



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: P.S. 203K FLOYD BENNETT SCHOOL

DBN (i.e. 01M001): 22K203

Principal: LISA ESPOSITO

Principal Email: LESPOSI3@SCHOOLS.NYC.GOV

Superintendent: DR. RHONDA FARKAS

Network Leader: MS. JOANNE BRUCELLA

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 |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------|
| Lisa Esposito | *Principal or Designee | |
| Penny Berman | *UFT Chapter Leader or Designee | |
| Marcia Rogers Lewis | *PA/PTA President or Designated Co-President | |
| JoAnn Bush | 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 | |
| Nicole Berrios | Member/ Teacher | |
| Charmaine Dixon | Member/ Parent | |
| Jocel Fitzpatrick | Member/ Teacher | |
| Kelly Graves | Member/ Parent | |
| Charlene Scotton | Member/ Parent | |
| Robin White | Member/ Parent | |
| | Member/ | |

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

| | |
|--|--------------------------------------------------------------------------------------------------|
| | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| | ▪ Annual Goal |
| | ▪ Comprehensive Needs Assessment |
| | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
| | ▪ Budget & Resource Alignment section (indicating all funding sources) |
| | Academic Intervention Services (AIS) |
| | Title I Plan (Only for schools receiving Title I funding) |
| | Parent Involvement Policy (PIP) |

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, the percentage of all students in Grades K-5, including students with disabilities and English language learners, reaching grade level proficiency in ELA will improve by 3-5% as measured by the Fountas and Pinnell assessments, when comparing October proficiency to June proficiency.

Comprehensive Needs Assessment

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

Based on past Fountas and Pinnell growth levels (fall/spring comparisons for the past two years) for Grades K-5 our students have not been making the adequate number of levels of growth to reach their respective end of year Fountas and Pinnell proficiency levels. This impacted the numbers of students scoring in levels 3- 4 on the NYS ELA exams. In 2012-2013, our school decided to raise the end of year standards we had been using as our basis for promotion to the next grade, in grades where no formal Department of Education promotion policy exists. Our promotion levels in Grade 2 was raised to one level below grade level proficiency, due to the increased rigor of the Grade 3 exams expected to continue in the 2013-2014 school year. Our expected result is that students in Grades K-2 will increase their readiness to meet the higher standards as they enter the testing grades. Efforts to increase the numbers of students reaching grade level proficiency on Fountas and Pinnell assessments should also lead to an increase in the numbers of Gr. 3-5 reaching grade level proficiency on standardized tests.

Instructional Strategies/Activities

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

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

Activity #1

Instruction: Daily literacy block (2-2.5hrs daily) for Guided Reading (small group instruction) matched to students' instructional levels based on Fountas and Pinnell benchmarks. Whole group and small group instruction in Close Reading strategies, using complex text. Lessons to contain focus on comprehension and teacher monitoring students throughout Guided Reading and whole/small groups will inform teacher planning for future instruction.

Activity #2

Instruction and Professional Development: Prescribe lessons/modules/assessments in SkillsTutor (for Grades K-5), prepare support materials using online resources from New York Ready ELA Toolbox for Grades 3-5 and Reading A-Z., and in SchoolNet (when available) targeted specifically for student needs. Monitored by classroom teachers, Extended Day teachers, and supervisors.

Activity #3

Instruction: Extended Day in literacy for half of the 2 fifty-minute sessions per week to provide small group intervention for at risk students.

Activity #4

Instruction and Professional Development: Continuous benchmarking of students using Fountas and Pinnell assessments to track student progress. Monitoring throughout the year (including NYC's STARS Classroom) will draw attention to students who are not making adequate/expected progress so additional supports can be provided.

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

Activity #1: Staff and Resources: Classroom teachers (general and special educators), paraprofessionals, supervisors, literacy consultant (data specialist), CFN support staff

Resources: Leveled texts, Expeditionary Learning texts and New York Ready ELA (Grades 3-5), non-fiction texts (Text sets and Exploring Non-fiction), and Reading A-Z.

