



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

School Name: BENSON ELEMENTARY

DBN (i.e. 01M001): 20K200

Principal: JAVIER MUÑIZ

Principal Email: JMUNIZ@SCHOOLS.NYC.GOV

Superintendent: KARINA COSTANTINO

Network Leader: MICHAEL DANTONA

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
Javier Muñiz	*Principal or Designee	
Marcy Abramowitz	*UFT Chapter Leader or Designee	
Concetta Aloï-Vidal	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N.A	CBO Representative, if applicable	
Lori Amato	Member/ teacher	
Elizabeth Figueroa	Member/ parent	
Bonnie Gavin	Member/ teacher	
Shandy Gulzar	Member/ parent	
Sabrina Hammad	Member/ parent	
Trey Hoyumpa	Member/ parent	
Christine Perez	Member/ teacher	
Donna Stern	Member/ parent	
Frances Vos	Member/ teacher	
	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 our school's RTI program, will expand to include RTI teams in Literacy, Math and Behavior to increase the phonemic awareness level of K-2 at-risk students by 5% or higher, in grades 3-5 at risk students will improve 5% or higher in June as compared to the previous June assessment, math teams will help improve the performance of our bottom third students by 10 % in grades 3-5 and teams will help lower the number of incidents that are reported to OORS by 10% as compared to the 2012-13 school year as measured by The Teacher College progress monitoring assessment, June assessments, end of unit assessments and data found in OORS.

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.

Literacy, we have conducted a trend analysis of academically at risk students in grades K-1. Our findings reviewed that over 15% of the 1st grade students were on our promotion in doubt list. We have grouped the students in homogenous classes where the teachers received specific phonemic awareness training. This is to be implemented during the literacy block.

Math state scores show that we had 22% of our students scoring level 1 & 2.

We are looking at our incident reports on ORRS. We will lower the incidents, with particular focus on those that occur in the lunch room by 10%.

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. Improve tier 2 intervention strategies
2. Assign a team administrator or case manager who will support the teacher in gathering all the
3. documentation for the presentation of the case to the team
4. Provide time for teachers to present the cases to the RTI team
5. Implement a reflection form for the RTI team
6. Refine the RTI Steering Committee to include AP and Committee Chair
7. Hire two Teacher Assistants to support the targeted groups
8. Train teachers on the use of ARIS and Acuity according to their technology goal survey Special Education teachers and selected classroom teachers will be trained in Orton - Gillingham
9. Use a Reading Tracker for students in grades 2-5
10. Continue to develop the strategy binder to support the implementation of RTI strategies in the classroom
11. Deliver a multisensory instruction that involves immediate, intensive, and continuous interaction between what the student is seeing, hearing, and feeling in the speech mechanisms and the writing hand by all teachers
12. Plan for differentiation of instruction during the 50 minute twice weekly extended day and after school programs
13. Provide differentiated PD on better understanding of the IEP as a tool to improve instructional planning
14. Provide parent workshops to support ELL students at home
15. Establish grade team planning of curriculum maps that provide coherent lessons that are scaffolded for our lowest third to allow them to have access to the rigorous tasks.
16. Initiate Saturday Academy for level one and two students in grades 3-5
17. Collaboration across networks with other district schools

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

1. RTI Coordinator, Classroom Teachers , Assistant Principal
2. Paraprofessional, Classroom teachers
3. Guidance Counselor, Assistant Principals
4. IEP Teacher
5. RTI Team
6. Assistant Principals and teachers
7. Professional Consultants, Principal, Secretary.
8. OG consultant, classroom teachers, Assistant Principals, technology teachers
9. Classroom Teachers
10. RTI coordinator, classroom teacher
11. SETTS, Kindergarten and 1st grade teachers
12. Classroom teacher, Assistant Principals
13. Classroom teacher, Assistant Principals
14. Classroom teacher, Assistant Principals
15. Classroom teacher, Assistant Principals
16. Classroom teacher, Assistant Principals
17. Classroom teacher, Assistant Principals, Principals network liaisons

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

1. Update reports from the Team chairs at the end of January and May
2. bi-weekly assessment of Tier 2 students
3. September through June
4. September through June as needed
5. At every meeting remuneration
6. September –October
7. September
8. Ongoing During the Fall and Spring
9. January to June
10. Ongoing
11. September through June
12. September through June
13. Bi- Monthly meetings
14. Fall 2013 and Spring 2014
15. Ongoing
16. January –June
17. Ongoing

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

1. January to June
2. October to June
3. September
4. Ongoing
5. September
6. September

7. September to June
8. Weekly Special Ed meetings
9. Monthly from January to June
10. Ongoing
11. Ongoing September through June
12. Every other Wednesday during 8th period
13. Workshops during the last week of September. One in the morning and one in the evening. In addition to a spring workshop for our Kindergarten ELL parents
14. Grade team meet every Thursday for 50
15. January 18th to March 25
16. Ongoing as the need and opportunity arises
17. Literacy and Math will begin in September 2013. The Behavior team will begin meeting in September with pilot implementation Beginning in January

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

1. We are scheduling 2/50 minute periods a month for teams to meet
2. Professional development for the whole staff on RTI during faculty conferences and election day PD
3. Hired 3 Teacher assistant to support progress monitoring in the classroom.
4. Assigned one assistant principals to oversee each team
5. Send teachers and RTI to Professional Development opportunities outside of the building.
6. Hire substitute teachers to cover classes so teachers can attend PD
7. Hire two Teacher Assistants to support the targeted groups
8. Train teachers on the use of ARIS and Acuity according to their technology goal survey Special Education teachers and selected classroom teachers will be trained in Orton –Gillingham
9. Use a Reading Tracker for students in grades 2-5
10. Continue to develop the strategy binder to support the implementation of RTI strategies in the classroom
11. deliver a multisensory instruction that involves immediate, intensive, and continuous interaction between what the student is seeing, hearing, and feeling in the speech mechanisms and the writing hand by all teachers
12. Provide differentiated PD on better understanding of the IEP as a tool to improve instructional planning
13. Provide parent workshops to support ELL students at home
14. Establish grade team planning of curriculum maps that provide coherent lessons that are scaffolded for our lowest third to
15. Allow them to have access to the rigorous tasks.
16. Initiate Saturday Academy for level one and two students in grades 3-5
17. Collaboration across networks with other district schools

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. RTI Coordinator will provide a series of workshops for parent on the topics of Phonemic awareness, Autism, RTI
2. Letters home informing parents if student have moved tiers
3. Letters home inviting eligible student to extended day programs

Budget and Resource Alignment

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

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

Goal and Action Plan #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, 100% of classroom teachers will receive 4-6 evaluations (based on option 1 or 2) by the Principal and/or assistant principals using Charlotte Danielson's Framework to develop a shared understanding of instructional excellence through timely actionable feedback to improve teacher pedagogy as evidenced by growth on observations and student assessments.

Comprehensive Needs Assessment

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

As we reflect on our units of study and the work done around the infusion of CCLS in our Curriculum Map we find the need to revise them to better meet the needs of our students. Teachers continue to deepen their understanding of UBD (Understanding by Design) as a framework for thinking and planning their units of study. Teachers also need to further explore and embrace the elements that define best practices in teaching and learning. The supervisors will provide frequent supportive feedback to help teacher improve his/ her practices.

Instructional Strategies/Activities

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

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

1. Grade leaders attend monthly Instructional Team meetings. To discuss best practices.
2. Teachers meet on a weekly basis during afterschool teacher teams
3. Teachers meet during grade conferences once a month
4. Monthly faculty conferences
5. Teacher has weekly scheduled common preps
6. Supervisors will do walkthroughs and provide actionable feedback

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

1. Classroom teacher, Assistant Principals
2. Classroom teacher, Assistant Principals
3. Classroom teacher, Assistant Principals
4. Classroom teacher, Assistant Principals, Principal
5. Classroom teacher, Assistant Principal
6. Classroom teacher, Assistant Principals, Principal, network liaisons

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

1. Observation Feedback forms
2. Advance Tools
3. Create spread sheets for each evaluator to assist in the gathering of data by grade band in an effort to look at trends and provide focused PD.
4. agendas and minutes
5. instructional lead teachers will turnkey the information at grade team meeting and address questions and concerns that teachers might have.
6. Monitor the ADVANCE portal, look for trends in the evaluation data to plan professional development for the teachers.

