentage of students that achieved levels 3 and 4 in Math was 24.1%. It is evident then that students need to reflect on their work products and habits based on their understanding of their academic and personal behaviors required for success as they learn content by engaging with standards-aligned curricula in all content areas. (QI 1.1, 1.2, 1.4, 3.4)

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. Provide continued professional development for the administration during a summer institute and the school year, as well as the school staff, Lighthouse Team, Facilitation, Parent Lighthouse Team and Junior Lighthouse Team during the school year
2. Create Leadership Notebooks in grades K-5 so as to empower our students to self-monitor their academic, social/emotional and leadership growth, with the following components:
 - My Self
 - My Goals
 - My Progress
 - My Leadership Roles
 - My Celebrations

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

1. Administration, School Staff, Parents, Franklin Covey Staff Developer, Coach, and Support Staff
2. School Staff

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

1. Documents will include:
 - Professional Development reflection and feedback
 - Parent/Guardian Workshops Evaluation forms
2. The Leadership Notebooks will service as a target itself as these will be continually utilized, monitored and reviewed and reflected upon

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

1. Ongoing process – July 2013 – June 26, 2014
2. Ongoing process – July 2013 – June 26, 2014

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

1. Scheduling of staff and parent professional development opportunities and workshops with funding secured through a network grant opportunity, as well as school funds allocated to the Franklin Covey Institute.
2. Donation of binders for the creation of the Leadership Notebooks

Strategies to Increase Parental Involvement

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

Provide workshops for the parents to strengthen their understanding of *TLiM* as outlined above
Create a Parent Lighthouse Team that will serve to further educate and empower parents in *TLiM*

Budget and Resource Alignment

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

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

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.

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

1.

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

1.

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

4.

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Guided Reading, Strategy Lessons, One-on-One Conferencing, Word Work, Interactive Reading and Writing, Shared Reading	Small group, one-to-one	During the school day, After school
Mathematics	Guided Math, Strategy Lessons, One-on-One Conferencing	Small group, one-to-one	During the school day, After school
Science	Guided Reading, Strategy Lessons, One-on-One Conferencing, Interactive Reading and Writing, Shared Reading	Small group	During the school day, After school
Social Studies	Guided Reading, Strategy Lessons, One-on-One Conferencing, Interactive Reading and Writing, Shared Reading	Small group	During the school day, After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual Counseling, Group Counseling – Use of hands-on activities	Small group, one-to-one	During the school day,

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

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

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).

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.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

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

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).

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;
- using Communication Folders (Grades PreK-5) and Academic Planners (Grades 3-5) to keep parents/guardians informed as to their children's academic responsibilities, academic and social/emotional needs, and academic progress
- providing workshops on *The Leader in Me*, the transformative model for building leadership potential in each of our students based on Stephen Covey's *7 Habits of Highly Effective People*.
- creating a Parent Lighthouse Team that will serve to further educate and empower parents in *TLiM*
- providing workshops on topics, which include, but are not limited to, the Common Core Learning Standards, the NYS Standardized Assessments, the NYSESLAT Assessment
- communicating via technology: school website, school facebook page, e-mail blasts

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

create Leadership Notebooks in grades K-5 so as to empower our students to self-monitor their academic, social/emotional and leadership growth, with the following sections:

- My Self
- My Goals
- My Progress
- My Leadership Roles
- My Celebrations

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 14	Borough Brooklyn	School Number 110
School Name The Monitor School		

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

Principal Anna Cano Amato	Assistant Principal Anna Rocchio
Coach n/a	Coach n/a
ESL Teacher Dana Raciunas	Guidance Counselor Barbara Morales
Teacher/Subject Area Michelle Mangiaracina	Parent Christine Greenwood
Teacher/Subject Area type here	Parent Coordinator Tara Atson
Related Service Provider Marie Gallo	Other type here
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	375	Total number of ELLs	46	ELLs as share of total student population (%)	12.27%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): French

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	34	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	9	0	0	0	0	0	0	0	0	9
ESL	25	0	2	12	0	4	0	0	0	37
Total	34	0	2	12	0	4	0	0	0	46
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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Polish	1	23			1	23													2	46
French	2		4	21	1														7	21
SELECT ONE																			0	0
TOTAL	3	23	4	21	2	23	0	0	0	0	0	0	0	0	0	0	0	0	9	67