Activity #2: Staff and Resources: Classroom teachers (general and special educators), paraprofessionals, content specialists, supervisors, literacy consultant (data specialist), CFN support staff. Resources: web-based programs (New York Ready Toolbox; Reading A-Z, School Net—when available-- and SkillsTutor)

Activity #3: Staff and Resources: Classroom teachers (general and special educators), paraprofessionals, supervisors, literacy consultant (data specialist). Resources: Grade K: Guided Reading books –A; letter matching/sound cards; sight word Bingo; Grade 1: School House Phonics; Guided Reading books; Grade 2 Extensions in Reading Level B and STARS level B; Grades 3-5: Buckle Down ELA

Activity #4: Staff and Resources: Classroom teachers (general and special educators), supervisors, lead literacy teacher, literacy consultant (data specialist). Resources: Fountas and Pinnell Benchmark System 1 and System 2; STARS Classroom

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

Activities 1 and 4: Targets based on Fountas and Pinnell Benchmarking Systems 1 and 2 are established for grade level proficiency at the beginning, middle and end of the school year. Student benchmarks will be monitored and measured against those benchmarks to determine impact

Activities 2 and 3: Progress monitoring via Chapter Pre/Post-test results, Periodic Assessment results, Skills Tutor reports

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

Activity 1: Daily (2-2.5hrs) Sept. 2013-June 2014

Activity 2: Ongoing September 2013- June 2014

Activity 3: Twice a week September 2013- June 2014

Activity 4: A minimum of 3 times a year from September 2013-June 2014

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

Activity 1: Classroom teachers and supervisors will meet on a regular basis at monthly Grade Conferences. Classroom teachers will meet as members of grade Teacher Teams 1x per week and during common preps at a minimum of 1x per week. Data Specialist (40 days) will meet and offer assistance with data analysis to teachers. CFN/Citywide-PD will be covered via Per Diem funds

As a Title I School Wide Programs school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title III, and human resources to implement this action plan from September 2013- June 2014 as indicated below:

- a. Teacher salaries
- b. Teacher per diem for professional development
- c. CFN support set aside
- d. Curriculum Development and Consultants for (data specialist)
- e. Educational software/website licenses
- f. Instructional supplies

Activity 2: Classroom teachers will meet as members of grade Teacher Teams 1x per week and during common preps at a minimum of 1x per week. Data Specialist (40 days) and computer cluster will meet and offer assistance with data analysis/prescribing intervention to teachers. CFN/Citywide-PD will be covered via Per Diem funds

As a Title I School Wide Programs school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title III, and human resources to implement this action plan from September 2013- June 2014 as indicated below:

- a. Teacher salaries
- b. Teacher per diem for professional development
- c. Teacher per session
- d. CFN support set aside
- e. Curriculum Development and Consultants for (data specialist)
- f. Educational software/website licenses
- g. Instructional supplies

Activity 3: Classroom teachers will plan and implement Extended Day lessons

As a Title I School Wide Programs school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title III, and human resources to implement this action plan from September 2013- June 2014 as indicated below:

- a. Teacher salaries
- b. Instructional supplies

Activity 4: Classroom teachers and supervisors will meet on a regular basis at monthly Grade Conferences. Data Specialist (40 days) will meet and offer assistance with data analysis to teachers. CFN/Citywide-PD will be covered via Per Diem funds

As a Title I School Wide Programs school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title III, and human resources to implement this action plan from September 2013- June 2014 as indicated below:

- a. Teacher salaries
- b. Teacher per diem for professional development
- c. Curriculum Development and Consultants for (data specialist)
- d. Instructional supplies

Strategies to Increase Parental Involvement

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

Activities 1-4:

- a. Provide families with materials and training to work with their children to improve their achievement levels (e.g. ELA Family Nights (3-5), Learning Leader workshop series in Reading, Bedtime, Bears, and Books, Hot Cocoa in the Library, Ooey Goey Night)
 - b. Provide families with assistance to understand the Common Core Learning Standards and Fountas and Pinnell levels (ARIS Parent Link, PTA meetings, Learning Leaders workshop series on the Common Core Learning Standards)
 - c. Provide families with information to access websites specifically to support students in reading (SkillsTutor, Book Flix, ps203.com, etc.)
- provide opportunities for parents to help them understand the accountability systems, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report at PTA, SLT and Title I meetings.

