



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S. 158K, THE WARWICK SCHOOL

DBN (i.e. 01M001): 19K158

Principal: MS. AUDREY A. WILSON

Principal Email: AWILSON3@SCHOOLS.NYC.GOV

Superintendent: MS. JOYCE HARTE-STALLINGS

Network Leader: MS. ELLEN PADVA

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
Ms. Audrey Wilson	*Principal or Designee	
Ms. Lesley-Ann Jones	*UFT Chapter Leader or Designee	
Mr. Dupree McLeod	*PA/PTA President or Designated Co-President	
Ms. Tonia Gordon	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	
Ms. Jacqueline Charlton	Member/ Teacher, Chairperson	
Ms. Zara Ziff	Member/ Teacher	
Ms. Pamela Greene	Member/ Teacher	
Delores Kinloch	Member/ Parent	
Denise Jones	Member/ Parent	
Marsha Houston	Member/ Parent	
Ms. Cythnia Gordon	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.

By June 2014, Fifty percent (50%) of our students with disabilities from grades 3-5 will demonstrate progress towards achieving a proficient grade level benchmark score on the DIBELS TRC (independent reading levels).

Comprehensive Needs Assessment

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

After conducting a comparison analysis of student performance data from 2012-13 on their DIBELS TRC assessments, it was determined that our general education students showed a small margin of increase in performance, from 50% to 55% on their DIBELS TRC benchmark scores. Our SWD subgroups showed that they are still underperforming general education student for the last few years with only 40% at or above a proficient score. As a result, we have made it a priority to work with these students to increase their Text Reading Comprehension (TRC) scores by 10% in June 2014.

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. *Professional Development: PD will be given on the following topics to ensure progress and a continuum of learning. Teachers will use benchmark scores to set student goals and grouping students for daily instruction.*
2. *Teachers will use data to create small flexible grouping to target specific needs and plan differentiated instruction.*
3. *Teachers will know how to analyze running records and use the data to target students needs and structure a guided reading lesson to target specific needs.*
4. *Teachers will be train in how to implement the Ready Gen reading program.*

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

1. *Principal, Assistant Principals for SWDs, Data Specialists and Teachers*
2. *Principal, Assistant Principals for SWDs, Data Specialists and Teachers*
3. *Principal, Assistant Principals for SWDs, Data Specialists and Teachers*
4. *Principal, Assistant Principals for SWDs, Data Specialists and Teachers*

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

1. *Teachers will fill out evaluation sheets after each PD, and have follow-up sessions.*
2. *Lead Teachers will follow-up with teachers during class inter-visitiation and planning time.*
3. *Supervisors will be observing classroom lessons and meeting for data discussion throughout the year.*
4. *Networking with outside consultants and online resources will support teachers to improve effectiveness in the classroom.*

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

1. *Implementation will begin in September 2013 and last to June 2014.*
2. *Implementation will begin in September 2013 and last to June 2014.*
3. *Implementation will begin in September 2013 and last to June 2014.*
4. *Implementation will begin in September 2013 and last to June 2014.*

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

1. *Teachers will be given three hours for professional development, two hours for study groups, four hours for inquiry teams, one hour of data day and ten hours for planning time every month.*
2. *Teachers will be given three hours for professional development, two hours for study groups, four hours for inquiry teams, one hour of data day and ten hours for planning time every month.*
3. *Teachers will be given three hours for professional development, two hours for study groups, four hours for inquiry teams, one hour of data day and ten hours for*

planning time every month.

4. Teachers will be given three hours for professional development, two hours for study groups, four hours for inquiry teams, one hour of data day and ten hours for planning time every month.

Strategies to Increase Parental Involvement

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

1. *ELA teachers will design training modules and host ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in spanish to meet parent needs.*
2. *The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides.*
3. *School Library teacher will host storytelling workshops for parents and share strategies with parents on how to do a read aloud with their children.*
4. *The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.*

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, Sixty percent (60%) of our general education students from grades 3-5 will demonstrate progress towards achieving a proficient grade level benchmark score on the DIBELS TRC (independent reading levels).