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 20 Number of third language speakers: 11

Ethnic breakdown of EPs (Number):

African-American: 4 Asian: 1 Hispanic/Latino: 3
 Native American: 0 White (Non-Hispanic/Latino): 67 Other: 1

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	1		1	3	3	1								9
Chinese			1											1
Russian														0
Bengali														0
Urdu														0
Arabic		2		1		2								5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	10	4	1	1	3	3								22
Albanian														0
Other														0
TOTAL	11	6	3	5	6	6	0	0	0	0	0	0	0	37

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)	2	0	0	0	0	2								4

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)	2	2	0	2	1	1								8
Advanced (A)	5	4	4	5	5	2								25
Total	9	6	4	7	6	5	0	0	0	0	0	0	0	37

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	5	4	0	0	9
4	3	5	0	0	8
5					0
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	4	0	3	0	1	0	0	0	8
4	1	0	6	0	1	0	0	0	8
5									0
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	0	0	2	0	6	0	1	0	9
8									0
NYSAA Bilingual (SWD)									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses Teachers College Reading Assessments to assess ELLs early literacy skills. This data indicates that although many ELLs have literacy skills in their native language, their English language structures need to be enhanced in order to continue their growth in the English language. For example, while they are transferring word attack skills from their native language to English, their fluency and expressive language must be developed.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across proficiency levels and grades reveal that our ELLs' greatest need is in the reading and writing modalities. The patterns across the four modalities will be instrumental in our instructional decisions. For example, since the majority of our ELLs' greatest need is in reading and writing, we will endeavor to emphasize skills needed for growth through: shared reading, interactive writing, and guided reading, which are components of the Balanced Literacy program and are built into our new Literacy program-Ready Gen. In addition, strategy lessons in reading and writing will also be employed to further individualize instruction and assist our students.
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](#))
Patterns emerging across NYSESLAT modalities of reading/writing and listening/speaking affect instructional decisions by individual classroom teachers and are discussed at grade level conferences, as well as Inquiry Team meetings. The patterns indicate that oral expression and vocabulary development affect students' writing proficiency, as well as their ability to acquire content area material.
ELLs' English language growth is a result of an English immersion model. In addition to classroom and targeted ESL instruction, students who participate in before/after school programs, Saturday Academies, recreational and extra ELL support programs acquire proficiency at quicker rates.
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?
 - a. Our ELLs do not take native language assessments, thus we are not able to compare their growth in English to their native language development. However, in the French Dual Language classes, instruction is provided using the native language 50% of the school day in the subject areas of language arts, social studies and science.
 - b. ELL periodic assessments inform teachers and the school leadership of the rate of growth. Success is evaluated not only by continued growth as indicated by periodic assessments and score achieved on the NYSESLAT, ELA and Math state assessments, but also by the reading levels attained on TC reading assessments, writing pieces, and participation in class.
 - c. The periodic assessments indicate that vocabulary development is an area of language development that must continually be addressed in order for our ELLs to make progress. Results indicate the loss of English language when students are immersed in their native language during the summer months. Upon return to school in the fall, they struggle to "catch up."
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](#).)
All forms of data are examined in order to determine whether a student should be moved to a different Tier for English language learning. TC reading levels, written assignments, practice comprehension tests, ELL interim assessments, classroom participation, student behavior and classroom functioning along with standardized tests are used to make determinations. The linguistic and cultural backgrounds of the students are also taken into account.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Bilingual students' learning trajectories differ from monolingual students. Teachers familiar with students' second languages can help students make connections across languages; thus, providing students with varied and multiple entry points to aid with all aspects of learning English. Formative and summative assessments created by the teacher teams are used to determine the progress of the children's second language development. This progress will then inform instructional decisions as all content area teachers teach in such a way that they are building the students' English language skills. In addition, interviews with parents help determine the children's educational history/background.
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?

a. English-proficient students in the dual language programs are assessed for their listening comprehension, vocabulary development, reading and writing skills through our French department's developed assessments.

b. The language proficiency in the second (target) language for EPs varies. Approximately 40 percent of the students in each French dual language class are progressing quickly in the acquisition of French, 40 percent would be classified at the intermediate level, while 20 percent are functioning at the beginning level.

c. Our dual language classes: a Kindergarten, 1st grade, and 2nd grade have not yet been assessed by city or state assessments.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success is evaluated not only by continued growth as indicated by periodic assessments and scores achieved on the NYSESLAT, ELA and Math state assessments, but also by the reading levels attained on TC reading assessments, writing pieces, and participation in class.

