



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: ERNEST S. JENKYNS
DBN (i.e. 01M001): 19K202
Principal: MACHAEL SPENCER EDWARDS
Principal Email: MSPENCE6@SCHOOLS.NYC.GOV
Superintendent: JOYCE STALLINGS-HARTE
Network Leader: ELLEN PADVA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Michael Spencer-Edwards	*Principal or Designee	
Allison Shepherd	*UFT Chapter Leader or Designee	
Tonya Barrett	*PA/PTA President or Designated Co-President	
Margaret Haas	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Elizabeth Taylor	Member/ Teacher	
Ramona Courton	Member/ Teacher	
Cheryl Charles	Member/ Teacher	
Carlyn Green	Member/ Teacher	
Robyn Julian Hawkins	Member/ Parent Coordinator	
Edith Briggs	Member/ Parent	
Courtney Gonzalez	Member/ Parent	
Jeanine Boor	Member/ Parent	
Gregory Grant	Member/ Parent	
Selva Hernandez	Member/ Parent	
Joanne Rivera	Member/ Parent	
	Member/	
	Member/	
	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)	
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 19K202

School Configuration (2013-14)

Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	683	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	19
Types and Number of Special Classes (2013-14)					
# Visual Arts	18	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	89.5%	% Attendance Rate			89.5%
% Free Lunch	92.9%	% Reduced Lunch			4.1%
% Limited English Proficient	5.9%	% Students with Disabilities			14.2%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American			63.1%
% Hispanic or Latino	35.8%	% Asian or Native Hawaiian/Pacific Islander			0.1%
% White	0.2%	% Multi-Racial			0.1%
Personnel (2012-13)					
Years Principal Assigned to School	10.89	# of Assistant Principals			3
# of Deans	1	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	1.8%	% Teaching Out of Certification			6.0%
% Teaching with Fewer Than 3 Years of Experience	5.3%	Average Teacher Absences			6.6
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	13.5%	Mathematics Performance at levels 3 & 4			13.3%
Science Performance at levels 3 & 4 (4th Grade)	77.0%	Science Performance at levels 3 & 4 (8th Grade)			46.3%
Student Performance for High Schools (2012-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	N/A
Economically Disadvantaged	No		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Met Adequate Yearly Progress (AYP) in Science (2011-12)

American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP				
Describe the strengths of your school's 12-13 SCEP.				
Implementation of our RTI plan and RTI team meetings indicated in the SCEP last year enabled us to provide appropriate interventions to at-risk students and monitor their progress throughout the year. Our SCEP goal of developing curriculum maps and lesson plans resulted in school wide implementation of curriculum units aligned to CCLS. Last year our SCEP guided us as we began initial implementation of a research-based Effective Teaching Framework that involved our staff in self-reflection and creating professional goals, and professional development in Danielson 1e, 3b, 3d.				
Describe the areas for improvement in your school's 12-13 SCEP.				
While we identified the goal of utilizing data to drive instruction and the need to address the needs of all learners and increase student engagement, this continues to be an area of improvement for us. Additionally, we must focus on ensuring rigorous instruction, student engagement and collaboration through refinement of our curriculum, and utilizing the Effective Teaching Framework to ensure teaching that is aligned to CCLS and includes best practices.				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
Ensuring collaboration among all stakeholders Improved teacher pedagogy was needed for increased student outcomes				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
Instructional practice, aligned with the Danielson framework, and curriculum aligned to the CCLS, has improved .				
Were all the goals within your school's 12-13 SCEP accomplished?			<input checked="" type="checkbox"/>	Yes
If all the goals were not accomplished, provide an explanation.			<input type="checkbox"/>	No
While we see progress towards our 2013 goals, there is a need for continued professional development to improve instructional outcomes.				
Did the identified activities receive the funding necessary to achieve the corresponding goals?			<input checked="" type="checkbox"/>	Yes
			<input type="checkbox"/>	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
We anticipate challenges including: time for staff development and implementation of MOSL, MOTP, CCLS curriculum refinement, formal/informal observations of all staff and time for providing adequate feedback to each teacher.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
We have targeted a 10% improvement in ELA and Math for our lowest third, ELL's and SWD's				
Describe how the school leader(s) will communicate with school staff and the community.				
Common planning time, monthly staff meetings, monthly newsletters, grade meetings and subject area meetings				
Describe your theory of action at the core of your school's SCEP.				
We hold high expectations for all students through curriculum aligned to CCLS, well-planned lessons that include teacher modeling and authentic, rigorous student activities leading to improved outcomes that ensure our students will be college and career ready.				
Describe the strategy for executing your theory of action in your school's SCEP.				
We continue to develop a rigorous curriculum on Rubicon Atlas that includes units of study in ELA, Math, Science and Social Studies. Emphasis is placed on writing across the grades and content areas. Our teacher teams meet weekly to modify and refine curriculum to increase access to all students.				
List the key elements and other unique characteristics of your school's SCEP.				
Our school's SCEP is focused on both administrative and teacher practice through on-going professional development, cycles of observations of teachers, curriculum refinement, strategic use of resources, re-programming of staff, and deepening the work of teacher teams.				
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.				
The administrative instructional cabinet meets on a weekly basis to review instructional goals, action plans and data in order to ensure the achievement of all learners.				

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Refine use of on-going assessments and grading practices to adjust instructional decisions and improve student performance.			
Review Type:	Quality Review	Year:	2013
		Page Number:	5
		HEDI Rating:	D

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	2.2 School leader's vision		2.3 Systems and structures for school development
X	2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, the principal and assistant principals will ensure improved practice in competencies across the Danielson framework, giving special attention to teachers' ongoing use of rubrics, checklists, and unit assessments, by conducting a minimum of 6 informal or 1 formal/3 informal classroom observations and providing teachers with formative feedback and professional development.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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	
<ol style="list-style-type: none"> 1. Conduct professional development in the Danielson competencies, including use of assessments. 2. Feedback to teachers after observations that inform and offer teachers next steps in pedagogical improvement. 3. Strengthen support for teacher teams in protocols and progress monitoring 	
B. Key personnel and other resources used to implement each strategy/activity	
<ol style="list-style-type: none"> 1. Principal, A.P.'s, coach, Talent Coach, and network support staff 2. Principal, A.P.'s 3. Principal, A.P.'s, literacy coach and network support staff 	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
<ol style="list-style-type: none"> 1. Observation of implementation of PD in classroom practices in the Danielson competencies and rubric 2. Tracking progress of teachers in the Advance online web application; feedback conferences on a timely basis, documented online using the Advance web application 3. Improvement in classroom practice/groupings/consistency in implementation of multiple entry points 	
D. Timeline for implementation and completion including start and end dates	
<ol style="list-style-type: none"> 1. October 2013- May 2014 2. October 2013-May 2014 3. October 2013-2014 	
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity	
<ol style="list-style-type: none"> 1. Scheduled time during the school day for professional development 2. Schedule of observation cycles to be completed by each supervisor, including timely feedback to each teacher with specific recommendations for improvement and professional growth. 3. Support for teacher teams through scheduled time throughout the school day. 	

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.							
x	PF Set Aside	x	Tax Levy	x	Title IA		Title IIA
							Title III
							Grants
List any additional fund sources your school is using to support the instructional goal below.							