Comprehensive Needs Assessment

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

After conducting a comparison analysis of student performance data from 2012-13 on their DIBELS TRC assessments, it was determined that our general education students showed a small margin of increase in performance, from 50% to 55% on their DIBELS TRC benchmark scores. As a result, we have made it a priority to work with these students to increase their Text Reading Comprehension (TRC) scores by 10% in June 2014.

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. *PD will be given on the following topics to ensure progress and a continuum of learning. Teachers will use benchmark scores to set student goals and grouping students for daily instruction.*
2. *Teachers will use data to create small flexible grouping to target specific needs and plan differentiated instruction.*
3. *Teachers will know how to analyze running records and use the data to target students needs and structure a guided reading lesson to target specific needs.*
4. *Teachers will be trained in how to implement the Ready Gen reading program.*

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

1. *Principal, Assistant Principals for SWDs, Data Specialists and Teachers*

2. <i>Principal, Assistant Principals for SWDs, Data Specialists and Teachers</i>
3. <i>Principal, Assistant Principals for SWDs, Data Specialists and Teachers</i>
4. <i>Principal, Assistant Principals for SWDs, Data Specialists and Teachers</i>
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Teachers will fill out evaluation sheets after each PD, and have follow-up sessions.
2. Lead Teachers will follow-up with teachers during class inter-visitation and planning time.
3. Supervisors will be observing classroom lessons and meeting for data discussion throughout the year.
4. Networking with outside consultants and online resources will support teachers to improve effectiveness in the classroom.
4. Timeline for implementation and completion including start and end dates
1. Implementation will begin in September 2013 and last to June 2014.
2. Implementation will begin in September 2013 and last to June 2014.
3. Implementation will begin in September 2013 and last to June 2014.
4. Implementation will begin in September 2013 and last to June 2014.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Teachers will be given three hours for professional development, two hours for study groups, four hours for inquiry teams, one hour of data day and ten hours for planning time every month.
2. Teachers will be given three hours for professional development, two hours for study groups, four hours for inquiry teams, one hour of data day and ten hours for planning time every month.
3. Teachers will be given three hours for professional development, two hours for study groups, four hours for inquiry teams, one hour of data day and ten hours for planning time every month.
4. Teachers will be given three hours for professional development, two hours for study groups, four hours for inquiry teams, one hour of data day and ten hours for planning time every month.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
1. <i>ELA teachers will design training modules and host ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in Spanish to meet parent needs.</i>
2. <i>The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides.</i>
3. <i>School Library teacher will host storytelling workshops for parents and share strategies with parents on how to do a read aloud with their children.</i>
4. <i>The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.</i>

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
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.
<i>By June 2014, all students from Pre-kindergarten to fifth grade, will be engaged in a new literacy program (Ready Gen) that has been aligned to the Common Core Learning Standards. In literacy, based on learning goals, teachers will identify possible</i>

interpretations of text and anticipated challenges to plan carefully sequenced text –dependent questions that both check and deepen students’ understanding of new content/text.

In math, all students from pre-kindergarten to fifth grade will be engaged in a new math program (GoMath) that has been aligned to the Common Core Learning Standards. In math, based on learning goals, teachers will identify various solutions pathways and anticipated challenges to plan question that both check and deepen students’ understanding of challenging instructional tasks.

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.

Based on our 2012-2013, Quality Review, we needed to improve the design curricula to align our literacy and math programs to the Common Core Learning Standards (CCLS). Teachers will collaboratively engage in the creation of rigorous tasks and rubrics in all subject areas in order to develop higher order questioning, sequenced text –dependent questions and questioning techniques to fully engage their students in accountable talks and discussions. This will also support the common goals of aligning unit plans with all subject areas on each grade level.