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](#).)
: Upon registering a new student, the pupil Accounting Secretary distributes the Home Language Identification Survey (HLIS) to the students' parents/guardians, which consists of the informal oral interview in English and the native language, and the formal initial assessment. The informal oral interview is conducted by the following pedagogues: Margaret Kaluza (Polish) and Barbara Morales (Spanish) and Dana Raciunas (English). Based on the information on the HLIS, the ESL teacher administers the LAB-R, if necessary, within 10 school days of the child's admittance. If a Spanish LAB-R needs to be administered it is also administered within the required 10 day window by Barbara Morales. In addition, monthly admission and discharge reports are generated and copies are given to the ESL teacher to update records and administer LAB-R's to newly admitted students.
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.

There is an ELL parent orientation meeting in late September after the new ELL population has been identified. This meeting consists of discussion of the ELL identification process, the ELL testing program, including LAB-R, interim assessments and NYSESLAT. Translators are available at these meetings and, in addition, a video is shown which further explains program choices. After the orientation meeting, the ESL teacher distributes entitlement letters. She ensures that the entitlement letters are distributed, as well as the return of the Parent Survey and Selection Forms.

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].)

The following ATS reports are referenced to determine NYSESLAT eligibility: RLAB, RLER, RLAT, and RNMR. For those parents who cannot attend the meeting, the ESL teacher and the classroom teachers reach out to the parents in person or by phone to ensure the distribution of the entitlement letters/continued entitlement letters and the return of the Parent Survey and Program Selection forms. Both the ESL teacher and the classroom teachers have the responsibility of collecting these letters. These letters are then stored and maintained by the ESL teacher for future reference if required. In addition, the ESL teacher distributes continued entitlement letters to the entitled students. The letters are backpacked home. When necessary, translators are provided by staff and/or parents to ensure that parents are cognizant of all the decision making choices.

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.

All parental requests are carefully reviewed by the ESL teacher. If there were a growing desire for TBE we would count the number of children in that specific native language language group. If the number were 15 or more, on or across levels, a TBE class would be opened as mandated. However, this program model has not yet been requested by a sufficient number of parents, nor have the numbers indicated a need for it. Since only the free standing ESL model is offered at PS 110, our Parent Coordinator assists the parents in further choices available in other schools. A review of Parent Survey and Program Selection forms over the last several years indicates that there is a trend toward monolingual instruction for ELLs. This 2011-2012 school year, 11 of 13 Parent Survey and Program Selection forms indicated the desire for a free-standing ESL program as their first choice.

If parents choose a program not offered at our school, we would attempt to locate a school offering the requested program. Trends therefore indicate that parents are requesting a free standing ESL program, which is the program offered at PS 110.

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 testing coordinator and the ESL teacher review the NYSESLAT testing schedule. They cross reference names of students to ensure that all ELLs receive the assessment. Students are placed into groups according to their levels and a testing schedule is made. Teachers involved in NYSESLAT testing are notified and receive training and instructions on the administration of the NYSESLAT. During the administration window teachers then administer the test. All tests are returned to the testing coordinator. They are then packaged and returned for scoring according to the directions.

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. 

A review of Parent Survey and Program Selection forms over the last several years indicates that there is a trend toward monolingual instruction for ELLs. This 2011-2012 school year, 9 of 13 Parent Survey and Program Selection forms indicated the desire for a free-standing ESL program as their first choice.

If parents choose a program not offered at our school, we would attempt to locate a school offering the requested program. Trends therefore indicate that parents are requesting a free standing ESL program, which is the program offered at PS 110.