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

1. September to June
2. September to June
3. September to June
4. September to June
5. September to June
6. September to June

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

1. IPC meeting with all teachers
2. Scheduled individual meeting with talent coach to meet the individual needs of the supervisors.
3. Schedule group meetings with talent coach to calibrate supervisors on the Danielson Rubric
4. Schedule group meetings with MOSL coach to look at baseline data
5. Schedule frequent observations depending on teacher option.
6. Final conference meeting with all teachers

Strategies to Increase Parental Involvement

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

A letter was send home at the beginning of the year that explained the impact and benefits of this new evaluation system. Principal presented during the Breakfast with the principal meeting at the beginning of the year.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, the writing performance of our English Language Learners in 3-5 will increase by 5 % as measured by the writing component of the NYSESLAT, PBA and end of unit assessments based on CCLS standardized writing rubrics.

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.

This is the fifth year of implementing a push-in model with academic support programs in the form of an after school program for advance ELLS and a Saturdays Academy for the beginners and intermediates. This model has yielded positive results allowing us to gain credit in our progress report

Instructional Strategies/Activities

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

• Strategies/activities that encompass the needs of identified subgroups

1. Self-contained ESL classes in grades 2 and 3.
2. Blended curriculum to meet the needs of ELL students
3. Teachers participate in network lead PD and then turn key for other teacher in the building
4. Additional Targeted ESL classes during extended time
5. Saturday Academy for beginning and intermediate ELL students
6. Common preparation periods
7. Enlist the support of our Network 609 specialist who will provide workshops on use of application programs that will enhance teacher instructional practice.

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

1. Math specialist covers 3rd grade self-contained class, Continued Push-In Model in most classes
2. Classroom teacher, Assistant Principals
3. Classroom teacher, Assistant Principals, Principals network liaisons
4. Classroom teacher, Assistant Principals

5. Classroom teacher, Assistant Principals
6. Classroom teacher, Assistant Principals
7. Classroom teacher, Assistant Principals, Principals network liaisons

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

1. NYSESLAT Writing sub-test scores. Spring 2013/ Spring 2014
2. Analyze end of unit assessment and Performance Based Assessments.
3. Teachers will turnkey learned information during teacher teams
4. Look at schoolNet results and compare with monolingual classes.
5. Teacher conference notes
6. Agendas, lesson plans and or minutes from the grade meetings
7. Monthly network principal meetings. Ongoing support as needed.

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

1. September to June
2. September to June
3. September to June
4. October to June
5. January to March
6. September to June
7. September to June

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

1. Math specialist covers 3rd grade self-contained class, Self-contained classes in 2nd and 3rd
2. Use of ReadyGen and Cornerstone
3. ReadyGen training for all teachers common preps, Per-diem subs to cover teachers, Monthly assemblies
4. Hire OG consultant
5. Saturday Academy IReady PD, hire Computer lab teachers
6. 50 minute Extended Day twice a week , faculty conferences, grade conferences,
7. Ongoing email, phone communication, frequent visits.

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. ARIS
2. PS 200 Website
3. Arts secured Website
4. School Messenger
5. Monthly calendar
6. Parent workshops

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, there will be a 5% increase in the total number of very satisfied parents in the communication section of the school survey for 2014.

Comprehensive Needs Assessment

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

This year we increased the number of participating teachers to 99%

We also improved from an F to a D in the environment survey. We continue to strive to improve the communication portion of the survey

Instructional Strategies/Activities

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

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

1. Build a PTA Website
2. Create a school newsletter
3. Initiate a Parent-Academy
4. Parent workshops
5. Literacy Night
6. Movie nights
7. Multicultural Fair for Kindergarten Parents
8. PTA sponsored Assemblies

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

1. PTA executive Board
2. PTA Executive Board
3. Parent Coordinator
4. Parent Coordinator , Paraprofessional, PTA, RTI Coordinator Social Worker, Assistant Principal, Assessment Coordinator
5. Assistant Principal, Teachers
6. PTA Executive Board
7. Assistant Principal
8. PTA executive Board

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

- | | |
|--|---------------------------|
| 1. Build a PTA -Website | |
| 2. Create a school newsletter- | Winter 2013 |
| 3. Initiate a Parent-Academy- | December 2013 |
| 4. Parent workshops- | ongoing September to June |
| 5. Literacy Night | March 2014 |
| 6. Movie nights Every 2 months | |
| 7. Multicultural Fair for Kindergarten Parents - | February 2013 |
| 8. PTA sponsored Assemblies | January an April |

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

1. February 2012
2. Spring 2014
3. January 2014
4. Throughout the year
5. March 2014
6. Throughout the year
7. March 2014
8. Throughout the year

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

1. SLT meetings
2. PTA meeting
3. Monthly PTA executive board meetings
4. Parent coordinator support
5. Planning session , hire subs to cover key teachers
6. Safety agent, reaching out to parent volunteers.
7. AP meetings. flyers. Teacher planning of diverse activities for parents.
8. Securing the space for the activities.

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. Parent Academy where parents will learn how to set up ARIS accounts and access ARIS
2. PS 200 Website
3. Arts secured Website
4. School Messenger
5. Monthly calendar
6. Parent workshops

Budget and Resource Alignment

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

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

Goal and Action Plan #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.

By June 2014, 100% of classroom teachers will be implementing CCLS aligned curriculum in all core subject areas. As evident by formal and informal observations, lesson plans, performance tasks and student work.

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 careful reflection and review of our curricula we identified that horizontal alignment was evident but vertical alignment was sporadic at best. It would take us several years to bring vertical alignment to our reading and math curriculum. With this in mind the school consensus was to implement the City sponsored programs, in reading and math that met the rigorous Tristate Rubric. For reading we ar implementing ReadyGen and for Math we are using Go Math.

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.

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

1. Implementing ReadyGen
2. Implementing GoMath
3. Teacher meetings to adjust the ReadyGen program to meet the needs of our students.
4. SBO to create an Assessment/ Coordinator/Math Coach position.
5. Tech PD for teacher in the use of Promethean boards

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

1. Classroom teacher, Assistant Principals, Pearson coach
2. Classroom teacher, Assistant Principals, Math coach

3. Classroom teacher, Assistant Principals, Substitute teachers
4. Classroom teacher, Assistant Principals, UFT chairperson
5. Classroom teacher, Assistant Principals, Tech Teachers

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

1. After 1st unit we adopted a different implemented OG in grades K and 1 in lieu of the ReadyGen phonics option.
2. Monthly instructional team meeting to adjust units and lesson plans to meet student needs.
3. Pearson coach met with representatives from every grade to assess implementation of the program and address concerns
4. Math / assessment coordinator supports classroom teachers
5. Assess the use of the Promethean boards during classroom observations

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

1. September 2013 to June 2014
2. September 2013 to June 2014
3. September 2013 to June 2014
4. September 2013 to June 2014
5. September 2013 to June 2014

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

1. AP 's assigned to oversee implementation of each program, Grade team leaders Hired ReadyGen Consultant
2. AP 's assigned to oversee implementation of each program
3. SBO for teacher teams during extended day on Thursday
4. SBO for assessment Coordinator/Math coach
5. Grade team meeting

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. Parent Academy where parents will learn how to set up ARIS accounts and access ARIS
2. PS 200 Website
3. Arts secured Website
4. School Messenger
5. Monthly calendar
6. Parent workshops