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. PD will be given on the following topics to ensure progress and a continuum of learning in reading and math. Teachers will be trained by outside consultants in Ready Gen Program and GoMath Program.*
- 2. Teachers will be trained and collaborate in learning the Common Core Learning Standards and aligning the unit plans to Ready Gen.*
- 3. Teachers will be trained and collaborate in learning GoMath and work on aligning the Common Core Learning Standard to the new math program.*
- 4. Teachers will be trained and collaborate on how to engage students in high order questioning.*

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

- 1. Principal, Assistant Principals for SWDs, Data Specialists and Teachers*
- 2. Principal, Assistant Principals for SWDs, Data Specialists and Teachers*
- 3. Principal, Assistant Principals for SWDs, Data Specialists and Teachers*
- 4. Principal, Assistant Principals for SWDs, Data Specialists and Teachers*

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

- 1. Teachers will fill out evaluation sheets after each PD, and have follow-up sessions.*
- 2. Lead Teachers will follow-up with teachers during class inter-visitation and planning time.*
- 3. Supervisors will be observing classroom lessons and meeting for data discussion throughout the year.*
- 4. Networking with outside consultants and online resources will support teachers to improve effectiveness in the classroom.*

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

- 1. Implementation will begin in September 2013 and last to June 2014.*
- 2. Implementation will begin in September 2013 and last to June 2014.*
- 3. Implementation will begin in September 2013 and last to June 2014.*
- 4. Implementation will begin in September 2013 and last to June 2014.*

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

- 1. Teachers will be given three hours for professional development, two hours for study groups, four hours for inquiry teams, one hour of data day and ten hours for*

- planning time every month.
- Teachers will be given three hours for professional development, two hours for study groups, four hours for inquiry teams, one hour of data day and ten hours for planning time every month.
 - Teachers will be given three hours for professional development, two hours for study groups, four hours for inquiry teams, one hour of data day and ten hours for planning time every month.
 - Teachers will be given three hours for professional development, two hours for study groups, four hours for inquiry teams, one hour of data day and ten hours for planning time every month.

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).

- ELA teachers will design training modules and host ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in spanish to meet parent needs.*
- The school will host a curriculum night and create a parent resource library with user-friendly instructional materials and guides.*
- School Library teacher will host storytelling workshops for parents and share strategies with parents on how to do a read aloud with their children.*
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.*

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
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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

Strategies to Increase Parental Involvement

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

Involvement Policy (PIP).

Budget and Resource Alignment

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

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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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.

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

1.

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

1.

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

1.

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

9. 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	Harcourt Story town Intervention, Harcourt Trophies Intervention, Treasure Chest Intervention, Foundation Wilson System	Small group intervention (5-7 Students)	Services are provided during school (30-45 minutes), AIS (100 minutes) and Seamless after school program(120 minutes)
Mathematics	Math Steps, GoMath, Everyday Math Continental Press: Finish Line Math	Small group intervention (5-7 Students)	Services are provided during school (30-45 minutes), AIS (100 minutes) and Seamless after school program(120 minutes)
Science	Scott Foresman Science	Small group intervention (5-7 Students)	Services are provided during school (30-45 minutes)
Social Studies	Social Studies: McGraw -Hill Continental Press: Social Studies	Small group intervention (5-7 Students)	Services are provided during school (30-45 minutes)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Independent Programs	Small group intervention (5-7 Students) tutoring and one-to-one	Services are provided during school (30-45 minutes)

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

5. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ol style="list-style-type: none"> <i>Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.</i> <i>The personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.</i> <i>Mentors are assigned to support struggling and un-qualified teachers.</i> <i>Supervisors will met regularly with new teachers to support them with any management issues.</i>

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).
Teachers will be given three hours for professional development, two hours for study groups, four hours for inquiry teams, one hour of data day and ten hours for planning time every month. These teachers will be supported by colleagues, supervisors, and network consultants.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
P.S. 158K, works closely with our CEI-PEA #535 to coordinate and integrate Federal, State and Local funds to meet all services for our students.