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])?

a. We utilize a Push-in/Pull-out model to instruct our ELLs.

b. In this organizational model, while pushing-in, the ESL teacher co-teaches with the classroom teacher and confers with a heterogeneous (mixed proficiency levels) ESL group. When pulling-out, children with similar needs are grouped together, especially considering Beginners and Intermediates who are mandated to receive 360 minutes of instruction. Advanced ELLs receive 180 minutes of instruction primarily in a push-in setting.

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)?

To ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model as per CR Part 154, the staff and schedule are organized in such a fashion to allow for the necessary time blocks to deliver ESL, ELA, and NLA instruction.

We deliver explicit ESL instruction through the ReadyGen Literacy Program. Reading instruction is based on reading complex texts and developing students' higher level thinking skills. Students write narratives, opinion and informative pieces as outlined the Common Core State Standards (CCSS). We scaffold in content area instruction as well. When we pull-out, we use components of the Balanced Literacy program, such as read-alouds, guided reading, interactive writing, shared reading, word work, etc.

To ensure that ELLs are appropriately evaluated in their native language when necessary, we utilize standardized tests in their native language, for example Spanish. We also utilize translators Arabic and Polish translators when necessary. They translate the standardized tests for the students who will then respond in their native language. These responses are then transcribed into English for scoring purposes.

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.

Content area instruction is scaffolded. Teachers employ various materials to ensure that concepts and vocabulary are grasped by ELLs. Videos, charts, pictures and models are used so that students can have multiple points of entry. Questions are scaffolded so that students can attain understanding of complex ideas.

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

To ensure that ELLs are appropriately evaluated in their native language when necessary, we utilize standardized tests in their native language, for example Spanish. We also utilize translators when necessary, for example Arabic and Polish. These translators will translate the standardized tests for the students who will then respond in their native language. These responses are then transcribed into English for scoring purposes.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Classroom teachers confer with the ESL teacher to discuss each student's progress in all four modalities. Hard data such as: writing samples, reading levels, comprehension tests, periodic assessments are used in the evaluations. Soft data such as: observation of students working and participation in class is also taken into account.

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).

a. Our SIFEs are pulled aside into an environment comprised of a Listening Center, Word Wall, and a Native Language Library. Here they receive additional basic skills work, word study and grammar in a small group setting. Picture prompts and graphic organizers are used to enhance their development in the area of speaking.

b. Our newcomers are also pulled aside into an environment comprised of a Listening Center, Word Wall, and a Native Language Library. Here they receive additional basic skills work, word study and grammar in a small group setting. Picture prompts and graphic organizers are used to enhance their development in the area of speaking. We also utilize the Leap Frog program, Lexia Reading and RAZ Reading to develop vocabulary, fluency, and phonics. During our push-in model, newcomers are given bilingual buddies (peer tutoring) to assist them. They are also given strategy lessons with children who have similar needs.

c. Because ELA testing is now required for ELLs after one year, the instructional plan we employ is similar to the one set in place for our newcomers and SIFEs. However, we also focus on test-taking skills and procedures.

d. For our long term ELLs, we will continue to support their development through Ready Gen Literacy Program, as well as using scaffolding techniques in content area studies. We also confer with classroom teachers and administration so that in certain cases children may be brought to the attention of the Pupil Personnel Team for children at risk.

e. For students who have reached proficiency, we provide additional ESL instructional support by conferencing with them during the Push-in model during Literacy instruction. In addition, students still in need receive other forms of Academic Intervention which includes, but is not limited to, guided reading and strategy lessons for at least two years. Also, as per the new testing accommodations mandate, ELLs who have achieved proficiency level will still be provided with their testing accommodations for two additional years so as to give them the support needed to ensure their success. In addition, these students will be invited to attend our Afterschool AIS Program, as well as our Saturday Academy. These programs will continue to further their English development.

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?

Teachers of ELL-SWDs provide small group instruction based on need as determined by formative and summative assessments. This differentiation will include such strategies as visual prompts and grade level text material that is more accessible to their learning needs. For example, a Social Studies trade book topic will be presented in various text levels to allow for student accessibility. This in turn ensures access to academic content areas and accelerates English language development because of the student accessibility to the material.

In addition, our plan for alternative placement in Special Education is to provide these special needs students with peer tutoring and academic intervention services.