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Extended Day Saturday Academy Afterschool Homogeneous Orton-Gillingham groups At risk tier 2 pullout	Small Group	<ul style="list-style-type: none"> • At risk during the school day • During 50 minutes of extended day • After school • Saturday Academy
Mathematics	Perfective Learning is provided During Saturday Academy	small group	After school and on Saturday. 90-Min. Math Block
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Parent meetings • Small group counseling with students and with individual students • Behavior RTI Meeting • Conferences with administration 	<ul style="list-style-type: none"> • As needed • Once a week As needed • Twice a month • As needed 	<ul style="list-style-type: none"> • Conferences with Parents before the school day begins; • Conferences with students and with groups of students • Conferences with Teachers; • Conferences with Parents; • Conferences with administration

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

8. All elements of the *All Title I Schools* section must be completed*.
 8. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
 9. 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"> 1. Caring leadership. 2. Ongoing professional development in all content areas that prioritize differentiated instruction to include all learners and address their diverse learning styles. 3. The many high quality instructional programs offered in the core curricula 4. Students and teachers engaged in active learning 5. A collective shared vision, mission and set of beliefs held by all stakeholders 6. A culturally-responsive, caring, safe and respectful learning environment 7. Dual language teachers are taking advantage of title 1 set-asides to complete their requirements for highly qualified. <p>All of these qualities and more comprise a learning institution that is committed to excellence, lifelong learning, student achievement and sending forth tomorrow's responsible citizens that will make a positive difference in this technologically advanced world.</p>

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).
--

Instructional Team Professional Development Plan- 2013-2014

Goal	When/Who was involved	Professional Development
Teachers will interpret a sample NYC Performance Assessment and apply the rubric as an evaluative tool.	<ul style="list-style-type: none"> • 1st Grade Instructional Lead and 3rd Grade Instructional Lead on September 30th 	MOSL training- Norming and Scoring Process
1 st and 3 rd Grade Instructional Lead Teachers will turnkey information from MOSL meeting to Instructional Team and align information to Danielson's Framework- 3D: Using Assessment in Instruction	<ul style="list-style-type: none"> • October 8th during periods 2 and 3 for all Instructional Teams • Facilitated by ToniAnn Ditirro (1st grade)and JeanMarie Guardino (3rd Grade) 	Discuss how MOSL can be used to drive instruction while aligning to Danielson's Framework 3D
ReadyGen - Close reading and Text dependent questions	Oct 7-26 th All Instructional Leads will attend Session 2 of ReadyGen	Turnkey information to Instructional Team and outline critical features. Access NYCDOE's ReadyGen professional learning community on Teachability on November 4th
ReadyGen Breakdown of lesson	October 30 th Instructional Team- Facilitated by Mei Yip 2 nd Grade Teacher	Turnkey information to colleagues. Discuss Pacing for each lesson and Unit 1 assessment
Engage in the work of improving teacher practice through reflection. Using the Danielson Framework for Teaching	Instructional Team	From Danielson's Framework for Teaching Component studies to support Effective Practices in Domain 2 and 3 (LO 598)
Identify possible artifacts that demonstrate effective or highly effective practices in Domains 1 &4	Staff on Election Day	Component 1b: Demonstrating Knowledge of students (LO 598) and 4a: Reflecting on Teaching 90 minutes

To adjust our practice based on results from End of Units Assessments. Using Data to inform our planning and small group instruction.	November 20 th periods 2 & 3- All Instructional Leads Facilitated by 4 th Grade Instructional Lead- Christine Maxwell	Reflect on End of Unit Assessments from ReadyGen and Danielson's 3D- Using Assessment in Instruction
Reflect on Components within the Danielson Framework that School needs to address based on School Wide Data	Cabinet	Danielson Component

ActivInspire Level I - Basics	-Set up of Promethean Board & Peripherals-Introduction to Inspire Software-Basic FlipCharts	2 - 90 minute sessions
ActivInspire Level II- Beyond The Basics	- Promethean Planet; navigation and resources- Modifying FlipCharts	2 – 90 minute sessions
ActivInspire Level III – Intermediate	-Object Browser; duplicating, moving, editing objects.-Page Browser; editing and arranging FlipChart pages -Object Multifunction Toolbar; object menu, translucency slider, etc.	3 - 90 minute sessions
ActivInspire Level IV - Intermediate	-Camera Tool-Desktop Overlay -Integrating Internet resources with Flipcharts-Layering-Customizing Toolboxes	3 - 90 minute sessions
ActivInspire Level V - Advanced	-ActiVotes-Assessments with ActiVotes	3 - 90 minute sessions

ReadyGen Planning with Network Support	November 25 th 8-3:00 PM @Petrides 6 Lead Teachers (one per grade) are invited to attend so that turn-keying may take place at each grade level. In addition, an Assistant Principal and /or Literacy Coach are encouraged to also attend.	This interactive Professional Development Session is designed to assist teachers to develop an in depth understanding of the CCLS Literacy Standards with the infusion of the CIE's Instructional Shifts.
Analyze MOSL and Reflection sheets to address grade wide and school wide trends	Grade Teams/Instructional Team	Danielson Component- Domain 1-1e: Designing Coherent Instruction, 1a: Demonstrates Knowledge of Content/ Students: 1b
ReadyGen and Writing Curriculum	Instructional Leads	Writing Curriculum and how to address the gaps to meet the needs of our learners
ReadyGen and Mosl- Addressing the gaps within the curriculum	Instructional Team	Danielson's 1d: Demonstrates Knowledge of Resources. How to align resources with learning outcomes

Insert PD plan

Tech PD 2013-2014

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

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

Students in Temporary Housing (STH We currently have 33 students that are Doubled up in grades K-5

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.).

1. Our office team meets with parents to support them during the registration process.
2. We conduct a kindergarten open house meeting on the first day of school.
3. Our Assistant Principal in charge of Kindergarten meets with families on the first day to review school procedures and Expectations.
7. Our Parent Coordinator hosts tours for new families.

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.

Teacher in grades 3, 4, and 5 worked in collaboration with the assessment coordinator and Assistant principal to modify the predictive assessment in the fall.

Teachers in K-5 meet on a monthly basis to plan and align the assessment to the taught curriculum.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- 7. 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 20	Borough Brooklyn	School Number 200
School Name The Benson Elementary 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 Javier Muniz	Assistant Principal Keefe Vallaro
Coach type here	Coach type here
ESL Teacher Christine Perez	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Lucy Lamothe
Related Service Provider Anne Capua	Other Miriam Carroll
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1265	Total number of ELLs	232	ELLs as share of total student population (%)	18.34%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1	1	1	1	1	1								6
Freestanding ESL														
Push-In	6	6			6	6								24
self-contained			1	1										2
Total	7	7	2	2	7	7	0	0	0	0	0	0	0	32

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	232	Newcomers (ELLs receiving service 0-3 years)	201	ELL Students with Disabilities	27
SIFE	0	ELLs receiving service 4-6 years	27	Long-Term (completed 6+ years)	4

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	44	0	1	3	0	0	0	0	0	47
ESL	157	0	18	24	0	6	4		2	185
Total	201	0	19	27	0	6	4	0	2	232
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Russian	10	12	9	17	6	12	10	21	4	16	3	18							42	96
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	10	12	9	17	6	12	10	21	4	16	3	18	0	0	0	0	0	0	42	96

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): 74 Number of third language speakers: 5

Ethnic breakdown of EPs (Number):

African-American: Asian: 1 Hispanic/Latino: 1
 Native American: White (Non-Hispanic/Latino): 94 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	7	16	6	7	5	3								44
Chinese	7	6	1	2	7	6								29
Russian	7	11	2	1	3	3								27
Bengali														0
Urdu	5	4	8	7	9	6								39
Arabic	0	4	4	3	4	5								20
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1				1									2
Albanian	1	0	2		2									5
Other	7	3	6	4	2	2								24
TOTAL	35	44	29	24	33	25	0	0	0	0	0	0	0	190

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)	25	6	6	13	13	7								70

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)		7	9	8	7	6								37
Advanced (A)	20	40	20	13	17	15								125
Total	45	53	35	34	37	28	0	0	0	0	0	0	0	232

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	18	10	0	0	28
4	18	3	0	0	21
5	11	6	0	1	18
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	16	1	9	1	4	2		1	34
4	9	3	12		3		1		28
5	9	1	7	3	3		1		24
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	7		4	1	15		2		29
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.