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.).
Not Applicable

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.
Not Applicable

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Not Applicable

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).
Not Applicable

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family 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;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 19	Borough Brooklyn	School Number 158
School Name The Warwick 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 Audrey Wilson	Assistant Principal Shirley Harewood
Coach type here	Coach type here
ESL Teacher Yvescarmel Louis	Guidance Counselor Maritza Pena-Herrera
Teacher/Subject Area type here	Parent Darrin Cox
Teacher/Subject Area type here	Parent Coordinator Pamela Easton
Related Service Provider Pamela Greene	Other Arlene Baptiste
Network Leader(Only if working with the LAP team) type here	Other Lillian Ortiz-Cruz

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	514	Total number of ELLs	37	ELLs as share of total student population (%)	7.20%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	3	8	7	5	6	8								37
SELECT ONE														0
Total	3	8	7	5	6	8	0	37						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	28	ELL Students with Disabilities	8
SIFE	1	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	1

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	28	1		9		6	1		1	38
Total	28	1	0	9	0	6	1	0	1	38

Number of ELLs who have an alternate placement paraprofessional:

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	7	5	5	6	8								34
Chinese														0
Russian														0
Bengali			2											2
Urdu														0
Arabic		1												1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	3	8	7	5	6	8	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	4	1	1	2	3								13

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	1	3	2	2	4								13
Advanced (A)		3	3	2	2	1								11
Total	3	8	7	5	6	8	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					0
4					0
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									0
4									0
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
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.
To assess the early literacy skills of ELLs, teachers utilize DIBELS Next, DIBELS TRC, Fountas and Pinnell, NYC Performance Assessment as forms of measures. The data informs us of students' reading strategies, skill performance and instructional levels. Reading strategies are the behavioral characteristics of students' abilities to decode, encode and process reading and writing. The skill performance is the ability for the student to use problem solving strategies. The instructional level informs the teacher of students' level of entry so the teacher can plan for effective teaching.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The data from the 2013 NYSESLAT reveals that students continue to show level of proficiency in speaking and listening modalities. However, students continue to struggle in reading and writing.
Listening/Speaking modality:
Beginner
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?Paste response to questions here:
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](#).)
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
The use of the native language in core subject areas is more accessible to ELLs because they can draw on their backgrounds and experiences for content while continuing to improve English language acquisition skills. Native language support, such as the use of bilingual dictionaries, materials in the native language and homogeneous linguistic grouping, are utilized in classes of ELLs.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
To evaluate the success of our programs, PS 158K prioritizes ELLs' academic success and understands their learning needs.

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](#).)
At enrollment, the pupil avountant, Desiree Middleton, ensures that all parents reveice a Home Language Identification Survey (HLIS) to complete. Yvescarmel Louis, ESL teacher and Maritza Pena-Herrera, Guidance Counselor, are also present to assist the parents. This survey lets us know what language is used as home. If the HLIS indicates that the child uses a language other than English, an informal interview conducted by the licensed ESL teacher, Yvescarmel Louis, takes places in native language and English. If student does not speak any language other than English, then student is not an ELL. However, if student speaks language other than English and speaks little or no English, then the LAB-R is administered.
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.
To ensure parents understand all three program choices, within 10 schools days, parents of newly entrants are shown a presentation by the Chancellor and the mayor via the Board of Education website. This allows parents to see the different programs that are available throughout the city to better serve their children. This online cast comes in different languages. Audrey Wilson, Principal, Yvescarmel Louis, ESL Teacher and Maritza Pena-Herrera are there at the orientation to address any concerns. Parent brochures are dieeeminated in their native language to enrich the understanding of each available program.
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 [\[see tool kit\]](#).)
After viewing the web cast, parents fill out the Parent Survey and the Program selection forms. When the survey forms are signed, placement letters are sent home. As per CR Part 54, if parents do not return the forms, the students are placed in the current program offered at the school. Also, ESL coordinator ensures that parents receive the entitlement letters for those students who are entitled and not entitled. Mrs. Louis keeps a copy of all letters that are sent to Parents of ELLS. Another way that PS 158K ensures the return of these letters is at the Open House which is held the second week of September, PTA and Parent Teacher Conferences.
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.
A student who scores below proficiency (beginning, intermediate or advanced level), the student is an ELL. The Spanish LAB is administered to Spanish-Speaking ELLs to determine language dominance. Parents are notified of their child's eligibility for services within ten days of enrollment. Giving parents this information quickly and efficiently is critical to getting their input.
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.
Prior of administering all sections of the NEW York State English as a Second Language Achievement Test to all ELLs each year, Mrs. Louis generates the RLAT report from ATS. This report specifies all entitled ELLs.
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. [①](#)
For the past few years, after reviewing the Parent Survey Selection forms, the trend has been that parents seem to show interest for ESL instruction for students in grades 2-5 whereas the K-1 parents usually request the Bilingual Program. Although the Principal would like to grant the K-1 parents' their choices, the school has not had sufficient numbers to fill that class. As per Aspira Consent decree, we will create a K-1 Bilingual Class when we obtain 15 or more students.