In utilizing the ReadyGen Program for English Language Arts and the content areas, materials, both curricular and instructional, are provided to differentiate for the ELL-SWDs' needs and instructional level. Scheduling is re-visited daily to allow for changes that will provide these students the opportunities to engage in activities that will address their needs in the least restrictive

environment, such as Enrichment Clusters, Arts Residencies, Cookshop and field trips.

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?

Scheduling is re-visited daily to allow for changes that will provide these students the opportunities to engage in activities that will address their needs in the least restrictive environment, such as Enrichment Clusters, Arts Residencies, Cookshop and field trips.

In addition, all ELLs participate in all program choices in the building, including the Visual Thinking Strategies Program, Arts Residencies, Enrichment Clusters, Cookshop for K-2 grade students, Lunch and Learns, The Leader in Me Program, and Chorus.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

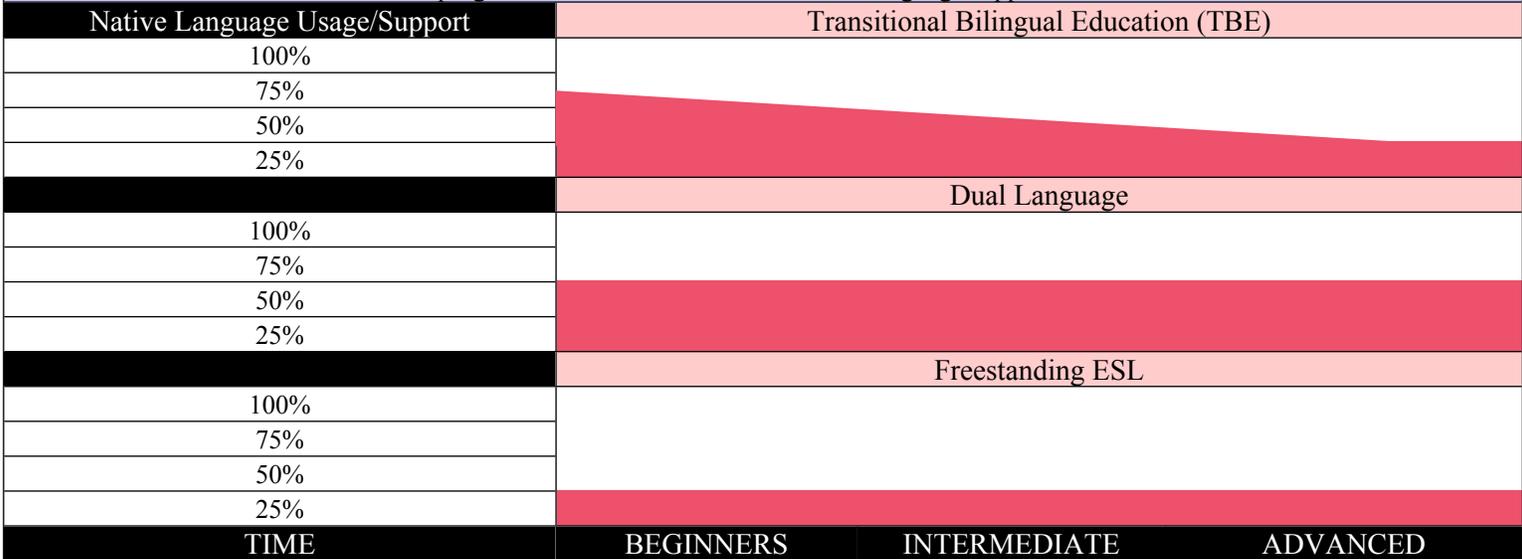
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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.

To determine those students in need of targeted intervention we utilized the RMSR, the RLAT reports in ATS, as well the item skills analysis reports available in ARIS. Students are grouped according to needs and they receive targeted instruction and support during a skills period which is built into the schedule. Students also receive extra support before school at math clinics. Saturday academies and after school programs are also structured around academic needs.

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

All our teachers are aware that they are teachers of ELL's. We continually assess and observe students, their abilities and their struggles. Data used for this purpose include formative and summative assessments that are both teacher generated and generated by the publishers of our curricula, as well as the assessments provided by the DOE, such as Periodic ELL Assessments, and ELA and Math baseline and benchmark assessments. We also utilize the MOSL that were introduced this year to inform instruction. All of this data is used to target needed skills and refine our teaching. Our targeted instruction makes our program effective.