At PS 200 we use the Teachers College Reading and Writing Project to assess the early literacy skills of all our children, including our ELLs. The data from this assessment reveals that our ELLs need support in decoding, phonics, acquiring vocabulary, and support in higher-order thinking skills. Teachers use this data to plan their instruction to better meet the needs of these students. This applies to classroom teachers, ESL teachers, SETTS teachers and teachers of the extended day program.

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

The data patterns from LAB-R and NYSESLAT reveal children are at all levels of proficiency ranging from beginner to advanced throughout the grades. However, our advanced level ELLs are our largest population. In Kindergarten, 142 students were tested with the LAB-R. Out of 143 students, 98 of them scored at the proficient level, 25 students scored at the beginner level, and 20 students scored at the advanced level. In first grade, 62 students were tested using NYSESLAT and LAB-R for new admits. Out of the 62 students, 6 scored at the beginner level, 7 scored at intermediate level, 40 scored at the advanced level and 9 scored at the proficient level. In the second grade, 56 students were tested, 6 scored at the beginner level, 9 scored at the intermediate level, 20 scored at the advanced level and 21 scored at the proficient level. In third grade, 44 students were tested, 13 scored at beginner level, 8 scored at the intermediate level, 13 scored at the advanced level and 10 scored at the proficient level. In fourth grade 64 students were tested, 13 scored at the beginner level, 7 scored at the intermediate level, 17 scored at the advanced level and 9 scored at the proficient level. In the fifth grade 29 students were tested, 7 scored at the beginner level, 6 scored at the intermediate level, 15 scored at the advanced level and 1 scored at the proficient level.

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](#))

At this time the state did not provide modalities for the NYSESLAT, but in previous years we look at the patterns across NYSESLAT modalities to make decisions and set goals for instruction. ELLs who show deficiencies in listening/speaking receive instruction focusing on oral language, vocabulary, and speaking for communication using Basic Interpersonal Communication Skills (BICS). Through the use of appropriate big books, modeling lessons, TPR exercises, visuals and much more children acquire oral language. They learn to communicate effectively and become more fluent in English. Data results for children who are deficient in reading/writing receive more advanced instruction focusing on comprehensions and Cognitive Academic Language Proficiency (CALP). Instruction at this level includes reading and writing, editing, and grammar, inferencing and drawing conclusions, academic and analytical conversations.

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?

The NYSESLAT results show that most children who enter our ESL program in Kindergarten pass within two years. However, many children who begin ESL in the third grade or later specifically show deficits in reading and writing and take longer to pass the NYSESLAT. The data also shows that children in our program improve in listening/speaking before reading/writing. In the spring of 2013, students in grades 3-5 took State English language arts (ELA) and math tests aligned to the Common Core standards for the first time. In regards to the ELA exam, the ELLs in our school are not meeting the standards, none of our ELLs scored at level three or four. Many of our ELLs are newcomers and have been in our school for less than three years. Identifying and addressing the gap between what the standards demand and what students know and are able to do is a top priority of what we aim to accomplish in our school. In time, we expect our ELLs to meet these demanding standards. On the state math and science exams ELLs are performing better with more threes and fours. ELLs are given the opportunity to take the math and science exams in their native language which may result in the higher scores.

b. We currently do not administer the ELL Periodical Assessment.

c. We currently do not administer the ELL Periodic Assessment

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

P.S. 200's RTI team uses both the Standard Treatment Protocol and the Problem-Solving Method to drive instruction. Our school

uses the data gathered to guide instruction to meet the individual needs of the student(s). Intervention strategies, as well as scaffolding supports can be determined from the data that is collected and analyzed. Our school analyzes the miscues on the running records, we use TC packets to determine letter recognition and sight word recognition, and we use the concepts of print for the younger grades. After analyzing the data the RTI team determines the main area of concern and interventions are designed to target these areas. We use progress monitoring on an ongoing basis to determine which English language skills are developing and which ones are of a specific concern. For example, through collecting the data from these assessments, we may determine that a student has good vocabulary knowledge but is still struggling with decoding. The RTI team would then make a recommendation to target instruction to address the decoding issue.

6. How do you make sure that a child's second language development is considered in instructional decisions?
AT P.S. 200 classroom teachers have been made aware that for ESL students, two lessons are being learned at once: a set of new concepts as well as a set of new words to describe the concepts. ESL teachers use interactive strategies through cooperative learning activities which include, but are not limited to: peer buddies, small-group activities, think/pair/share, role playing, dialogue journals, field trips, and KWL charts. ESL teachers scaffold instruction and use TPR to ensure second language development. In fostering the transition from BICS to CALP for ELLs, we introduce Tier II words, proficiency words and academic language. As mentioned before to maximize comprehension specific academic language is taught in conjunction with content area instruction.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
 - a. In our Dual Language Program, teacher made assessments, teacher observations, and Russian running records assess Russian for our English proficient students.
 - b. The level of language proficiency in the target language for EPs varies from beginner to proficient with these students. Teachers translated English running records into Russian. Teachers use these Russian running records to measure proficiency in the target language.
 - c. English proficient students are performing the same or above their peers on state and city exams
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
ELLs are periodically evaluated with end of unit tests, performance tasks and assessed at the end of the year with the NYSESLAT exam. After reviewing all the data and looking if we are meeting our AYP we determine the success of our ESL/Dual Language programs and plan accordingly for the next year.

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 P.S. 200, upon registration every parent is given the Home Language Identification Survey (HLIS) in his native language. These surveys are written in various languages such as Russian, Chinese, Spanish, Urdu, Albanian, Arabic, Korean, Polish among others. As part of the initial screening one of our fully licensed and certified ESL teachers, Christine Perez or Miriam Mayerhoff, explains this HLIS form and is assisted by members of our school community, who are fluent in various native languages, for translation purposes, when necessary. After the parent completes the form a pedagogue screens the HLIS and conducts an informal oral interview with the parent and child in English to determine if the child is eligible to take the LAB-R. The LAB-R will be administered within the first ten days of the child's admittance.

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.

We have two parent orientations within the first ten days of school. A letter is distributed to parents in their native language to inform them of the meeting. One is held in the morning and the other in the evening. Parents of all new admits are invited to the meetings. At both sessions we show a video in the various languages of our parents that explains the three choices. The three choices are Transitional Bilingual Education, Dual Language and Freestanding ESL. Translators are available at both meetings to help parents fully understand the programs and the choices they make. Brochures for ELL parents are handed out in various languages. During the year when children are admitted, parents have a meeting with the ESL teacher and all program choices are explained. When we are sure the choices are clear we distribute the form and ask for their timely return. If forms are not returned the ESL teachers call parents to get their program choice. If ESL teachers still can't get in touch with parents the default program we put down on form is TBE. P.S. 200 wants to make new parents feel part of the school community so we also invite PTA members to these meetings.

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](#)].)

We request the parents to return the Program Selection Forms in a timely fashion and if they are not received the ESL teacher calls the parents to discuss the selection over the phone. If necessary teachers meet with parents after school to assure that these forms are returned. If the form is still not returned we document this and use the default program for ELLs, which is TBE as per CR Part 154. When we receive the forms copies are made and are securely stored in the main office. The original forms are placed in the student's cumulative record. After the initial LAB-R testing scores are reviewed, teachers meet with the administration and present a roster of all eligible ELLs. New entitlement letters are completed in the appropriate languages and distributed to the new ELL students.

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.

After reviewing the Program Selection forms we place children in the appropriate classes based on parental choice. The program models in our school are always aligned with parent requests. For the students who are admitted throughout the year we make sure the parents are fully aware of all information that was imparted at the orientations so that their parents can make their choices. When we determine which program the child should be placed in, parents are notified in the appropriate language.