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])?

PS 158K offers a Freestanding English as a Second Language push-in and pull-out methods. At the end of the school year, the principal ensures that students from a particular grade are all grouped in one class. For example, the first grade class has most of the ELLs. That set-up allows the ESL teacher to push in in that class. The ESL teacher is currently pushing in a first grade class, fourth grade and fifth grade.
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)?

In September, the teacher of ELLs receive their first workshop on analyzing the data of the NYSESLAT. At that time, the teachers are informed of the mandated amount of ELA instructional units ar required by Commisioner's Regulations Part 154 of their ELL students which is to be provided by the ESL teacher. A copy of State mandated minutes are provided to each teacher. This schedule is posted in their classrooms. Our K-5 ELLs instructional support is as follows:
Beginning: 360 minutes per week
Intermediate: 360 minutes per week
Advanced: 180 minutes per week
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here:
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

Paste response to question here:
6. How do you differentiate instruction for ELL subgroups?

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

Paste response to questions here:

- 7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Paste response to question here:

- 8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Paste response to question here:

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

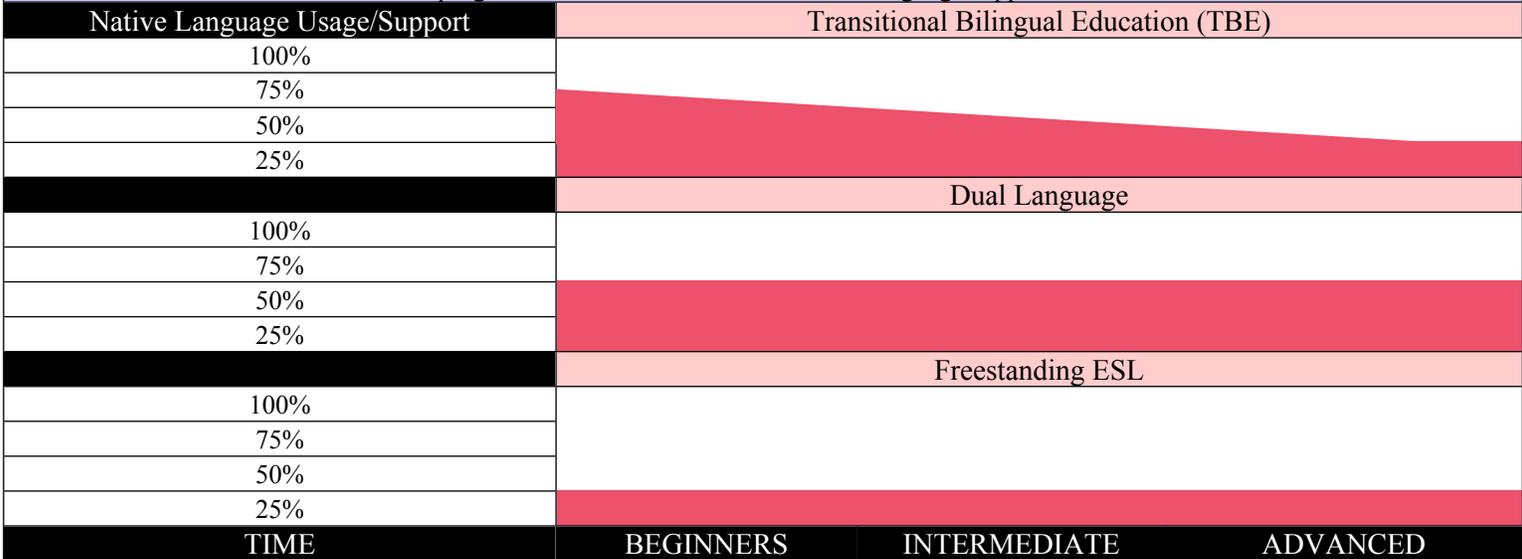
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.
Paste response to question here:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here:
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Paste response to question here:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Paste response to question here:
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Paste response to question here:
18. What language electives are offered to ELLs?
N/A
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