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

We are currently analyzing supplemental materials to aid instruction and practice to the Common Core State Standards. We have already chosen a math supplemental book-Crosswalks.

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

We are not discontinuing any of our programs.

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

ELLs are afforded equal access to all school programs because they participate in all school activities with their classmates. They participate in 'special' or cluster classes such as: computer, music, art, and Italian. They partake in special art residencies and programs such as cookshop, swimming, drumming, and theater. They are invited to participate in academic after-school classes as well as Saturday academies specifically designed to promote their language development and academic success.

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

VTS - Visual Thinking Strategies trains students to think critically about a painting and then to share their thinking orally as well as in writing. VTS is useful for all of our ELLs. Getting Ready for the NYSESLAT is used with all of our ELLS. Poetry Power ESL, and Rigby, On Our Way to English, are used for K-2 students. True Stories in the News and A First Look at theUSA are used for 3rd-5th grade ELL students.

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

Native language support is delivered through French literacy instruction. Social studies and math are also taught in French to support the native French speakers. Dictionaries and computers support native language speakers situated in ESL classes. We do not have a TBE program in our school.

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

Early childhood students are taught with grade level materials such as: Big Books, pictures, manipulatives, picture books, language games, charts, as well as emergent readers. Mid-upper grade students utilize leveled books, magazines, and language appropriate workbooks.

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.

We do not hold special activities for newly enrolled ELLs before the beginning of the school year. Because the school building is closed during the summer and we do not have staff on hand during the summer to interview and assess new registrants, we cannot hold any activities for them. However, once school begins, we invite new ELLs to Family Nights and Fall Festivals in the park by our school.

18. What language electives are offered to ELLs?

All students receive 1 or 2 periods of Italian instruction per week. This school year will be the fourth year students have the opportunity to learn Italian.

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)?
 - a. 50% of the day is taught in the target language in the Kindergarten, 1st, and 2nd grade French Dual Language classes.
 - b. EPs and ELLs are integrated for most of the day. Beginning ELLS in the Kindergarten and 1st grade are provided with targeted English language instruction.
 - c. The language is separated by time. The mornings are designated for the target language.
 - d. The model for the Dual Language classes is self-contained.
 - e. Emergent literacy is taught sequentially.

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.

This year our teachers are attending 4 Go-Math and 4 ReadyGen Literacy professional development sessions, which will prepare them to align their instruction to the Common Core Learning Standards. Teachers also attend content area, science and math, professional development offered by the Network. Our teachers will also attend professional development sessions with Gretchen Baudenbacher, the instructor with Visual Thinking Strategies. These sessions will take place during the school day in-house or in New York City museums. The sessions will focus on improving teacher instruction in developing in our ELL students their receptive/expressive language skills, writing skills, and critical-thinking skills. This training will include the Principal, the Assistant Principal, and the Guidance Counselor. In addition, Ms. Baudenbacher will provide an evening of Visual Thinking Strategies for our parents of ELLs. Additionally, teachers will attend The Leader in Me professional development sessions with Lyne Fox.

The Language Allocation Team will meet in September and June to review and make the necessary changes in the policy.

There will be weekly collaborative planning sessions between classroom and ESL teachers across the grades. This will ensure that curriculum is consistent and applied appropriately, providing ELLs with the additional support they need. The guidance counselor will assist staff to help those ELLs as they transition from elementary to middle school. In addition, the work of ELLs and ELLs-SWDs will be analyzed during our weekly Thursday afternoon collaborative inquiry sessions of 37.5 minutes.

The CFN will assist us in providing the necessary 7.5 hours of ELL training for all staff (and the 10 hours for Special Ed. teachers). This training will provide teachers with an understanding of the needs of ELLs, as well as teaching strategies to effectively meet these needs.

Agendas and attendance sheets will be maintained for record keeping purposes.

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?

This school year we will continue to improve parental involvement inclusive of parents of ELL's. We will increase parental/family involvement through the efforts of the parent coordinator and staff developers so as to ensure that parents are our partners in the education of their children with the objective of increasing participation of parents at school events and activities by 10%.