Budget and Resource Alignment

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

| x | Tax Levy | x | Title IA | | Title IIA | | Title III | | Set Aside | | Grants |
|---|----------|---|----------|--|-----------|--|-----------|--|-----------|--|--------|
|---|----------|---|----------|--|-----------|--|-----------|--|-----------|--|--------|

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

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Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 10% of the students in the lowest third of Grade 3-5 students, including students with disabilities and English language learners, in mathematics will demonstrate 5% growth on a baseline/benchmark assessment in mathematics (NYC Mathematics Baseline Assessment or NYC Mathematics Benchmark Assessments).

Comprehensive Needs Assessment

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

Past performance on NYS math exams in grades 3-5 and math baseline/benchmark assessments (periodic in nature) have yielded a group of students who are not only part of our school's lowest third but also part of the city's lowest third. Targeted efforts are needed to close the achievement gap for these students.

Instructional Strategies/Activities

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

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

Activity #1: Instruction: Balanced Mathematics block (1-1.5hrs daily) following the workshop model to provide small group instruction.

Activity #2

Instruction and Professional Development: Chapter Assessments, Baseline/Benchmark data, and Strand of the Week assessments reviewed at regular intervals

Activity #3

Professional Development: Teacher Teams and grade conferences to ensure alignment of Go Math! program practices with the Instructional Shifts in mathematics, the Common Core Learning Standards, and the NYS scope and sequence; Teacher Teams and grade conferences to analyze student work

Activity #4

Instruction: Extended Day in mathematics for half of 2 fifty- minute sessions per week to provide small group intervention for at risk students.

Activity #5

Instruction: “Departmentalize” mathematics instruction for special needs students via specific programming for mathematics block in self-contained classes on Grades 3-5 and in K-5 for Integrated Co-Teaching (ICT) classes to provide prescriptive instruction and reduce group size.

Activity #6

Instruction and Professional Development: Prescribe or prepare lessons/modules/assessments in Soar to Success, New York Ready Toolbox in Mathematics, SchoolNet—when available, and SkillsTutor, targeted specifically for student needs. Monitored by classroom teachers, Extended Day teachers, and supervisors. Professional Development sessions sponsored by our CFN support staff on the new curriculum Mathematics

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

Activity #1: Staff and Resources: Classroom teachers (general and special educators), paraprofessionals, supervisors, data specialist. Resources: Go Math! (K-5), New York Ready in Mathematics, interactive whiteboard lessons, and differentiated resource materials in both programs

Activity #2: Staff and Resources: Classroom teachers (general and special educators), supervisors, data specialist. Resources: Soar to Success

Activity #3: Staff: Classroom teachers (general and special educators), supervisors, Teacher Teams, lead teachers, and data specialist

Activity #4: Staff and Resources: Classroom teachers (general and special educators), paraprofessionals, supervisors, data specialist
Resources: Buckle Down Mathematics

Activity #5: Staff and Resources: Classroom teachers (general and special educators), paraprofessionals, supervisors, data specialist. Resources: SkillsTutor, Acuity, Leap Track, small group instruction

Activity #6: Staff and Resources: Classroom teachers (general and special educators), paraprofessionals, lead teachers, supervisors, data specialist, CFN support staff. Resources: web-based programs (Soar to Success, New York Ready Toolbox in Mathematics, SchoolNet—when available, and SkillsTutor)

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

Activity 1: Targets will be obtained by scores from mid-Chapter and Chapter reviews; formative assessments during the lesson and Go Math! interventions applied in small groups and assessed.

Activity 2: Targets are obtained from Math Baseline assessments in Sept. will be monitored to track movement towards 5% growth on subsequent Math Benchmark assessments in Jan and March. Strand of the Week will be monitored for the targeted group as well, beginning in February.