All teachers are provided provided with a common preparatory period and a 90 minute data block once a week for planning and conferencing. Mrs. Louis attends monthly ESL meeting hosted by Gilberto Garcia, ELL Director of student Services. Also, Mrs. Louis meets with teachers of ELLs to analyze individual student's progress.

The professional developemt offered is not limited to:

Schedule/Calendar:

Collaboration Inquiry Process

Mondays 2:20-3:10 p.m

Study Groups

Monthly ELL Strategies

Analyzing Data

ELL Teacher Development (monthly)

The focus is on:

-Comprehension for the Struggling ELL students.

-Differentiation in classrooms with ELLS.

Curriculum Mapping for ELL students.

As per Jose P., all teachers will receive the 7.5 hours of ELL traingin throughout the year on effective push-in strategies. These sessions will include but not limited to complience issues, identification process of ELLs, testing accomodations and strategies in supporting ELLs in their classrooms. Special Education will receive 10 hours of ELL training. Agendas and attendance are maintained by the provider.

Inquiry Team sessions are conducted every Monday from 2:20-3:10. At this time, teachers have the opportunity to analyze their students' work and focus on strategies which can be used to move student achievement in the four modalities. There will also be a professional development focuses on fundamentals of language acquisition and teacher roles.

To assist ELLs to transition from elementary to middle school, the Bilingual Guidance Counselor, Maritza-Pena-Herrera, provides information and materials that address various issues faced by ELLs. She jepls them with social, behavioral and personal challenges. She guides parents nad students by facilitating the selection and application process in choosing a middle school that best meets their child's needs. She helps them in writing their personal essay and aids them in evaluating their own abilities. She also hosts a middle School Fair. She invites different middle schools throughout the community to inform students about their schools.

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?

PS 158K are constantly engaging families to actively participate in our school activities. Parents of ELLs are invited to all functions. Parental activities at PS 158K includes, monthly PTA meetings, continuous parent orientation for the newly enrolled ELLs, Warwick Day, Parent Roadmap and Common Core State Standards Shifts for Students and Parents Workshops, and Career Day. During Parent-Teacher conferences, parents will be trained on how to utilize the ARIS Parent Link. Parent Coordinator invites community based organizations to send in special speakers to address the parents on specific issues.

We address the needs of the parents by communicating in their native language. The Guidance Counselor is present at every meeting to translate for the parents of ELLs. We evaluate the needs of parents through surveys, Parent concern Forms which are located in the main office and during Parent-Teacher Conferences. A monthly calendar, as well as a school newsletter are sent to student's home in an effort to keep parents informed of current activities and upcoming events in the school.

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.

The implication for the school's LAP is to move the ELLs from beginning level into proficiency.

In order to assist our students in both academic achievement and assessment, P.S. 158K will:

- Ensure that adequate licensed personnel are delivering instruction as stipulated by NCLB and CR Part 154
- Increase collaboration between content area and ESL teachers to create a more effective learning community
- Evaluate data to become aware of the performance of each ELL.
- Provide opportunities for students to be involved in purposeful conversations during read aloud and text discussions
- Incorporate all language modalities
- Ensure that teachers analyze student's data to identify strengths and weaknesses and then utilize the findings to drive instruction
- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs
- Ensure that the ESL teacher and teacher of ELLs collaborate to support rigorous instruction
- Implement a print rich environment
- Utilize the use of dictionaries/glossaries in classrooms of ELLs.
- Equip all classrooms with highly motivating leveled libraries.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 19K158 School Name: The Warwick School

Cluster: 5 Network: CEI-CFN #535

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.