This is our action plan to accomplish our goal:

- Conduct Parent Survey to assess needs
On-line: surveymonkey.com
Paper/Pencil: back-packed home
 - Utilize the Parent Coordinator to continue to engage and involve parents in the school community by working with school administration, staff, PTA, community and OST providers
 - Invite parents to September Open Houses to meet with their children's teachers and learn of the expectations for the new grade
 - Post flyers in the building and on the announcement board about upcoming events; as well as back-packing the information home and placing it on line
 - Provide on-going support for ELL parents through translation of materials and translation services at meetings and events
 - Provide ESL classes for adults every morning from 8:30 to 12:30
 - Invite parents to volunteer their time and talents to our school community
 - Create Family Night once a month to promote family involvement in both academic and social activities
 - Create First Friday mornings to promote family involvement in the classroom
 - Provide workshops for parents on the Common Core State Standards and understanding the use of data in the ARIS
- Parent link
- Conduct workshops by staff developers on test preparation
 - Conduct workshops by staff developers based on parental needs and interests through the use of Title I funds
 - Celebrate students and parents by giving awards at PTA meetings and assembly programs
 - Invite parents/family members to serve on committees and volunteer for events, such as the October Fall Fest, It's My Park Day, March Book Fair, June Walk-a-thon, Bake and Candy Sales
 - Invite parents to chaperone class trips and to attend class publishing parties
 - Maintain the school website as a viable source for information, as well as encourage the creation of class web-sites and newsletters
 - Encourage parents/family members to become members of the PTA and SLT
 - Encourage the use of the Parent Library in the Parent Coordinator's room, which provides parental resources, as well as library books to be shared at home
 - Continue to collaborate with the PTA to provide fiscal support through fundraising activities to ensure appropriate quality and quantity of resources are available to the school community
 - Continue to collaborate with business sponsors to provide fiscal support to ensure appropriate quality and quantity of resources are available to the school community
 - Create a viable grant writing committee composed of family members and staff to secure additional funding for the school community with the aid of the CLSO Community Facilitator

The evidence we will use throughout the year to evaluate our progress towards meeting our goal includes:

- Flyers of workshops and events sent to parents/guardians
- Agendas for the meetings and workshops

- Increased attendance at PTA meetings, school events, trips, assembly programs, workshops
- Evaluation of workshops

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>110</u>		School DBN: <u>14K110</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anna Cano Amato	Principal		12/6/13
Anna Rocchio	Assistant Principal		12/6/13
Tara Atson	Parent Coordinator		12/6/13
Dana Raciunas	ESL Teacher		12/6/13
Christine Greenwood	Parent		12/6/13
Michelle Mangiaracina	Teacher/Subject Area		12/6/13
	Teacher/Subject Area		12/6/13
n/a	Coach		12/6/13
n/a	Coach		12/6/13
Barbara Morales	Guidance Counselor		12/6/13
	Network Leader		12/6/13
Marie Gallo	Other <u>Speech</u>		12/6/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 14K110 School Name: Monitor School

Cluster: 6 Network: 612

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

Part A: Needs Assessment Findings

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

Based on the HILS survey and the number of non-English speaking parents who need clarification on information sent home, we have determined that we need written/oral translations in Spanish and Polish. There is a small emerging need for Arabic translations. Thus far, oral translations are being provided by one of our Arabic parents who has volunteered her services.

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.

Again, based on our HILS survey, the number of parents seeking translators for Parent Teacher Conferences and the number of non-English parents attending PTA meetings, Parent workshops, and other related school events, determines that we need a Spanish and Polish oral interpreter. Again, there is a small emerging need for Arabic translations. Thus far, these are being provided by one of our Arabic parents who has volunteered her services. This information was disseminated at a SLT and PTA meeting. With regards to written translations, we avail ourselves of DOE translated documents in Spanish and Arabic. When this is not possible we utilize in-house staff and parent volunteers for the necessary translations. With regards to Polish we rely on in-house staff as the DOE provides few translated documents in Polish.