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.					
	PF AIS		PF CTE		PF College & Career Readiness
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments
	PF Positive Behavioral Management Programs			PF RTI	X
					PF Common Core
					PF Parent Engagement
					PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).					
Continue to develop instructional practices that provide entry points for all learners and ensure all learners are engaged in rigorous learning opportunities.					
Review Type:	Quality Review	Year:	2013	Page Number:	4
		HEDI Rating:			D

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.					
X	3.2 Enact curriculum			3.3 Units and lesson plans	
	3.4 Teacher collaboration			3.5 Use of data and action planning	

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.					
By June 2014, teacher teams will design and implement curriculum maps and units of study in Math, ELA, Social Studies, and Science, which include rigorous tasks, student engagement, and are in alignment with CCLS, as evidenced by classroom observations and teacher team evaluations. Curriculum units will contain multiple entry points ensuring access for all learners with a specific focus for ELLs and SWDs.					

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Supervisors and network staff will provide staff with training in Rubicon Atlas curriculum mapping in order to develop engaging unit plans and tasks in ELA, Math, Social Studies, and Science, which are aligned to CCLS.					
2. The principal will provide teachers with school wide as well as individual student data in ELA and Math. Administrators will facilitate professional development activities on interpreting the data and utilizing the information to develop units which are aligned with CCLS and include multiple entry points for all students.					
3. Network supervisory and instructional support staff and teacher teams will meet during common planning time to modify and refine curriculum maps and units aligned to CCLS.					
4. Teachers will utilize a protocol for "Looking at Student Work" to gather information about student learning and inform refinement of instructional units.					
5. New teachers meet regularly with the principal to discuss challenges and success as they work to align units of study with CCLS.					
B. Key personnel and other resources used to implement each strategy/activity					
1. Principal, Assistant Principal, teachers, network staff					
2. Principal, Assistant Principals, teachers					
3. Network instructional support staff, network supervisory support staff, teacher teams					
4. Principal, Assistant Principal, Network instructional support staff, teachers					
5. New teachers and principal					
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity					

1. Completed unit plans and tasks in Rubicon Atlas in ELA, Math, Social Studies, and Science, which are aligned to CCLS.]
2. Completed data analysis for each student, observation of implementation on monthly professional development.
3. Minutes of teacher teams weekly planning sessions detailing curriculum modifications and refinements
4. Observation of implementation of the LASW protocol during teacher team planning time
5. Attendance of new teachers at voluntary principal meetings

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

1. September to November 2013
2. Quarterly, October 2013 to May 2014
3. Monthly, October 2013 to April 2014
4. Weekly, October 2013 to June 2014
5. Monthly, October 2013 to April 2014

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

1. Per session for afterschool and Saturdays, per diem for PD coverage
2. Per session for data analysis after school and Saturdays
3. Scheduled time during the school day for common planning
4. Scheduled time during the school day for teacher teams to master and apply the LASW protocol
5. Chat and chew meetings during teacher lunch periods for new teachers

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Deepen the level of inquiry-based collaboration to build teacher capacity and promote student improvement.

Review Type:	Quality Review	Year:	2013	Page Number:	6	HEDI Rating:	D
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June, 2014 the school will ensure improved teaching practices that include formative assessment, feedback to students, effective questioning, and student engagement, through implementation of the Measures of Teacher Practice, including cycles of short frequent observations, individual teacher professional goals plan, and collaborative teacher team work leading to monitoring of instruction and effectiveness of teacher practices on student learning outcomes.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Implementation of short frequent cycles of observations and utilization of Danielson's Framework for Teaching as a driver to develop pedagogy.
2. Administrative tracking of teacher practice in the Danielson competencies.
3. Teacher teams will refine lessons and activities based on collaborative meetings focused on student work, revising rubrics and looking at student work together.
4. Deepen teachers' understanding of identification of subgroups, monitoring, and revising lessons accordingly.

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

1. Principal, Assistant Principals, coach, all teachers, Talent Coach
2. Principal, Assistant Principals, coach, all teachers
3. Principal, Assistant Principals, coach, all teachers
4. Principal, Assistant Principals, coach, all teachers

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

1. Regular cycles of teacher observations, tracking teacher progress regularly
2. Regular cycles of teacher observations, tracking teacher progress regularly
3. Schedule of weekly team meetings, monitoring by school leaders
4. Beginning, midyear, and end year meetings with individual teachers

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

1. Start August 2013. Ongoing through June 2014
2. Start August 2013. Ongoing through June 2014
3. Start August 2013. Ongoing through June 2014
4. Start August 2013. Ongoing through June 2014

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

1. Schedule of observations, school professional development plan created and monitored.
2. Schedule of observations, individual meetings with teachers within the school day and visits from the talent coach.
3. Team meeting scheduled time.
4. Datacation, use of network data specialists.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The stated school practice of small group instruction where students engage with complex math concepts and text with supports was limited and did not provide opportunities for SWDs and ELLs to engage fully in all lessons. This lack of coherency across classrooms that support diverse learners lead to inconsistencies in student performance outcomes and potentially

inhibits student growth.

Review Type: Quality Review	Year: 2013	Page Number: 5	HEDI Rating: D
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the school will strengthen systems to identify and monitor progress of at-risk students and provide all targeted at-risk students with social and emotional supports, including small groups and individualized instruction, to meet their needs and ensure success in their academic performance, behavior, and preparation for next steps in high school and college, which will translate into increased student progress, motivation, and attendance.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Providing small group support in behavior management strategies
2. Individualized classroom instruction for SWD's and ELL's
3. Afterschool programs specifically targeted to SWD's and ELL's, computer assisted programs and resources for SWD's and ELL's
4. School Attendance Coordinator to address student absences and lateness.
5. Utilizing and disaggregating data to monitor all systems that support students' social and emotional health.

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

1. Principal, Assistant Principals, guidance counselor, Mobile Response Team, Attendance Coordinator, Parent Coordinator, and network staff
2. Principal, Assistant Principals, guidance counselor, Mobile Response Team, Attendance Coordinator, Parent Coordinator, and network staff
3. Principal, Assistant Principals, guidance counselor, Mobile Response Team, Attendance Coordinator, Parent Coordinator, and network staff
4. Principal, Assistant Principals, guidance counselor, Mobile Response Team, Attendance Coordinator, Parent Coordinator, and network staff
5. Principal, Assistant Principals, guidance counselor, Mobile Response Team, Attendance Coordinator, Parent Coordinator, and network staff

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

1. Guidance counselor log/evidence of support given to at-risk student.
2. Observations of grouping in classroom lessons for identified sub-groups
3. Attendance at afterschool programs, administrative monitoring of utilization of technology and resources for SWD's and ELL's
4. Decrease in absences and lateness.
5. Use of data to define interventions for at-risk students.

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

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

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

1. Guidance counselor schedule including small group meetings with at-risk students.
2. Small group instruction provided throughout the school day.
3. Per session for afterschool program, cost of computer assisted programs and materials.

4. Per session for attendance team outreach.
5. Team meetings of administrators, guidance counselor, and support staff for data analysis and planning of interventions for at-risk students,

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The Quality Review 2013 indicated a Proficient score for 1.4 which states: The school maintains a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults; and received a Proficient score for 3.4 which states: The school establishes a culture for learning that communicates high expectation to staff, students, and families, and provides supports to them. The school must strive to achieve a Well Developed score in these indicators in order to improve family and community engagement.