Previous parent surveys have indicated that parents feel uninformed due to lack of English proficiency, thereby limiting their communication with the school community. As a result, all written communication is translated into Spanish and distributed to parents in a timely fashion. We also have a school messenger system that we use biweekly to call-out translated messages to spanish speaking parents.

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

The oral interpretation service provided by P.S.158K was assessed through on-going discussions with parents and guardians of students with home languages other than English. Additional parental surveys, in native languages, were conducted during PTA meetings and during school visits. These discussions and surveys indicate a greater need for more verbal translation to be available for parents during visits, workshops and meetings. As a result, bilingual staff are available at all school functions to provide translation services to parents. Additionally, ESL workshops are offered to parents.

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.

All parental meetings, workshops and forums will provide written material in the appropriate native languages so that all parents will feel welcomed and comfortable enough to participate in the activities.

Also, all forms that are created by PS 158K, including calendars, letters, newsletters and announcements, will be printed and distributed in the native language of our parents. These materials will be translated by qualified in-school staff and when appropriate by parent volunteers.

The provision of appropriate native language material, written and distributed as an equal part of the school's informational policy will allow all parents to feel more comfortable, valued and better informed so that they can be active partners in their children's educational process.

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.

During all parental workshops, forums, conferences and meetings a translator will provide an oral translation, if necessary, as the conversation proceeds. This will allow parents to fully and freely participate in conversations within the school setting. Some events that will have an oral translator available to parents are Parent-Teachers Conferences, Open School Hours, PTA Meetings, Open House, Saturday Workshops and Forums.

These translators will consist of in-house school staff and parent volunteers. This will allow parents to feel more at ease as they will be around people that they already know and have worked closely with in the past.

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>.

P.S 158 will ensure that parents and guardians are provided with written notification of their rights in their native language at the time of their child's registration in September and as needed throughout the school year. In-school staff and parent volunteers will be available to assist parents and guardians regarding translation and interpretation services, in addition to instructions on how to obtain such services. Signs indicating this information and where assistance may be obtained are posted in a prominent location upon entrance to P.S 158.

As part of the school's safety plan, signs containing school visitor procedures will be posted in all home languages. Translated material, will be distributed as part of the home-school connection to ensure that all parents are fully informed.

Additionally, if we exceed 10% of our students' home languages in other than English, we will obtain and post signage and forms from the Translation and Interpretation Units as required by this Chancellor's Regulations.

As per an agreement with New York State Education Department, all schools will be required to develop and submit a new Title III Application every other year.

For the 13-14 school year, schools may continue to use, modify, or revise the 12-13 Title III Application.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS158	DBN: 19K158
Cluster Leader: CFN535	Network Leader: Ellen Padva
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 45
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: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Through Title III funds for ELL students, our enrichment and supplemental extended day programs will provide extra instructional time. The focus of these programs is to provide additional opportunities for ELL students to practice skills in English. It is our goal to provide focused differentiated instruction that meets each student's individual needs and enable all students to meet high standards.

This program is reflected upon the overall results from the 2011-2012 NYSESLAT. Data below indicates students' level of proficiency.

	Beginners	Intermediate	Advanced
Kindergarten	4	1	
First Grade	2	1	3
Second Grade	1	4	
Third Grade	1	3	1
Fourth Grade	2	0	3

The after school program will focus on students who scored at the beginning level on 2011-2012 NYSESLAT, newcomers and also those who scored at the beginning level on LAB-R. In addition, students who scored at the intermediate and advanced level will participate in the Seamless Day program funding by Title I funds. It is expected that the program will commence from February 14, 2013 through to May 31, 2013. This program will be offered to students from kindergarten through fifth grade that can remain after school for one hour on Thursday and Friday from 2:25-3:25 pm. One licensed bilingual teacher and one ESL teacher will be hired to service this population. The licensed bilingual teacher will teach beginners in grades 3-5 and the ESL teacher will focus on grades K-2. The K-2 class will consist of 10 students whereas the 3-5 class will consist of 12 students.