Part B: Strategies and Activities

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

Written translations would include:

- Permission slips regarding needed services
- All Principal's correspondences
- Information regarding before and after school programs
- Information on student's academic testing and achievement
- Flyers announcing upcoming meetings and events

Translations will be provided by our in-house school staff and parent volunteers. We will also avail ourselves of the translation capability on our website – www.PS110K.com

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.

We plan to provide Spanish and Polish interpreters for the following events:

- Parent Teacher Conferences
- Family Nights
- Parent workshops on academic curriculum
- Communication with the parent regarding their child's academic and social success.

This service will increase the parents' access to information regarding their children's educational options, provide for a shared parent-school accountability, and increase the parents' capacity to improve their children's achievements. These services will be provided by our in-house school staff who speak the native languages of Polish or Spanish.

As for the emerging need for Arabic translation, we find that this segment of the school population will bring a English-speaking family member to important meetings and events.

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 mentioned above, any translation and interpretation services not covered by the Dept. of Education will be the responsibility of the school. Therefore, using our in-house personnel and parent volunteers, we will provide for interpretation service for anyone speaking Polish, Spanish, and Arabic, as well as any document translations necessary to ensure that parents are fully informed about all matters concerning their children.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: PS110K - The Monitor	DBN: 14K110
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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:

In order to reduce the number of our Level 1 and 2 ELL students and, as well as to provide for our beginning and intermediate students, we at 14K110 have decided to use the majority of our Title III funds to provide direct instruction through an After School program for our English Language Learners in grades K to 5.

For grades K-5, this intervention will be Mondays and Tuesdays from 3:15 to 4:45 for a total of 21 hours, or 14 sessions, beginning February 3, 2014 and ending March 25, 2014. The After School program will be comprised of no more than 20 students per class. The Saturday Academy will consist of 4 sessions: March 8th, 15th, 22nd 29st, 2014. The sessions will begin at 9:00AM and end at 12:00PM.

Instruction will be conducted by four teachers with ESL experience, one of whom holds an ESL license. Grades K-2 will utilize an oral language intervention program published by Rourke Classroom Resources, in addition to the Wilson Foundations Program and the Leapfrog Program. Grades 3-5 will utilize NYSESLAT Preparation materials, as well as the EngageNY modules. This year again we will utilize the Visual Teaching Strategies program that uses art work to promote receptive/expressive language skills, writing skills, and critical-thinking skills.

As part of our Leader in Me program we will integrate the 7 habits into the academic and personal behaviors of our students.

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:

This year our Professional Development Program will again be comprised of VTS sessions with Gretchen Baudenbacher, our Visual Thinking Strategies Trainer. These sessions will take place during the school day in-house. The dates for training have yet to be determined. The sessions will focus on improving

Part C: Professional Development

teacher instruction in developing in our students their receptive/expressive language skills, writing skills, and critical-thinking skills.

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 parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs are:

February 5, 2014 at 9:30 - 11:30 The 7 Habits and Your Child

This session will be conducted by our TLiM facilitators. The focus will be on the 7 habits and how they impact the academic behaviors of all students.

The rationale for this workshop is to educate parents as to how they can effectively foster their children's engagement and motivation as they work toward their academic successes.

April 2012 (Dates TBD) -- NYSESLAT Mornings 9:00-10:00AM

2 sessions will be conducted by Dana Raciunas, our ESL teacher. The rationale for this workshop is to educate parents as to the NYSESLAT and its four components. The sessions will include the opportunity for parents to take part in a mock assessment similar to the grade level of their children.

The parents will be notified via flyers backpacked home, as well as our school website and our Parent Coordinator's weekly e-mails.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for	7755.96	Breakdown:

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		After-school Program Teachers: 4 tchrs x 14 sessions x 1.5 hrs. x \$50.19 = \$4215.96 Supervisor: 1 x 14 sessions x 1.5 hrs x \$52.52 = \$1102.92 Saturday Academy Teachers: 3 tchrs x 4 sessions x 3 hrs. x \$50.19 = \$1806.84 Supervisor: 1 x 4 x 3 x \$52.52 = \$630.24
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$2945	Teacher PD
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	499	copy paper for EngageNY modules 7 Habits of Highly Effective Families 7 Habits of Happy Kids
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		\$11200