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.

After the initial LAB-R testing has concluded and the NYSESLAT scores are reviewed, teachers meet with the administration and present a roster of all eligible ELLs. The testing coordinator and the ESL coordinator use these rosters and other ATS reports for example the RLER to ensure that all eligible students are administered all sections of the NYSESLAT. The ESL coordinator and the Testing coordinator meet right before the exam to review list of all ELLs and to pack all envelopes for all modalities of the NYSESLAT. On the front of every envelope there is a list of students taking exam. Teachers write any absentees on the front of envelope. After exam is over the ESL coordinator and the testing coordinator make an envelope for make-up exams. Make-up exams are given everyday within the testing window until all make-ups are complete.

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. 

After reviewing the Parents Survey and Program Selection forms for the past few years we have noticed a majority of the parents choose Freestanding ESL. However, the majority of our Russian population chose Dual Language. We currently have a Russian Dual Language Program in grades K-5. For the 2013-2014 school year, newly enrolled ELL admits in grades K-5, 31 parents requested ESL, 21 parents requested Dual Language, and 8 parents requested Transitional Bilingual Education. The

program models offered at our school are aligned with parental choice. Many of our Russian ELL parents request Dual Language and our school implemented a Russian Dual Language program in grades K-5.

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])?

In 2013-2014, there will be 24 periods a day of push-in ESL instruction and two self contained classes consisting of six periods in the fifth grade, six periods in the fourth grade, one self contained third grade , one self-contained second grade six periods in the first grade and six periods in kindergarten. Our school has selected to use the TEAM TEACHING Push-In Model. This model creates a dynamic classroom providing multiple opportunities for presenting information. This method of instruction includes working collaboratively with the classroom teacher to amplify instruction for the ELLs. In Team Teaching both teachers will actively deliver the same information at the same time. In this model both teachers have equal partnership. It encourages multiple interpretations and provides multiple opportunities for presenting information. This method of Team Teaching includes listening, speaking, and working collaboratively in a partnership. Team Teaching works best when both teachers are equally comfortable in a content area. ESL teachers will meet with classroom teachers on a regular basis for planning and to share ESL strategies that will benefit all students. In the second and third grade we have two classes where the classroom teacher provides ESL instruction to the ELLs in their class. In these classes the teachers are certified in common branch and ESL. These classes are necessary because of high registers due to budgetary cuts. Our school also offers the Dual Language Program in grades K, 1,2,3,4 and 5.

Our Dual Language Program is a partial emergent program, or 50/50 program. The teachers teach fifty percent of the day in English and the other fifty percent in the partner language. In all dual language classes EPs and ELLs are integrated 100% of the day and all content area subjects are taught together. We use monolingual lessons using the Rollercoaster Model fostering knowledge across language, where Russian and English instruction alternate between morning and afternoon each day. In our Dual Language Program all grades use the self-contained model, where the official teacher provides both the English and Russian component as well as the ESL mandated services. In our Dual Language Program emergent literacy is taught simultaneously in both languages. Native Russian and English speaking children have the opportunity to develop their listening, speaking, reading and writing skills in both languages. Russian and English are taught separately to avoid code-switching allowing for maximizing concentration of both languages. Heterogeneous groupings during the Russian and English portions of the day provide students with opportunities to assist and learn from one another and allow second language acquisition to occur naturally. The Dual Language Program will continue to be an additive bilingual program meaning that all students learn a second language without compromising their first.

b. In our Push-In, self-contained, and Dual Language models the children are of mixed proficiency levels.

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)?

At the beginning of the school year, the ESL Coordinator and the administration meet to ensure that all ELLs are receiving their mandated number of instructional minutes in all our program models.

a. In each program model (DL and ESL) beginner and intermediate are programmed for 360 minutes per week of ESL instruction. Advanced students receive 180 minutes of ESL instruction a week. For all ELLs, beginner, intermediate, and advanced, students receive 450 minutes of ELA instruction. For our Dual Language Program the beginners receive 60-90 minutes a day of NLA instruction, the intermediates receive 45-60 minutes a day, and the advanced receive 45 minutes a day.

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.

In each program model content area is incorporated into ESL instruction. Every reading and writing unit on every grade is content based. Thus, content area instruction and language learning will be combined. All of the models support content area instruction. In our Dual Language program content area is covered in both languages. New to our school this year we use the GO Math Program. In this program students receive mathematics instruction that incorporates hands on activities, use of

manipulatives, and PROMETHEAN board technology. This type of program helps support ELLs. Teachers use strategies that scaffold instruction for English Language Learners. Some of the strategies we implement in our lessons are activating student's prior knowledge, making connections, using visual aides and organizers, and realia. Bringing realia or manipulatives to the classroom helps teachers in providing comprehensible input. Prior to the lessons ESL teachers will front load information for optimal comprehension. Explicitly teaching key vocabulary from the text and focusing on concepts and connections are also a main component of ESL instruction. ESL teachers model correct thinking processes in all subject areas, so that learners become capable to work independently. All of our program models implement differentiated and direct instruction providing research based, Common Core Learning standard aligned and data driven ESL lessons that focus on content area vocabulary development, phonemic awareness, grammar and writing across the curriculum.

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

In our Dual Language Model the classroom teachers use teacher-based assessments and running records to evaluate ELLs in their native language. The teachers keep two sets of running records one in the student's native language and the other in English.

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

At P.S. 200, ESL teachers collaborate with classroom teachers on a regular basis to ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year. Teachers use observations of instructional conversations, end of unit assessments, performance tasks, running records, TC packets, oral presentations, self-editing writing pieces and other teacher made assessments to evaluate listening, speaking, reading and writing.

6. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

c. Describe your plan for ELLs receiving service 4 to 6 years.

d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. At P.S. 200, we have no SIFE kids. However, if they enroll at our school we are well prepared to meet the needs of these students. If these children arrive at our school they will receive 360 minutes of ESL services weekly. They will receive academic intervention services in both reading and math if necessary. These students will participate in our extended day program where they will be in a small group environment two days a week. Also, these students will be invited to participate in all after-school and extra curricular activities.

b. P.S. 200 maintain English instruction for newcomers by providing all teachers with professional development. Our school uses extended day time to provide additional instruction for newcomers by a fully certified ESL teacher. We will have a Tuesday/Wednesday after school program that is designed to enrich language development for newcomers. This additional time further enables our newcomers to build their vocabulary and develop the letter recognition and phonics skills necessary for decoding and comprehension in the English language. This further enables these children to be better prepared for the ELA testing as required by NCLB.. We are sensitive to our newcomers' emotional needs in adapting to a new culture so we pair beginners with more advanced students who share a common native language.

c. Our students who are in ESL for four to six years require additional help in reading and writing based on the NYSESLAT scores: both during mandated ESL periods and in the classroom they receive instruction that focuses on building high order reading skills. Extended day affords these students small group instruction. They are also invited to participated in our Saturday Academy that is designed for Intermediate and Advanced English language learners.

d. Long-term ELLs are required to participate in the extended day programs. If necessary our IEP teacher provides small group interventions. All of these children are strongly urged to attend our after-school and Saturday programs.

e. After the children reach proficiency on the NYSESLAT they are afforded two years of transitional assistance. The RTI Team, Instructional Team and the ESL Coordinator monitor their progress to meet each child's needs. We use our extended day, after school program and Saturday Academy to help these children succeed. As required by the city, these children receive extended time when taking any tests.

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?