Treasures from McMillian/McGraw-Hill, is a research based program which has an ELL component called Treasure Chest. This is a comprehensive program for ELL students that provides instruction in the areas of literacy standards, which are listening, speaking, reading and writing. Treasure Chest targets beginners, intermediate and advanced students with vocabulary suitable for their level of language acquisition. Last year, through the Title III funds, the second grade kit was purchased and this year, the Kindergarten kit will be purchased.

Treasure Chest was selected because it uses authentic literature, graphic organizers and scaffolds

Part B: Direct Instruction Supplemental Program Information

support to accelerate students' reading growth. In addition, it builds fluency, develops comprehension and builds the connection between learning to read and independent reading. It also keeps the students motivated and provides opportunities for practicing academic English.

This program allows students to interact by working in pairs using academic English in a supportive environment. Small groups are used to practice and reinforce skills at the student's level of proficiency. The ELL specialist uses a variety of techniques to make the content clear. These techniques or best practices include modeling, speaking at a rate that is appropriate with the student's English proficiency and using visuals and gestures. Therefore, Treasure Chest provides opportunities to make adequate academic progress and meet high academic standards by differentiate instruction to address all language-acquisition levels: Beginning, Intermediate and Advanced.

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:

Prior to the start of the program, there will be 1 professional development session where ESL Teacher and Bilingual providers meet to discuss strategies that will be utilized to assist the English Language Learners. The first session will place on February 7, 2013. Moreover, the following profession developments will take place on:

October 18, 2012: 2:25-3:25 pm Identifying ELLs in the classroom/NYSESLAT Analysis

November 9, 2012: 2:25-3:25 pm Periodic Assessments Analysis (Acuity)

January 31, 2013: 2:25-4:00 pm NYSESLAT-Understanding the Components of Assessment

Part C: Professional Development

June 20-21, 2013: 2:25-3:25 pm Planning Curriculum Mapping for ELL Students

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:

Before the start of this program, Mrs. Louis, ESL teacher, will provide one training session to the parents of the ELLs who will be attending this afterschool program. This session will take place on February 7, 2013 at 2:25 to 3:25 pm. It will give the parents an overview of the Treasure Chest for English Language Learners Program. I will also focus on the Home-School Connection component. Each week a letter will be sent to students' families. It informs parents or guardians about the story the students will read during the week. This presents parents with an insight into the classroom curriculum, and offers them a way to be proactive in their child's education. Also, different weekly skills will be given to parents and they will be encouraged to assist their children in practicing these skills.

In addition, a NYSESLAT workshop will be offered to parents of ELLs on March 14, 2013 at 2:30-4:00 pm. ESL teacher will disseminate materials to parents of ELLs to help in preparing students for the NYSESLAT. The materials will provide practice in the types of questions found on the NYSESLAT such as multiple-choice, short written response, extended written response and oral response.

Mrs. Louis, ESL provider, and the Parent Coordinator will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- o the NYS academic content standards
- o the NYS student academic achievement standards
- o the NYS and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educator

*Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school's Parent Coordinator in order to accommodate parents that cannot attend evening meetings. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities

Part D: Parental Engagement Activities

so that they too can attend meetings.

*Through the efforts of the Parent Coordinator, the PTA President with District support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.

*Parents will be invited to attend the annual Open House Forum, where they will obtain information about the school curriculum, academic standards, behavioral expectations, etc.

*Parents will be invited to attend culminating celebrations marking their children’s success at the school.

*Student of the Month celebrations will be held in conjunction with PTA meetings and an Honors Night will be held at the end of each marking period.

*School publications (i.e. parent handbook, pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school conferences.

*The school calendar will be disseminated to parents via the students at the beginning of each month.

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 fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly 		

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.
listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		