Review Type:	Quality Review	Year:	2013	Page Number:	7	HEDI Rating:	P
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the school will strengthen family and community engagement as evidenced by increased attendance at PTA meetings, increased involvement of the SLT, increase in parent volunteers, and parent workshops.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. Awards ceremonies and special presentations at Parent Association meetings
2. New Parent Orientation/Open House for Parents
3. Monthly Parent workshops on a variety of important topics
4. Parent and community engagement through focused workshops related to increasing parent involvement

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

1. Principal, assistant principal, parent coordinator, selected teachers
2. Principal, assistant principal, parent coordinator, selected teachers
3. Special guest speakers, parent coordinator, selected teachers
4. Parent coordinator, PA executive board, selected teachers

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

1. Parental attendance at student recognition offerings

2. Attendance at Parent Orientation/Open House for Parents
3. Parental attendance at parent offerings
4. Attendance at parent and community engagement workshops
D. Timeline for implementation and completion including start and end dates
1. September 2013-June 2014, ongoing
2. August 2013
3. Morning and Evening workshops, ongoing, food and refreshments served
4. Ongoing, September 2013-June2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Common planning time for Principal, assistant principal, parent coordinator and selected teachers
2. Purchase of refreshments for staff and families, purchase of materials to distribute to parents and families.
3. Purchase of refreshments for parents, purchase of materials to be used in parent workshops.
4. Purchase of refreshments for parents and community members, purchase of materials to be used in workshops.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

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	Crosswalk Coach, New York State Coach, Scholastic Reading and Waterford are reading programs that were chosen. These instructional materials are used for instruction and assessment. Teachers track student progress and administrator review the data	Academic Intervention in this subject area is done by varied methods of delivery, including, small group, one to one. Using assistive technology such as computers, laptops, Smartboards, or projectors.	We also offer classes during the school day, where specific needs are targeted based on data analysis results. These services are also offered during our Tuesday and Thursday afterschool and our Saturday Academy.
Mathematics	New York State Coach and Crosswalk Coach are used to address the needs of our struggling students. These materials are used for instructional and assessment purposes. Teachers track student progress and administrator review the data. The results are shared and discussed at grade meetings and common planning time. Then informed decisions are made to increase student performance.	Academic Intervention in this subject area is done by varied methods of delivery, including, small group, one to one. Using assistive technology such as computers, laptops, Smartboards, or projectors.	We also offer classes during the school day, where specific needs are targeted based on data analysis results. These services are also offered during our Tuesday and Thursday afterschool and our Saturday Academy.
Science	Skilled teachers incorporate lesson that are encompass all core subject areas with a focus on reading strategies and comprehension. Science teachers incorporate hands-on lessons as a means of demonstrating scientific inquiry skills.	Focus on hands-on activities (experiments) and short response to explain the process of data gathering to conduct an experiment. Using the computer and other technology to access research and develop inquiry skills to enhance scientific reasoning. This occurs in small group instruction.	Class size is small for remedial tutoring afterschool and during our Extended Day and Saturday Academy programs.
Social Studies	Grade 7 & 8 Social Studies teachers use ELA strategies in conjunction with unit tests, exit projects, end of unit tests and periodic assessments to address the needs of the students.	Emphasis on DBQ's and short response questions to explain the process of data gathering to conduct an experiment and research a topic. This occurs in small group instruction.	Class size is small for remedial tutoring afterschool and during our Extended Day and Saturday Academy programs.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual and group counseling to meet students' emotional and/or academic needs. Role playing, group intervention, family intervention counseling if needed and referral for outside family counseling, if warranted. In addition,	Provide psychological counseling to help resolve interpersonal problems that interfere with school performance in a small group or one to one setting.	During the school day related services for at-risk and mandated students occur throughout the day in small group and one-on-one settings.

	New York Psychotherapy of Brooklyn provides support to our at-risk and mandated students through the Mobile Response Team in the school.		
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**Title I Information Page (TIP)
For School Receiving Title I Funding**

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

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

Title I Status

Indicate with an "X" your school's Title I Status.			
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.
In order to recruit, retain and support high quality teachers PS/IS 202 will do the following: <ol style="list-style-type: none"> 1. Meet the needs of recruiting, retaining, and training high-quality teachers by providing all teachers by providing the opportunity to receive intense, sustained, and research-based professional development both in content and pedagogy in all core subject areas for all K-12 teachers 2. Develop an individual plan of action and timeline to become Highly Qualified using the Danielson Framework for Teaching 3. Provide professional development resources so that at least 80% of their staff will have professional development in high quality professional development on areas to meet the needs of those groups of students who are not making AYP 4. Provide high quality professional development to schools based on their School Improvement Plan and the targeted subject areas where students are not meeting AYP 5. Provide assistance in developing a School Improvement Plan that meets 21st Century Skills in both content standards and aligned assessments, and addresses the goals not met in AYP 6. Analyze test scores with principal and help provide relevant professional development and support for schools from curriculum specialists 7. Initiate frequent observations in classrooms to see what effective teaching strategies are being used or neglected-do follow-through training and support for change for teachers 8. To maintain, develop, and schedule intense, sustained, and research-based professional development in pedagogy. (i.e. Differentiated Instruction, Cross Curricular Planning, Technology Integration, Best Practices, Classroom Instruction that Works, 21st Century Skills, Coaching, Thinking Maps, Marzano's Thinking Processes, Depth of Knowledge, etc.)

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).
All staff receives professional development that enables our students to meet Common Core State Standards. We employ the following strategies: <ul style="list-style-type: none"> -Ensuring that our curriculum is in place; specifically unit plans, maps, pacing calendars, and assessment so that all faculty has the appropriate instructional focus -Providing focused PD in CCLS in-house and utilizing network CCLS workshops in ELA and Math -Engaging staff in PDs that focus supports for our subgroups -Deepening teachers' understanding of using data to focus classroom instructional practice -Sharing the school instructional focus with all stakeholders through sustained and formal professional development sessions -Creating a structured and research based school Professional Development plan. -Working with our network to identify and create high level professional development opportunities for all staff -Vertical and horizontal supervision of grades and content areas by school leaders -Conducting regular instructional rounds and the full implementation of Danielson's <i>Framework for Teaching</i> which informs teacher needs and tracks progress -Implementation of weekly Instructional Cabinet where we continually monitor, assess, and revise our professional development plan as needed.

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.).

We work closely with our CEI-PEA #535 to coordinate and integrate Federal, State and Local funds to meet all services for our all of our students.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Starting in the Spring, school staff members, parent coordinator, social worker, and PTA hold 3 parent orientations for a PreK parents & their children.. Parents also participate in a walkthrough of the classrooms to meet the teachers and to see instruction.PreK parents are also encouraged to attend our monthly parent meetings where we discuss rituals& routines, CCLS, and Literacy at Home Activities.

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.

Decision-making is a collaborative effort that includes all stakeholders. Specifically, teachers work collaboratively during their teacher team meetings to create common assessments based on data. Inquiry teams also implement instructional strategies, analyze data, and monitor student progress. These successful practices will be implemented school -wide and/ or grade wide to further improve student performance.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 19	Borough Brooklyn	School Number 202
School Name Ernest Jenkyns		

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 Machael Spencer-Edwards	Assistant Principal Virginia Richards
Coach Shawn Adams	Coach
ESL Teacher Susan Oh	Guidance Counselor Sherril Smith
Teacher/Subject Area Carlyn Green	Parent Tonya Barrett
Teacher/Subject Area	Parent Coordinator Robyn Hawkins-Julian
Related Service Provider Roma McLawrence	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	633	Total number of ELLs	47	ELLs as share of total student population (%)	7.42%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	3	12	2	10	7	4		4	5					47
SELECT ONE														0
Total	3	12	2	10	7	4	0	4	5	0	0	0	0	47

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	47	Newcomers (ELLs receiving service 0-3 years)	40	ELL Students with Disabilities	5
SIFE	2	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	2

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	40	2	4	5	0	0	2	0	1	47
Total	40	2	4	5	0	0	2	0	1	47

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	11	2	9	6	3		4	5					43
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1		1	1	1								4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	3	12	2	10	7	4	0	4	5	0	0	0	0	47

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)	1	7	1	7	4	2		3	2					27

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		3	1	2	2	1		1	3					13
Advanced (A)	2	2		1	1	1								7
Total	3	12	2	10	7	4	0	4	5	0	0	0	0	47

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	1				1
4	3	1			4
5	3				3
6					0
7	2				2
8	4				4
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	1								1
4	5		1						6
5	3								3
6									0
7	3								3
8	4								4
NYSAA Bilingual (SWD)	0								0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

For the 2013-14 school year, PS 202 will use the following assessment tools to assess the early literacy skills of ELLs:

- LAB-R/NYSESLAT/NYSITELL (as of 2/1/14)
- DRA (running records)
- TCRWP (MOSL) reading assessments
- PALS assessments
- Waterford (Technology based literacy assessments)
- Scott Foresman/Avenue Program assessments
- Rubicon Curriculum Mapping Assessments for all units
- authentic teacher made formal and informal assessments.