To accelerate English language development for ELLs with special needs, our school provides after-school and Saturday programs, extended day, small group instruction, buddy tutoring, technology interventions and the pupil personal team to ensure

that the appropriate academic services are provided. For students with special needs, our school follows the mandates of each child's IEP. During the ESL classes the teachers focus on those skills that will enable the children to meet the Common Core Learning standards. The ESL program implements Differentiated and Direct Instruction and provides research-based, standards aligned and data driven ESL lessons that focus on key content area vocabulary development, phonetic awareness, grammar, and writing across the curriculum. The ESL teacher use strategies that scaffold instruction for English Language Learners. Some of the strategies that we implement in our lessons are activating students' prior knowledge, making connections, using visual charts and organizers and using realia. Prior to the lesson ESL teachers will front load information for optimal comprehension. Explicitly teaching key vocabulary from the text and focusing on concepts and connections are also a main component of ESL instruction to students with disabilities. In the 2012-2013, many of our special education teachers received training in the Orton-Gillingham program. This training will continue in the 2013-2014 school year. The Orton Gillingham approach is multi-sensory, kinesthetic, and phonics based. The Orton-Gillingham method has classically provided intensive rehabilitation in reading, spelling, writing, and reading comprehension for children with learning disabilities like dyslexia. Some of the other materials teachers use for these students are Math Connects, Wilson's Foundations, Great Leaps, and various computer programs. These materials are used throughout the grade levels.

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?

At P.S. 200 our curriculum is modified to meet the needs of ELLs-SWD. During mandated ESL classes the teachers focus on the skills in reading and writing that will enable these children to meet the Common Core Learning Standards and their IEP goals. Our special education students are pulled out and mainstreamed with other ELLs who are at the same proficiency level. These children are provided with targeted instruction to meet their learning needs. These children receive small group instruction to help them build reading comprehension skills and are given opportunities to develop their English literacy skills.

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:	Russian		
Social Studies:	Russian		
Math:	Russian		
Science:	Russian		

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

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

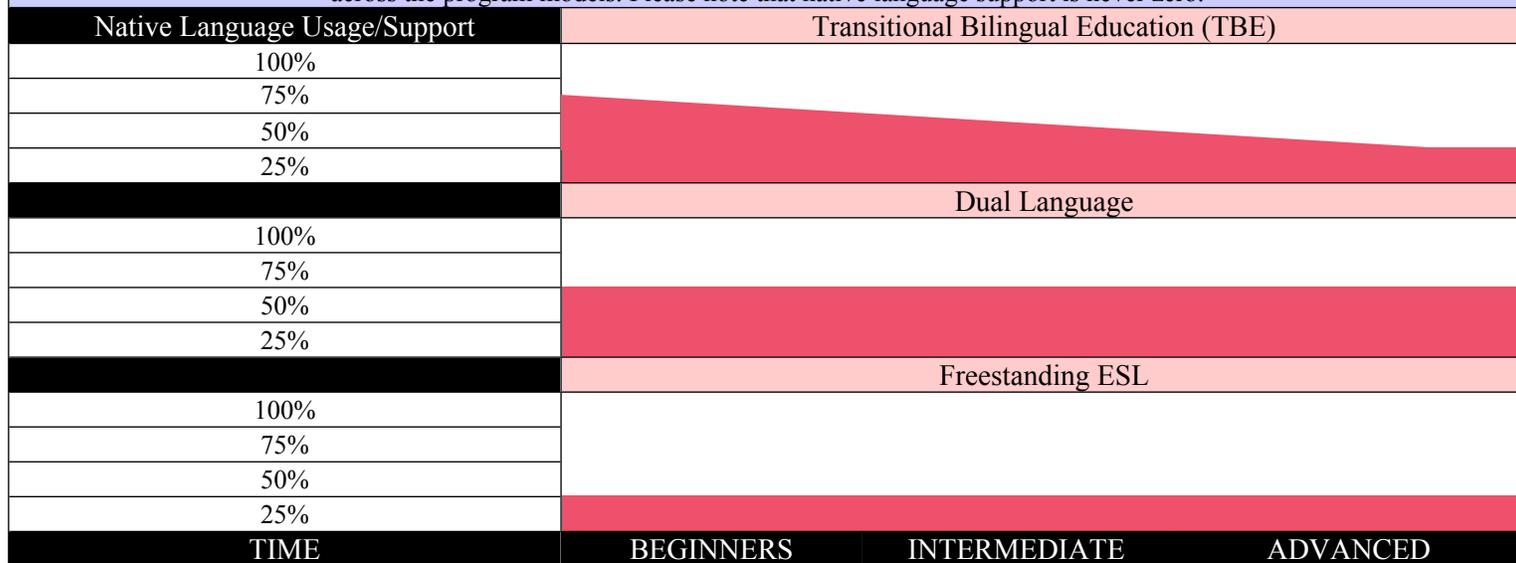
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.

At our school we offer a variety of targeted intervention programs in order to meet the needs of ELLs in ELA and content areas. All of our reading and writing units on every grade are content-area based. ESL instruction is incorporated into social studies, science, reading and writing thus combining content area instruction and language learning. Our push-in model supports content area instruction. Our science and social studies cluster teachers use hands on learning and ESL techniques to introduce new concepts to the ELLs. Our school uses the Go Math program. This program supports ELLs by incorporating hands on activities, use of manipulatives and Promethean board technology. Classroom teachers have been made aware that for ESL students, two lessons are being learned at once: a set of new concepts as well as a set of new words to describe the concepts. ESL teachers use interactive strategies through cooperative learning activities which include, but are not limited to: peer buddies, small-group activities, think/pair/share, roll playing, dialogue journals, field trips, and KWL charts. In fostering the transition from BICS to CALP for ELLs, we introduce Tier II words, proficiency words and academic language. As mentioned before to maximize comprehension specific academic language is taught in conjunction with content area instruction. Our school also utilizes our RTI teams in both ELA and math. RTI is a process, which includes the provision of systematic, research-based instruction and interventions to struggling learners. All students in our RTI program receive research-based reading and math instruction, provided by a highly qualified teacher. The instruction is differentiated within the classroom to meet a broad range of students needs, reflecting research on how children learn and how teachers support these students.

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

The NYSESLAT results show that most children who enter our ESL program in Kindergarten pass within two years. However, many children who begin ESL in the third grade or later specifically show deficits in reading and writing and take longer to pass the NYSESLAT. The data also shows that children in our program improve in listening/speaking before reading/writing. In regards to the ELA exam, the ELLs in our school are not meeting the standards, none of our ELLs scored at level three or four. On the state math and science exams ELLs are performing better with more threes and fours. ELLs are given the opportunity to take the math and science exams in their native language which may result in the higher scores.

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

In the 2013-2014 school year, our school uses Pearson's Ready Gen Reading and Writing Program and the GO Math Program. Our school expanded our RTI program to include reading, math and behavior. During extended day some ESL teachers use the Open Book program. This program uses technology to improve reading fluency, English speaking skills, and letter sound correspondence. Our school is looking into using Pearson's Cornerstone program for Common Core Curriculum instruction for self-contained ESL classes.

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

We are not planning to discontinue any programs for the upcoming year.

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

All ELLs are afforded equal access to all school programs. Our after-school and Saturday Academy classes are available to all children on the appropriate grades including ELLs. The ESL coordinator and assistant principal meet so that the appropriate ELLs are invited to participate in the programs. Permission letters that describe the programs are sent home in the native languages of our students. Both our Saturday and after-school programs will be using the Targeted Reading Intervention program. Targeted Reading Intervention specifically offers differentiation suggestions for English Language Learners as well as preteaching activities to develop content-related vocabulary essential to comprehension.

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

Our school uses technology at its highest form with the innovative use of Promethean boards, classroom computers, and individual laptops to supplement classroom instruction in various content areas. Technology integration is supported through ESL appropriate software in our two computer labs. There is on going professional development assisting teachers who want to be become more adept with Promethean Board use when working with ELLs. By the end of the school year there will be Promethean Boards in every classroom. Professional Development will be provided to assist all teachers in the use of this technology. . During extended day some ESL teachers use the Open Book program. This program uses technology to improve reading fluency, English speaking skills, and letter sound correspondence.

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

At PS 200 all classroom libraries contain bilingual and native language books in the native languages spoken by our students. Our school library has a special section with books in many different languages that reflect our schools diverse population. We have many bilingual dictionaries and glossaries as well. All of these books are available to all of our students in all of our programs.

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

At PS 200 all required services support, and all resources correspond to ELLs' ages and grade levels. Teachers use strategies that scaffold grade level instruction for English Language Learners. Some of the strategies we implement in our lessons are activating student's prior knowledge, making connections, using visual aides and organizers, and realia. Bringing realia or manipulatives to the classroom helps teachers in providing comprehensible input. Prior to the lessons ESL teachers will front load information for optimal comprehension. Explicitly teaching key vocabulary from the text and focusing on concepts and connections are also a main component of ESL instruction. ESL teachers model correct thinking processes in all subject areas, so that learners become capable to work independently. All of our program models implement differentiated and direct instruction providing research based, Common Core Learning standard aligned and data driven ESL lessons that focus on content area vocabulary development, phonemic awareness, grammar and writing across the curriculum.

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

We currently do not offer any activities that assist newly enrolled ELLs before the beginning of the school year.

18. What language electives are offered to ELLs?

We currently do not offer language electives.

19. For schools with dual language programs:

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

19.a. . Our Dual Language Program is a partial emergent program, or 50/50 program. The teachers teach fifty percent of the day in English and the other fifty percent in the partner language

b. . In all dual language classes EPs and ELLs are integrated 100% of the day and all content area subjects are taught together.

c. We use monolingual lessons using the Rollercoaster Model fostering knowledge across language, where Russian and English instruction alternate between morning and afternoon each day.

d. In our Dual Language Program all grades use the self-contained model, where the official teacher provides both the English and Russian component as well as the ESL mandated services.

e. In our Dual Language Program emergent literacy is taught simultaneously in both languages. Native Russian and English speaking children have the opportunity to develop their listening, speaking, reading and writing skills in both languages. Russian and English are taught separately to avoid code-switching allowing for maximizing concentration of both languages. Heterogeneous groupings during the Russian and English portions of the day provide students with opportunities to assist and learn from one another and allow second language acquisition to occur naturally. The Dual Language Program will continue to be an additive bilingual program meaning that all students learn a second language without compromising their first.

C. Professional Development and Support for School Staff

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

1.1. In the 2013-2014 school year, we plan to have all teachers of ELLs participate in professional development offered by our school, network and the OELL. For the 2013-1014 school year our Assistanr Principal, who is the Special Education supervisor, has a meeting every Wednesday to assist Special Education Teachers in aligning there lessons to the Common Core Learning Standards and writing IEP goals. All of of these teachers have ELLs in their classroom.. The Instructional Team meets once a month to discuss the curriculum and make any necessary changes to meet the needs of all our studnts including the ELLs. Every Thursday all teachers meet with their grade during extended day to look at writing and come up with lessons and stratgies that will help all our students in their writing. ESL teachers collaborate with classroom teachers to help them design lessons to meet the needs of ELLS. The following is a list of professional development that teachers of English Language Learners participated in

October

9- GO Math PD

18- Promethean Basic PD

November

22- Orton & Gillingham PD

26- Promethean PD

December

6- ICT PD

11- RTI PD

12 RTI PD & Promethean PD

January

3- Ready GEN PD

9- Promethean PD

15- Promethean PD

28- GO Math PD & Ready Gen PD

29- Ready Gen PD

30- Ready Gen PD

February

26- Echalk Training

March

14 Promethean PD -

2. All teachers receive sustained professional development from network CFN 609. Our classroom teachers receive regular staff development on incorporating ESL principles and practices in the classroom. ESL teachers will be conducting on going PD to build capacity in implementing effective ESL strategies across the curriculum to increase English language development and academic achievement for all ELLs. In the 2013-2014 school year all teachers servicing ELLs will have the opportunity to receive professional development on the importance of technology and it's many uses for the instruction of English Language Learners. The ESL staff goes to staff development when available from the OELL. Some of the topics covered are Common Core State Standards: Scaffolding of instruction for ELLs, academic literacy for ELLs aligned to CCSS, team teaching in the ESL program and curriculum mapping.

3.The school will offer a series of small group staff development sessions to assist the fifth grade teachers with information about all procedures for children applying to junior high school. The parent coordinator, the guidance counselor and the ESL staff will see to it that the transition from elementary school to middle school will be comfortable.

4. Special Education teachers are required to have 10 hours of ESL training and general education teachers are required to have 7.5 hours of ESL training. The administration and the ESL staff make sure that everyone has the appropriate training. If necessary the ESL staff provides the training during grade conferences, teacher teams, or after school. Records are securely stored in the main office.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents are an essential part of the PS 200 community. This year, in conjunction with our parent coordinator, we will continue to engage in on going outreach to ELL families. There is a need to continue to strengthen the link between home and school, specifically for our ELL children; to enable them to be successful. Our school hosts monthly Parent Teacher Association meetings where parents are asked to discuss their needs and concerns. Interpreters of all different languages are always on hand to assist parents. P.S. 200 will continue to use E-chalk to connect teachers, parents, and school leaders to information they need to make learning successful. The Department of Education provides a survey for the parents to express their needs and concerns. At PS 200 the results of this survey are utilized to improve our school. Our School Leadership Team meets monthly. Parents make up 50% of this team and the other 50% is composed of administrators and teachers. Together we write the Comprehensive Educational Plan of which the Language Allocation Policy is a part.
 2. At this time our school does not partner with other agencies or Community Based Organizations, instead, our school's family worker provides ESL instruction for parents twice a week. We offer a variety of weekly activities tailored to meet the various needs of our growing parental body.
 3. At PS 200 we try to meet the needs of all our parents. The Parent Coordinator is always available to assist parents with issues that arise, whether it is building literacy skills, housing issues, or citizenship status. The Department of Education provides a survey for the parents to express needs and concerns. The results of these surveys are utilized to improve our school.
 4. Workshops and classes are arranged by the Parent Coordinator to address the needs of parents. She is always present at our ELL parent orientation meetings to assist in any of their needs or concerns. The results of the school's survey, ideas presented by the PTA and individual families are utilized to meet any of the parents needs. For example, in previous years we had a series of computer workshops for parents to enable them in accessing different reports on ARIS. For the 2013-2014 school year, P.S. 200 implemented a new Parent Academy. This academy meets every Tuesday for an hour. Parents are given the opportunity to come to our school library take out books that they can read with their children. We also are hosting workshops at this time based on parent needs. Parents were given a survey to see what kind of workshops they would be interested in. Some examples are internet safety, learning English etc.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Part VI: LAP Assurances

School Name: 200

School DBN: 20k200

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Javier Muniz	Principal		
Keefe Vallaro	Assistant Principal		
Lucy Lamothe	Parent Coordinator		
Christine Perez	ESL Teacher		
	Parent		
Anne Capua	Teacher/Subject Area		
Miriam Carroll	Teacher/Subject Area		
	Coach		
	Coach		
	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: 20k200 School Name: The Benson Elementary

Cluster: 6 Network: 609

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.

P.S. 200 conducts ongoing surveys to continuously update their data on the home languages of the students as they enter the school at various times of the year. Home Language Surveys are immediately administered upon registration throughout the year and home languages are documented. The Parent Coordinator also is involved in ensuring that home languages are up-to-date. Home languages are printed on every Student Emergency Contact card as mandated by the Chancellor. For the past several years, the Interpretation & Translation Liaison ensured that interpreters and translators were on-site for the twice-yearly Parent-Teacher Conferences and Spring Parent Workshops as well as other conferences and/or meetings where Interpreters were needed. This will continue in 2013-2014. P.S. 200 maintains a strong connection to the NYC Department of Education's Translation and Interpretation Unit. Data on languages represented among the student and parent population at P.S. 200 informs the school of its special and unique translation and oral interpretation needs, i.e.: Over-the-Phone Interpretation Services, Language Identification Cards so that Parents and Visitors can point to their language at the Security Desk and in the Main Office to receive the appropriate language services, Signs are posted that inform parents and visitors of: "Interpretation Services Available" or "Please see a staff member for interpretation services" or "Welcome Parents" or "To obtain a translation of this document in [language] please see a staff member." Continuing for the 2013-2014 school year, P.S. 200 will use E-Chalk to inform parents of important translation and interpretation availability.