Teachers meet at least twice a week in each grade level meetings and a large part of the reviews are based on various assessments.

The insights the data provides about the ELLs is how quickly the beginner ELLs are either improving are areas in which there needs to be more attention and support based on various learning styles. If a particular assessment tool is not working well with certain ELLs depending on their proficiency level and months/years of service, the lessons can be adjusted or an alternative authentic assessment can be implemented with the assistance of the ELL Coordinator.

All of the ELLs in grades K-2 have had 1 or 0 years of service. 47% are at an A reading level (based on TCRWP) but the comprehension level is not at 100%. The other 53% are not proficient with letter recognition/letter sounds so we are working to see what additional literacy supports will best benefit the ELLs based on the data thus far.

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

Grade K - Reading/Writing needs improvement on the whole (100% are newcomers)

Grades (1-2) - Reading/Writing needs a lot of support since no one is higher than an A reading level. Speaking/Listening skills also need to be developed for about 83% of the students (100% are new comers).

Grades (3-4) - 29% have just arrived to the US from another country since this school year has commenced. 24% have been living in the US 1 year or less. There is a need to build proficiency in all modalities based on the data patterns especially since 71% or more of the students are more than one or two grades below reading level not only in English but in their native languages.

Grades (5-8) - There needs to be a focus on the reading/writing modalities

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](#))

No AMAO access this year but based on the results of a thorough analysis of the data involving the ELLs at PS 202, there are a large number of ELLs that are at a higher proficiency level with the speaking and listening modalities than the reading and writing modalities (approx. 51%). There needs to be more emphasis and work to support better writing and reading skills. The school has elected to implement the READYGEN literacy program and the ELLs will be given additional support to adapt to this program especially since this program was not designed to differentiate to newcomers which is 85% of the ELL population. The modality that needs the most support is writing. In order to foster higher order learning and thinking, the school is committed to support ELLs with more challenging methods to improve their writing skills as a way of self reflection and thought on their language learning. The school encourages students to take ownership of their learning and goal setting is extremely effective and an important part of a student's portfolio.

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?

ESL Program (Pull Out - K-5,7 and 8):

- a. Based on the result patterns across the NYSESLAT modalities – there will be a higher emphasis on improving the reading/writing strategies with those students who have tested proficient on the speaking and listening. We will address the needs of the newcomers (especially since it is 85% of the ELL population) in that the priority is to provide a stress-free learning environment so that they can begin

to engage and become communicatively competent. The school acknowledges that many newcomers may be in "culture shock" so there are procedures in place to aid students by offering more small group or "one on one" time during the pull-out sessions. Since 40% of the ELLs have had 1 or 0 years of service, they are obviously not performing on par with the native language students on tests taken in English but that is because they are in the process of acquiring their second or third language in English.

b. The results of the ELL periodic assessments are used not only by the ELL teachers but the common branch classroom teachers are supplied with the results twice a year to mark the progress of their students. These results are discussed/relayed not only on a progress report but they are addressed during conferences with the ESL teacher and classroom teacher. Based on the needs of the student, there are changes made in the way some of the lessons are conducted or introduced to some of the ELLs, different groupings are established and additional support is suggested if needed academically (ex. AIS), counseling or tutoring.

c. The periodic assessments allow the school to learn which ESL standards need to be addressed as well as the performance patterns of each ELL. These results are another way of forming a better understanding of the skills that need to be addressed in terms of listening, reading and writing. It allows the various support teams at the school to better address some of the ways ELLs can be supported. The periodic assessment is a predictive as to how an ELL may perform on the upcoming NYSESLAT in May. It provides a window to better prepare the ELLs so that they can work on the modalities that need the most improvement via enhancing the ESL learning standards.

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](#).)

The school is in the process of adopting the RTI model and will plan to implement an instructional framework for using data to drive instruction for ELLs using this framework. Many members of the CEP/LAP team will be planning within the RTI framework once it is officially adapted.

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

All teachers are required to differentiate their lesson plans to support the immediate needs of all their students, especially ELLs and special education students. ESL teacher works closely with classroom teachers of ELLs to provide support for their second language acquisition and various professional developments/workshops are offered to ensure that ELLs are considered in the instructional strategies.

7. For dual language programs, answer the following:

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

N/A

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

PS 202 uses a variety of both formal and informal assessments to measure the success of the ELL program. Each ELL is profiled not only by the ESL teacher but is monitored by the classroom teacher with student portfolios and there is a holistic review throughout the school year. Student results are reviewed and monitored. The administration reviews teacher and parent feedback regarding ELL programs at the school as well. Data is reviewed to track the performance of ELLs.

The following assessments/tools are used:

- LAB-R/NYSESLAT/NYSITELL (GR K-5, 7 and 8)
- ELL Periodic Assessments (Fall/Spring) (GR 3,4,5,7 and 8)
- Interim Assessments/ Acuity (GR 3,4,5,7 and 8)
- MOSL assessments - all content areas (GR K-5, 7 and 8)
- DRA (running records) (GR K-5, 7 and 8)
- Rubicon Curriculum Mapping Assessments (GR K-5, 7 and 8)
- PALS assessments (GR K-2)
- authentic teacher assessments, observations, student portfolios (GR K -5, 7 and 8)

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](#).)

Initial ELL Identification Process (completed within 10 school days of registration):

- English as a Second Language Teacher/ELL Coordinator(S. Oh) works closely with the pupil accounting secretary of the school to be advised of any potential ELLs. All student record cards or reviewed and RLER reports are cross referenced.
- All new students that were initially identified at registration as potential ELLs with the use of the Home Language Identification Survey (HLIS), that is mandated during the registration process, are accessed by the ESL Teacher (S. Oh).
- Interviews are conducted by the certified ESL teacher or other licensed pedagogue (based upon availability) to verify if the HLIS forms have been properly filled out and/or if there are any discrepancies once they are filled out. There are also Spanish proficient office staff and pedagogues available if translation is necessary: D. Morales, R. Courton, J. Thomas and R. Luna.
- Based upon the responses once the HLIS is completed, in accordance to the mandate, potential ELLs are administered the Language Assessment Battery Revised test (LAB-R) (if eligible) to determine whether or not they are entitled to receive language support services as ELLs. The ESL teacher administers the LAB-R. Starting with February 01, 2014, the LAB-R will be replaced entirely by the New York State Identification Test for English Language Learners (NYSITELL) proficiency assessment.
- Students that score below the state designated level of proficiency on the LAB-R are entitled to special services for English language learning support. Spanish native speakers are also administered the SPANISH LAB test to verify native language proficiency if they do not test proficient on the LAB-R. The ESL teacher proctors the SPANISH LAB and is assisted by Family Assistant (Z. Cabrera) and/or E. Stribling (Content Area Teacher) for test administration.