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.

P.S. 200's qualitative data confirmed that the following languages were the most requested by parents for all parent and teacher conferences: Chinese and Spanish. This data was collated from surveys distributed before Parent-Teacher conferences requesting if interpreters were needed for individual appointments for conferences. An additional source of data used was the tally the Interpretation & Translation Specialist conducted throughout the afternoon and evening conferences. This tally confirmed that Chinese and Spanish interpreters were in high demand and that P.S. 200 met that demand. For Fall 2013, P.S. 200 had interpreters in the following languages based on the needs of the parents: Arabic, Urdu, Chinese, Spanish, Russian. Data gathered during the conferences through requests confirmed that all interpreters were necessary. These findings were presented to the School Leadership Team, PTA, and Parent Coordinator. Translation needs are based upon qualitative data of the number of home languages represented in the school and the number per language so that all flyers, letters, PTA newsletters and other important documents could be translated in a timely manner to all 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.

P.S. 200 will continue its ongoing efforts to effectively communicate with all parents in 2013-2014 through the high quality translation services it currently provides and has provided for several years. P.S. 200 uses multiple venues to meet its translation needs:

- In-house translators: Chinese Parent Coordinator; Spanish Teachers; Russian Teachers; Russian Social Worker; Russian Family Worker who teaches ESL to parents at P.S. 200; PTA Members who speak Arabic, Urdu and Albanian.
- The NYC Dept. of Education's Translation and Interpretation Unit which translates all documents in a timely manner.

Procedures to ensure timely provision of translated documents to parents includes the in-house translators who are readily available and efficient and also completing a NYC Dept. of Education Translation Request Form . Written translation services provided include: Translations of: Home Language Surveys, Parent Questionnaires, School Surveys, Language Allocation Policy, Discipline Policy, School Parent Involvement Policy, School-Parent Compact, Title III Notifications and Letters, ESL Notifications and Placements, PTA newsletter, Emergency Procedures, School wide events, Parent and Community Involvement Opportunities, Neighborhood Mental Health Resources, Community Based organizations that address mental, physical, academic, health and quality of life needs...

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.

P.S. 200 will continue its ongoing efforts to effectively communicate with all parents in 2012-2013 through the high quality oral interpretation services it currently provides and has provided for several years. P.S. 200 uses multiple venues to meet its oral interpretation needs:

- In-house oral interpreters: Chinese Parent Coordinator; Russian Teachers; Russian and Spanish Social Workers; Russian Family Worker who teaches ESL to parents at P.S. 200; PTA Members who speak Arabic, Urdu and Albanian.
- The NYC Dept. of Education's Translation & Interpretation Unit's approved outside contractor, Legal Interpreting Services (LIS) who supplies Consecutive and Simultaneous Oral Interpreters for Parent Teacher Conferences and other meetings when necessary.

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. 200 will distribute a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.htm>.
- P.S. 200 will use E-Chalk and conspicuously display flyers by its primary entrance that indicate the availability of translation & interpretation services.
- P.S. 200's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.
- P.S. 200 will gather data to ensure that if parents of more than 10% of the children at P.S. 200 speak a primary language that is neither English nor a covered language, P.S. 200 will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.
- P.S. 200 will inform parents of the NYC Dept. of Education's Translation & Interpretation Unit website that provides information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Benson Elementary School	DBN: 20K200
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input 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: <u>16</u>
of certified ESL/Bilingual teachers: 4
of content area teachers:

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:

Our school has chosen to use Targeted Reading Intervention by Teacher Created Materials Publishing for our Title III program. The Targeted Reading Intervention program supports the literacy development of English language learners, and their needs can be more complex than the needs of native-language struggling learners. This program engages students in meaningful activities, as well as cognitively demanding content, while scaffolding the content to ensure that students are learning successfully. The program uses scaffolding, modeling effective strategies, and vocabulary development instruction that are vital for English Language Learners. Targeted Reading Intervention specifically offers differentiation suggestions for English learners as well as preteaching activities to develop content-related vocabulary essential to comprehension. English language learners need context-embedded activities that acquaint them with the necessary and most central words for comprehension of the content. Targeted Reading Intervention provides these opportunities in each lesson.

Our Title III program will target second, third, fourth and fifth grade English language learners at all levels (beginner, intermediate, and advanced) and former ELLs that need extra support. All ELLs are invited to each cycle, with the December holiday break separating the Fall and Spring cycles. PS 200 found this system more effective in maintaining attendance of students and teachers in lieu of having a year-long commitment from students and teachers. The beginner (newcomer) session will be after school on Tuesday and Wednesday afternoons from 3:10-4:10 and Intermediate/Advanced session will be on Saturdays from 8:30 to 11:30. The Fall five-week cycle will begin in November with a total of 6 teachers plus one administrator working 1 hour per session for 10 sessions on Tuesday/Wednesday at the current contractual rate. The Fall Saturday academy has 6 teachers working 3 hours per day for 5 Saturdays at the current contractual rate. This activity has 1 supervisor working 4 hours per day for 5 Saturdays at the current contractual rate. An administrator will be supervising both after-school and Saturday programs during the Fall cycle as there is NO other per session activity during this time

The Spring Tuesday/Wednesday after-school program will have 6 teachers, 3 ESL and 3 content using a Co-teacher model plus one administrator working 1 hour per session for a total of 12 sessions at the current contractual rate. There will be a half hour planning time scheduled on Wednesdays from 3:15 to 4:45 The Spring Saturday program will have 8 teachers providing instruction working 3 hours per day for 6 Saturdays at the current contractual rate. An ESL teacher will be Pushing- In to support language acquisition in the content classes in addition they will have a half hour planning time. There is no need for a supervisor for the Spring Saturdays as there is a concurrent test sophistication session.

Teachers are paired with the grade(s) that they teach during the regular school day so they are familiar with the needs of the children and curriculum. All instruction is provided in English using ESL

Part B: Direct Instruction Supplemental Program Information

strategies. Our Title III program will use a variety of materials. The materials that will be used are the Targeted Reading Intervention Kit, Targeted Reading Student Practice Book, high-frequency word cards, vocabulary cards, Promethean Boards, Teacher Resource CD, Learning Games and progress monitoring assessments.

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: It is important that all teachers and supervisors participating in our Title III program be thoroughly trained. The teachers will participate in ongoing professional development that will support the implementation of Targeted Reading Intervention to meet the diverse needs of our English Language Learners. The professional development will consist of two-hour sessions held after school on selected Fridays throughout the year. The PD will show teachers how to:

- Build students oral language through whole group, small group and partner- structured discussions
- Use scaffolds to strongly support our English Language Learners at all proficiency levels
- Model effective strategies for English Language Learners to use
- Develop Students' Vocabulary
- Differentiate by specific needs

Four certified ESL teachers will be provided 4 hours of per session rate to plan professional development to support our new special education and general education teachers while meeting the requirements for Jose P.

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: A Home-School connection is extremely important to English Language Learners.

There will be an initial orientation meeting for parents to acquaint themselves with the program. Parents will be invited through out the year to participate in language acquisition activities with their children. Parents will be notified via letters, emails and using our automated voice messaging system. Information about Title III activities and resources are sent home in the preferred language whenever possible. Our Title III program will support children’s learning at home. Students will be able to take home a student practice book, which includes activities that can be completed with family members to help reinforce strategies learned in each unit. All parents are invited to PTA meetings and parents/other staff members volunteer to translate prior to each meeting. If flyers and/or letters are sent home in English we provide a disclaimer if translations are needed.

PS 200 also provides English classes to our parents on Monday mornings and Thursday afternoons from our family worker. These classes have no cost to our Title III allocation, but provide parents the opportunity to learn English which will help support their children at home.

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 		

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.
materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		