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.

Ensuring Understanding of DOE program choices:

- The majority of the time, the three program choices are initially explained at the time of registration (during the interview) and a viewing of the The Department of Education's (DOE) DVD detailing the three programs is offered if the parent would like the information at that time.
- When entitlement is verified once testing is completed, parents/guardians of newly enrolled ELLs are informed in writing (in English and native language) and encouraged to participate in a parent/newcomer orientation. At that orientation, the DOE video is shown and three program choices are explained verbally for those who need clarification.
- We accommodate all languages either in house or with the use of the DOE translation services dept. if necessary to make sure all parents of ELLs are assisted with inquiries regarding the three program choices. Currently, 97% of the ELL population have Spanish as their home language. Arabic is the home language of the other 3% of the ELL population. The
- At the parent orientation, information is given on the programs available (DVD outlining all ELL programs offered as a choice in the language of the parents' native language or translator if necessary), state standards, assessments and expectations for their children.
- Translators are on hand to assist for explanation and question/answer sessions during all parent orientations/workshops.
- This process is completed within 10 school days of student registration.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

The ELL Coordinator (S. Oh) ensures that entitlement letters, parent surveys and program selection forms are distributed to entitled students and is collected/filed/secured once the forms are returned. Important letters such as the parent choice for services are stored in the cumulative student files (copies to ELL Coordinator). Follow-ups (in writing and via telephone) are done to try to ensure that parent selections and/or responses to other letters are received/returned. Returned forms are stored in secure files and copies are stored with the ELL Coordinator in Room 213 (ESL Room) All pertinent documents are secured/locked in a closet

holding assessments and important documents on the left as soon as one enters the room). The key to all locks in the ESL room are secured by the ELL Coordinator.

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.

Currently the school offers an ESL program (pull-out model) for all entitled ELLs. Based on the feedback on the parent choice selections for ELL programs, the administration and ELL coordinator investigates whether a bilingual class is required. If there are 15 or more requests in the same grade/home language and/or banded grades (ex. GR 3 and 4), the school will open a bilingual class as required by mandate. The main criterias used to make these decisions solely depend on parent feedback, communication, meetings, workshops and orientations. The school makes decisions in alignment between parent choice and program offerings. The parents are assured that they have rights and are entitled to parent choice on ELL programs and offerings at the school whether it is orally, written, participation at meetings or at workshops with access to their native 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.

The ELL Coordinator (S.Oh) plans/schedules NYSESLAT test administration (all modalities) with the testing coordinator and the school administration. The school completes planning and scheduling of NYSESLAT test administration by March. Based on the number of ELL students in each grade in the school year, there is a minimum of three content area teachers that are selected to assist the ELL Coordinator to administer all the sections of the NYSESLAT (in rotation). Classroom teachers are advised that all ELLs are required to be tested on the NYSESLAT as mandated in writing and supplied copies of testing schedules. The testing schedule for teachers who are selected to assist with NYSESLAT testing are distributed a week prior to the start of the test date.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①

A review of the Parent Survey and Program selection forms for the past few years indicates that the larger majority of the parents chose an ESL instruction model. Here are the numbers based on the parent choice selections:

ESL program model - 59%

Transitional Bilingual Education Model -29%

Dual Language Model 19%

The school has not received enough requests (15 minimum) to open a bilingual class this school year as was the case in 2012-2013, 2011-2012 and 2010-2011 school years. Those parents who chose either a TBE or Dual language program were offered assistance for placement by the ELL Coordinator. The parents were offered alternate schools (based on placement availability) but all chose to stay at PS 202 and accepted the ESL program. There has not been enough enrollment numbers as of yet to open a full class of 15 in the same language group in one or more contiguous grades thus far. The ESL program is aligned with the parents' requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The ELL programs at PS 202 focus on the following for all ELLs:

- academic rigor; high expectation and goal setting
- the use of ESL methodologies during instruction within the common core curriculum
- alignment of all instruction with the NYS Common Core and ESL standards
- the recruitment and retention of high quality teachers of English Language Learners (based on funding).

-PS 202 has a free standing, pull-out heterogeneous ESL program that provides all english language arts and content subject core matter instruction in English through the use of specific instructional strategies. Students travel to another classroom to receive ESL instruction which is provided by an ESL certified teacher (S.Oh). Support is also provided in the students' native language by pairing students of the same language group if necessary for newcomers only. There is 1 certified ESL teacher (S. Oh) that serves the ESL student population. She facilitates student comprehension and linguistic summary (pragmatically/semantically) where needed to ELLs as part of the language program instructional support by consulting with classroom teachers and literacy coach (S. Adams). Out of the 47 current ELLs, 85% are newcomers and 72% of the newcomers have been in the United States about 1 year or less.

-ELL Students receive mandated instruction (180 minutes per week for advanced/360 minutes per week for beginner & intermediate proficiencies) and are scheduled for ESL instruction according to their proficiency level as required by NYSED, CR Part 154 Regulations. Instruction is provided in content specific, heterogeneous grouping for all pull out ESL classes for grades Kindergarten to Grade 5, 7 and 8.

- Students are grouped not only by proficiency (SPK/LST modalities) but also by literacy levels. Students are blended by grades as well:

There are 6 main ESL groups:

- 1.(GR K-1)
- 2.(GR 1-2)
- 3.(GR 2-4)
- 4.(GR 3-4)
- 5.(GR 4-5)
- 6.(GR 7-8)

The number of students in each group shifts depending on student needs, progress and unit/topic. Most groups are heterogeneous except for the students who have just arrived from another country within the past few months. The immediate newcomer group will change as the year continues because some have stronger literacy levels whereas others have no literacy in their native language or in English.

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)?

Students receive mandated instruction (180 minutes per week for advanced/360 minutes per week for beginner & intermediate proficiencies) and are scheduled for ESL instruction as required by NYSED, CR Part 154 Regulations. Instruction is provided in content specific, heterogeneous grouping for all pull out ESL classes for grades Kindergarten to 5, 7 and 8. Once all of the ESL students are identified, the ESL teacher works with one of the scheduling specialists (L. Wilen) to schedule the program for all ESL students in grades K-5, 7 and 8. All of the teacher/student schedules are compared to ensure that students are pulled out for their mandated ESL support time during the appropriate periods. Students are not to be pulled during content area subjects (other than ELA) or any other mandated subjects that they are required to be in the self-contained class. The staff ensures that all students receive the mandated minutes of ESL/ELA instruction per week as supported by the administration. In addition, additional instruction is provided via AIS services (serviced by licensed pedagogue L. Taylor) throughout the Monday to Friday schedules as needed and during the extended day 37 1/2 minutes program. To ensure that the mandated number of instructional minutes is provided, the ELL Coordinator submits copies of the ESL program schedule to school leadership officials. A copy of each student's ELL service eligibility and proficiency levels are given to all classroom teachers in writing. All school administrators are supplied copies of ELL schedules, statistics and data throughout the school year.

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 the ESL pull-out model, instruction is provided 100% in english. The teacher will ask more advanced students within a group to assist with minor translations of certain words/concepts when necessary depending on a lesson. Although the school has selected READYGEN as the literacy program, the differentiated instruction for ELLs have been considered for higher proficiency students. Since 85% of the ELLs this school year are newcomers with a Beginner proficiency level, a newcomer ESL curriculum has been designed. As for the other 15% of ELLs, the ESL teacher works with the grade curriculum maps and differentiates for those ELLs. Cooperative learning strategies are utilized in addition to scaffolding, graphic organizers, information gap activities, interview grid, strip story, role playing, think-pair-share, making connections, buddy read, choral read, the use of graphic organizers, questioning, predicting, making inferences, listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development. The teacher utilizes a variety of instructional materials to support our ELLs. Content is mainly delivered using the TPR (Total Physical Response) method and Community Language Learning Approach.

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

The school currently does not have any native language classes and does not have an evaluation process in place since we do not have any TBE or Dual language classes. The only evaluation in place is the SPANISH LAB to evaluate native language literacy (for those spanish speaking students only) after LAB-R exams have been administered and students are eligible for the SPANISH LAB.

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

PS 202 has elected to administer the ELL periodic assessments for the fall and spring. The ESL teacher uses Continental and Attanasio & Associates Publications assessments as well as authentic assessments to evaluation all four modalities. The ESL teacher also follows up and documents results of the following assessments for reading/writing modalities that are administered by classroom content area teachers:

Interim Assessments/ Acuity (GR 3,4,5,7 and 8)

- MOSL assessments - all content areas (GR K-5, 7 and 8)

- DRA (running records) (GR K-5, 7 and 8)

-Rubicon Curriculum Mapping Assessments (GR K-5, 7 and 8)

- PALS assessments (GR K-2)

- authentic teacher assessments, observations, student portfolios (GR K -5, 7 and 8)

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. Plan for SIFE:

PS 202 currently has 2 SIFE students who are given extra support services with AIS. The classroom teacher is also providing one on one time for these students. Extra service time is provided to one of the SIFE students in grade 4. If we admit any more SIFE students in the future, we will continue to support their needs with extra services. Some examples may include a bilingual placement with additional pull-out using ESL strategies, AIS services and/or after school tutoring and programs (when available based on funding). Special Education services are also available for those students who may need to be referred for evaluation to verify if any learning disabilities may exist. We also have a Pupil Personnel Team (PPT) that teachers can refer students to for evaluation and progress. The SIFE students currently enrolled at PS/IS 202 who participate in the ELL program are assessed and monitored throughout the year since they are in need of extra support. SIFE students are provided with instructional support specifically designed to meet their particular instructional needs, in the development of literacy skills and knowledge in academic content areas as detailed above. Not every SIFE student is the same and each has his/her specific needs based upon their histories so it is of utmost importance that all educators are aware of the needs. We request parents to engage and participate in their child's learning.

b. Plan for ELLs in school less than 3 years/ Newcomers:

Based on the results of their LAB-R assessments, newcomers to the English language school system will receive their mandated ESL services. Small group or individual instruction will focus on their immediate needs to facilitate a smooth transition. In addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers (when available). Students will participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students' seating arrangements will enable them to clearly see and hear the teacher during instruction.

Newcomers to the country are immediately serviced with some one-on-one ESL time during the first month of the program which they are made to feel more comfortable in their new setting by developing some "survival" language to begin their communicative competence fluency after they are assessed via the LAB-R (within 10 days of registration), SPANISH LAB (if applicable) and other diagnostic materials to determine their English Language Proficiency (ELP). The ESL teacher may also push-in to the general education classroom if it is deemed necessary, in order to make the transition as smooth as possible for the student (based on need).

c. Plan for ELLs in school 4-6 years :

The ELLs who are receiving service for 4-6 years are offered various support services such as AIS in addition to the mandated ELL support service minutes based on proficiency. The school's literacy coach (S. Adams) with the assistance of the ESL teacher offers teachers various teaching strategies to differentiate to their ELLs. Also, the elected READYGEN literacy program caters to this group of ELLs as they have designed differentiated planning for ELLs in this program which is geared for more advanced proficiency ELLs. Parents are asked to really get involved and work with the students at home with their literacy support and language support. They are closely observed and the goals that are set for them are examined monthly. The push is to concentrate on the modalities that they are having trouble testing proficient on the NYSESLAT. There is close examination of what progress of the 4-6 year ELLs so that they do not fall into the Long-Term ELL pattern. There are professional developments (PD) and various workshops that are offered to the self-contained classroom teachers with ELLs so they are able to continue to support the needs of these ELLs in all of the content areas. All grade inquiry teams work closely together as ELL students move from grade to grade. There is extreme effort to ensure that all the long term and short term individual students goals are documented and followed closely so that the students are monitored in their "trouble" areas.

Both the classroom teacher and the ESL teacher use modeling, scaffolding and realia techniques. With these approaches the students will develop interpersonal communication skills (the connection between form and structure for English and their social-functional meaning), develop the ability to use language by actively employing the students' information processing capabilities required to acquire academic language skills that underline reading comprehension and other content areas, and use language for a functional purpose so that language acquisition emerges as a result of the need to communicate while performing academic activities (the subject matter may be modified so that it is comprehensible to the ELL students). There is a focus on explicit teaching.

d. Plan for ELLs in school 6 years completed or more / Long Term ELLs:

Long term ELLs will continue to receive their mandated ESL services plus additional support that will be provided through a Personal Intervention Program and/or additional support with AIS services. There is a review of the Long-Term ELLs progress and target the skills that are keeping the student from testing out on the NYSESLAT. Besides additional AIS services that are offered, there is counseling and various meetings with the student to discuss not only short term and long term goals, but to target the modalities that need the most support. These ELLs are also offered afterschool programs for additional support and Saturday academy classes (based on funding). There is support of reflection and peer work that will strengthen the student's confidence so that the most important goal of

testing proficient on the NYSESLAT is evident. The progress is documented and various ESL strategies are investigated to seek the best teaching methods for these students. There are also PD and various workshops to support the monolingual classroom teachers so that they too can participate in the specific ELL needs of the students in a meaningful way. The parents are encouraged to be involved to work together with the teachers to foster language learning so the goal of testing proficient can be met on the upcoming NYSESLAT.

e. Plan for Former ELLs:

The school adheres to all testing accommodations for Former ELLs. The ELL Coordinator advises all teachers of former in ELLs in writing of their status and works with them throughout the year to verify if there are any issues and need for additional ESL service time.

The ESL teacher schedules the former ELL in appropriate groups for additional service when necessary and placement depends on need within the existing ESL groups.

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?

Some instructional strategies that teachers of ELLs implement is the TPR method, Community Language Learning approach and fostering of a collaborative small group learning environment. The teachers use various technological programs such as Waterford and Headsprout reading to support and build literacy. There is use of smartboards and various english language learning websites to aid instruction. There is use of bilingual glossaries, dictionaries and native language books in the libraries to build comprehension and provide access to academic content areas and accelerate English language development. Some grade-level materials used are the Scott Foresman ESL texts as well as the Avenues text by Hampton Brown along with numerous fiction/non-fiction texts. Various graphic charts, flash cards, periodicals, posters, manipulatives, games etc. are implemented to differentiate and vary instruction and lessons.

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

The school will do all possible to use curricular, instructional, and scheduling flexibility to meet the diverse needs of all ELL-SWDs. The school culture enables grade team leaders, inquiry team leaders and administration to meet frequently to discuss the special needs of all students. The ESL teacher also meets with classroom/cluster teachers frequently to discuss various needs of particular student(s) so that the necessary changes can be made in scheduling or instructional matters. The ELL Coordinator is invited to join any of the teams that are in place at the school. The focus is to be as flexible with the needs of all ELLs within the least restrictive learning environment. We have a dean (J.Brown) and guidance counselor (S. Smith) available for those students who may need additional counseling or other needs. THE ELL Coordinator works closely with the IEP team, especially assistane (Z. Cabrera).

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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.
- Intervention Programs for ELLs (AIS) - offered based on need/ individual student basis - pull out service (based on funding)
Targeted Academic Intervention Services are provided to students during the school day (as scheduling permits as well as need) and during the extended day plan. ELLs are offered academic intervention services mostly in ELA and math subjects in small group tutorial sessions during the school day or after school ESL Program (Tuesdays & Thursdays 3pm-5pm). In addition, ELLs are invited to participate in all scheduled academic enrichment programs. The programs are designed to further support ELL development as well as content area instruction/review.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Small group instruction meets the needs of the ELLs in both content and language development because there is a concentrated support provided in the least restrictive learning environment which is crucial for ELLs.
11. What new programs or improvements will be considered for the upcoming school year?
- Reading from A to Z. (technology based)
More sports clubs such as Karate, Rugby, Basketball and Soccer
Girls Club
More after School ESL programs (currently will be offered on Tuesdays and Thursdays from 3pm to 5pm with certified/licensed TESOL teacher starting 12/10/13 till April 2014)
Saturday Academy
12. What programs/services for ELLs will be discontinued and why?
- At present, no programs/services for ELLs are in consideration to be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL students are provided with the opportunity to participate in all school activities (when scheduled/offered) and are not excluded in any way. The school does not discriminate and all ELLs are welcome and encouraged to participate in all programs and events offered at the school. ELLs are afforded equal access to all school programs such as academic, dances, school shows, events, workshops, fairs etc.
- After school/supplemental programs for ELLs:
The school is offering an ESL after school program for ELLs besides the 37 1/2 minutes of instruction. It will be offered Tuesdays and Thursdays from 3pm to 5pm beginning 12/10/13 through April 2014. The instructor will be a certified/licensed ESL and content area teacher (R. Segura). Parents are given access to information where ELLs are able to participate in community based organizations such as the PAL program, DFOY, CYPRESS and other independent after school programs such as More For You. We are working to offer any additional programs after school. ELLs are afforded the same eligibility to participate in after school programs as any other student. ELLs may attend more small group sessions (after school) and on Saturdays in which English social and academic language skills are practiced through reading and writing activities. These programs further supports ELLs in both reading and mathematics to ensure readiness for state tests.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials including technology/ Instructional materials in Content Areas:
PS 202 utilizes instructional materials that include both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities. Various on-line sites developed for the support of ESL students are also used to bolster student ability and use of technology. The Waterford program is available for lower elementary grades. We have acquired a new technology room (313) that ELLs have equal access to and many teachers have SMART Boards.
- ESL – We use the Scott Foresman ESL program with both hardcover and workbook for newcomers to advanced proficiency levels grades K-5, 7 and 8. We also use The Avenues program for grades K-5 in conjunction with the ESL program. These programs greatly consider newcomer ELLs which is the largest population at our school. There are various/numerous books, educational magazines and games that are geared to support ELLs with their second language acquisition. There are also authentic materials that are used which vary from all proficiency levels and grade bands. All ESL students (K- 5, 7 and 8) are provided additional technology time every other week and they work in pairs. There are various websites that are used to promote language learning

and proficiency such as www.starfall.com (lower grades). Technology is also used to foster research for the upper grades. There are specific periods set aside so that students can make use of more computers and SMART Boards. Besides computers, the ESL program uses the television, DVD player and cd player to incorporate various lessons and exercises that foster proficiency in the listening and speaking modalities.

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

Native language support is provided by the knowledge of more advanced proficiency students if necessary during a particular ESL lesson. There is a bilingual library available (currently in the spanish language) in the ESL classroom, bilingual glossaries and bilingual dictionaries available for students to use whenever necessary. ELLs are encouraged to maintain their home language and it is not discouraged in classes. Students are encouraged to continue expanding their literacy in their home language while they are continuing their second language acquisition. This information is shared with parents at parent-teacher conferences, parent orientation and workshops. The parents are advised that maintaining the home language is an asset and big support of second language acquisition. All of our services support, and resources correspond to ELLs' ages and grade levels

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

All ELL students have the support of their teachers, administration, the parent coordinator (R. Hawkins-Julian), the guidance counselor (S. Smith) and all staff members. The guidance counselor assist students with middle school and high school requirements. The parent coordinator works closely with parents to facilitate a positive home school relationship for all students including ELLs. Information, both written and oral, is provided to parents in their native language to ensure effective communication and parent involvement whenever possible.

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.

At this point in time, there is no specific program in place to assist newly enrolled ELL students before the beginning of the school year other than a school rep. providing a tour of the school requested and a licensed pedagogue assisting with the registration process and forms, especially the HLIS form. At times, the administration holds an open house in the month of August which all ELL parents/students are welcome to attend that offer assistance. All ELLs are invited to participate in any school activity such as dances, trips, clubs (karate, biking, basketball etc.).

18. What language electives are offered to ELLs?

Currently, there are no language electives offered to ELLs or any other student at PS 202 but that may change in the near future.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Professional Development are planned throughout the school year. There are at least 5 sessions planned for teachers of ELLs each month. The administration also enables the ELL Coordinator to attend ELL related PDs throughout the year offered by the CFN or Office of ELLs.

PD plan for teachers and staff working with ELLS (other than the ESL Teacher):

The ELL Coordinator (S.Oh - ESL certified) will support staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

The ELL Coordinator also receives support from Consultants Fordham University (RBE-RN - R. Salavert and Y. Torres) throughout the year on how to assist teachers of ELLs to better support them to differentiate to ELLs in accordance to the common core curriculum. Staff development will include training for all teachers using ESL methodologies. Most classes have at least one or more current or former ELL student(s) and teachers must be trained in the strategies that can be incorporated into the READYGEN and GO MATH programs that will enhance English language acquisition. Those teachers who have ELLs in their classrooms are: Sylvain, Merceron, Jordan, Stribling, Bailey, Courton, Montague, Salahuddin, Hamilton, Cohen, Sigue, Green, Braxton, Thomas, Paul, Shapiro, Phillips, Burrison, Mimiran, Luna, Camarena, Quinones as well the cluster prep teachers.

A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers (including, Four Square for writing, Venn diagram, T-chart etc.), hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will work with a buddy when necessary. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs. Strategies for including culture is another main theme at the PDs. Incorporating culture into the classroom should be about more than holidays and food. There are many strategies that teachers can use to encourage an awareness of student diversity.

PS 202 provides support to staff to assist with ELLs as they transition from elementary to middle and middle to high school with various orientations, counseling, events where highschool reps come into the school for speaking engagements as well as a yearly career fair (chaired by S. Smith). There is inquiry team involvement so that students can transition smoothly and know the academic expectations and challenges of the next grade.

Training of all staff – 7.5 Hours required/ records

Teachers presently working at PS 202 are long time staff members and are familiar with the 7.5 hours of ELL training for all staff. For those teachers that must fulfill the training requirement, training will be provided on site by the ELL Coordinator and Fordham consultants who turn key information after off site PDs or network meetings. The training will be facilitated to staff in the Fall and the Spring at a minimum. Each participant usually is awarded a certificate of completion upon completion of the training series. Evidence of these trainings will be filed and secured (attendance/agenda planned).

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?

ELL parents are involved with various activities at our school. All parents are invited to PTA meetings and open school night functions. Many of the parents are invited to join in for READ ALOUDS and observations not only with the ELL teachers but with all the teachers at the school. We encourage parent volunteers in all areas of the school. Parents are involved with various bake sales, flower sales, book fairs, escorting students on field trips and classroom activities to name a few. There are many teachers who are proficient in Spanish which is 91% of the dominant home language for the ELLs at our school. We also have a few PTA parent volunteers who are proficient in both English and Spanish. We offer parents translation services for a language that is not immediately offered by a professional at the school by arranging the necessary trained translation specialist based on need.

The school partners with other community based organizations who provide workshops or services to ELLs as they do the rest of the school population. We evaluate the needs of the parents with parent surveys, parent workshop surveys, parent forums, open question & answer sessions, PTA meetings and an open family room (111) that is offered whenever parents would like to come in to volunteer, to ask questions or request assistance. Parents are a crucial part of a student's educational plan so it is imperative that parent needs are monitored and addressed consistently. All workshops offer translation in Spanish as the dominant home language of the school. The parent coordinator of the school is R. Hawkins-Julian and the PTA president is T. Barrett.

Parents/guardians choose the program that will best meet their children's needs. When entitlement is verified, parents/guardians of newly enrolled ELLs are informed and encouraged to participate in a parent orientation workshop. At the meeting, information is given on the programs available, state standards, assessments and expectations for their children. Students are placed in the program selected by the parent/guardian. Certain activities are initiated and planned to address the needs of parents which are ongoingly evaluated throughout the school year. Parents are reminded that the DOE offers a website that has useful information for all types of parental needs and is translated in many languages.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Ernest Jenkyns

School DBN: 19K202

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **19K202**

School Name: **Ernest S. Jenkyns Public School**

Cluster: _____

Network: **CFN 535**

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

Part A: Needs Assessment Findings

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

Needs were determined through discussions during cabinet meetings with the administrative staff, input from the IEP Team, and with our ELL teachers as well as our ESL teacher.

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.

Translation services in our school are required:

- To provide accurate copies of school generated letters/announcements to parents in their native language.
- To have a staff member or parent volunteer available to interpret for parents during the course of the school day.
- To have staff available for translation services during open school and parent teacher conferences.
- To have staff available (per session) for parent events outside of the regular school session (open house, parent forum etc.)
- To provide a full translation of the SCEP in all appropriate languages to be made available to parents (paid translation service)

Part B: Strategies and Activities

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

Written

The school will designate individual(s) to translate routine home/school written communications on an as needed basis. We will utilize existing resources provided by the DOE to ensure that various forms needed by parents are provided in their correct native language. The school will use outside vendors to translate formal documents such as the SCEP.

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.

Oral

Oral translation services will be made available during the course of the regular school day by qualified staff. Per session stipends will be available if such services are conducted outside of regular work hours (lunch/prep). Oral translation services will be provided during open school conferences by qualified staff in the same manner as referenced above. If services by paraprofessionals and/or school aides are required during evening conferences, per session stipends will be provided.

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>.

Appropriate signs will be posted throughout the building using those available on the DOE website (free) and through the purchase of signage not otherwise available.

The school's safety plan contains procedures for ensuring parents in need of language assistance services. Interpretation of services of all school letters will be available to all non-English speaking parents via school personnel interpreters. All school documents and letters will be provided to all non-English speaking parents in their native language. When school temporarily cannot provide required translation in one or more covered languages a notice on the face of the English document in the covered language indicating how a parent can request free translation services or interpretation of such document. Interpretation will be provided to the parent within the school building or via telephone.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Ernest S Jenkyns	DBN: 19K202
Cluster Leader: D. Maldonado	Network Leader: Ellen Padva
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 48
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Based on the NYSESLAT scores 51.5 % of our students in grades 3-8 are reading at the beginner level. We will also include intermediate level students and those who are at an advanced level that are very close to testing proficient that need additional support. We will use at least 70% or more of the Title III funds for instructional purposes.

The certified ESL teacher and ELA teacher will provide instruction in an After School Program and a Holiday Academy in English utilizing ESL strategies and methodology. Instruction will focus on building and supporting language and literacy development for ELLs. The focus of the program is to help students meet the requirements of the NYS standards in English Language Arts and develop their English language proficiency.

There will be 33 students in the After School Program serving student in grades 1 - 8. The program days are Monday, Grades 1 -2 (7 students); Tuesday, Grades 3,4,5 (15 students); and Wednesday, Grades 6,7,8 (18 students). The program will begin at 3:00pm and end at 4:30 pm for 13 weeks. Educational software and NYSESLAT prep books will be purchased to support the supplemental Title III program activities.

The Holiday Academy will be held on April 10, 11, & 12 for 4 hours each day; beginning at 9:00am and end at 1:00 pm. It will serve 33 students in Grades 3 - 8. The 2 classes will have grades 3, 4, 5 and grades 6,7,8. The students will spend 1/2 of each session with the ESL teacher and the other 1/2 session with the ELA teacher. The students will be rotating between teachers. Certified ESL teacher along with a ELA

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:

There are a minimum of three (3) professional development programs throughout the year that are

Part C: Professional Development

offered to all teachers/staff, which are conducted by the ELL Coordinator. The school encourages all ELL Specialists to attend various professional development workshops that are geared for teachers who deliver instruction and services to LEP (current and former ELLs) students. Some of the workshops that are covered in our PD programs deal with supporting teachers with various ELL teaching strategies/methodologies, differentiated instruction between language proficiency levels and assessment tools to enhance planning and data copulation. There are conferences that are planned with the ELL Coordinator and these self-contained monolingual classroom teachers to support the ELLs in the building to improve the four modalities of speaking, listening, reading and writing. Professional development also occurs during grade inquiry meetings to discuss targeted groups, discuss professional literature and share best practices. Teachers are encouraged to have inter-visitation classroom visits and attend various workshops to enhance instruction to their ELL population. The PDs (on site at PS/IS 202) for teachers of ELLs/former ELLs usually run for a minimum of 45 minutes to an hour and a half. One on one professional development sessions (based on request/need) are scheduled for approx. 2 hours. Primarily, the ELL Cooridinator is sent to many PD's off site but there are instances where the administration will also send content area teachers or other special services teachers to attend off site ELL PDs.

There are consultants that come in to conduct PDs and training for teachers especially focusing on how we can set ensure that we meet all AMAO targets and and working with the inquiry teams that are specific to the ELL population. The frequency is about once a month and scheduled in the afternoons unless there are specific morning sessions that work best based on scheduling. The school will use 20% of the Title III funds for ELL PDs.

Part D: Parental Engagement Activities

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

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

Begin description here:

There are parent orientation programs throughout the year, and there workshops that are offered a few times a year that deal with various issues to enhance and educate everyone on English Language Learners. The Spanish speaking staff are able to assist the school community with language translations, which allows the parents of ELLs to come in and discuss any concerns and offers a platform to voice any needs that are lacking at the school for their children. This also allows a true involvement and is an integral part of the connections and open communication that the school provides for ELL parents. In addition, the school continues to provide parents with school news and events via the monthly school newspaper, letters, and messenger system. The parent coordinator will continue to strenghten the

Part D: Parental Engagement Activities

home-school connection. At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs. Parent workshops will focus on basic educational concerns, health care, and financial planning. ELL Professional Development: Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children. The following CBOs, Tomorrow's Leaders (mentoring program), Arts of East New York and Cornell University Nutrition Program will be working with the ELLs population.

Light refreshments will be served during parent programs/meetings. There will be at least a few times during the year where there may be special events involving meals that are planned/prepared for parent events. All events are advised in writing in English and the dominant native language for our ELL population (Spanish) and materials are prepared before meetings/events so that parents are familiar with the topics and situations at hand.

The parent coordinator works closely with all parents (including parents of ELLs and former ELLs) to support and strengthen the connections between home life and school culture. This includes providing support to parents on how they can become more involved and aware on school events.

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. 		

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