Activity 3: Monitoring progress of the lowest third in 1:1 conferences with supervisors during reviews of student work.

Activity 4: Targets obtained from Pre-Assessments in the fall will be monitored to track movement towards 5% growth on subsequent Extended Day assessments in Feb. and April

Activity 5: Targets will be obtained by scores from mid-Chapter and Chapter reviews; formative assessments during the lesson and Go Math! interventions applied in small groups and assessed

Activity 6: Classroom teachers will meet as members of grade Teacher Teams and during common preps at a minimum of 1x per week. Data Specialist (40 days) and computer cluster will meet and offer assistance with data analysis/prescribing intervention to teachers. Results of those interventions will be monitored to track movement towards 5% growth of targeted students

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

Activity 1: Daily (1-1.5hrs) Sept. 2013-June 2014

Activity 2: Chapter tests ongoing September 2013- June 2014/Baseline and Benchmarks a minimum of 3x per year October 2013-April 2014

Activity 3: Monthly September 2013- June 2014

Activity 4: A minimum of 3 times a year from September 2013-June 2014

Activity 5: Daily (1-1.5hrs) Sept. 2013-June 2014

Activity 6: Ongoing September 2013- June 2014

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

Activity 1: Classroom teachers and supervisors will meet on a regular basis at monthly Grade Conferences and 1:1 an additional 3 times a year. Classroom teachers will meet as members of grade Teacher Teams 1x per week and during common preps at a minimum of 1x per week. Data Specialist (40 days) will meet and offer assistance with data analysis to teachers. CFN/Citywide-PD will be covered via Per Diem funds. As a Title I School Wide Programs school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title III, and human resources to implement this action plan from September 2013- June 2014 as indicated below:

- a. Teacher per diem for professional development
- b. Teacher salaries
- c. CFN support set aside
- d. Curriculum Development and Consultants for (data specialist)
- e. Instructional supplies

Activity 2: Classroom teachers will meet as members of grade Teacher Teams 1x per week and during common preps at a minimum of 1x per week. Data Specialist (40 days) will meet and offer assistance with data analysis to teachers.

As a Title I School Wide Programs school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title III, and human resources to implement this action plan from September 2013- June 2014 as indicated below:

- a. Teacher salaries
- b. Teacher per session
- c. Curriculum Development and Consultants for (data specialist)
- d. Instructional supplies

Activity 3: Classroom teachers and supervisors will meet one on one 3 times a year. Data Specialist (40 days) will meet and offer assistance with data analysis to teachers. As a Title I School Wide Programs school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title III, and human resources to implement this action plan from September 2013- June 2014 as indicated below:

- a. Teacher salaries
- b. Curriculum Development and Consultants for (data specialist)
- c. Instructional supplies
- d. Educational software/website licenses

Activity 4: Classroom teachers will plan and implement Extended Day lessons

As a Title I School Wide Programs school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title III, and human resources to implement this action plan from September 2013- June 2014 as indicated below:

- a. Teacher salaries
- b. Instructional supplies

Activity 5: Classroom teachers and supervisors will meet on a regular basis at monthly Grade Conferences and 1:1 an additional 3 times a year. Classroom teachers will meet as members of grade Teacher Teams 1x per week and during common preps at a minimum of 1x per week. Data Specialist (40 days) will meet and offer assistance with data analysis to teachers. CFN/Citywide-PD will be covered via Per Diem funds. As a Title I School Wide Programs school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title III, and human resources to implement this action plan from September 2013- June 2014 as indicated below:

- a. Teacher per diem for professional development
- b. Teacher salaries
- c. CFN support set aside

- d. Curriculum Development and Consultants for (data specialist)
- e. Instructional supplies

Activity 6: Classroom teachers will meet as members of grade Teacher Teams 1x per week and during common preps at a minimum of 1x per week. Data Specialist (40 days) and computer cluster will meet and offer assistance with data analysis/prescribing intervention to teachers. CFN/Citywide-PD will be covered via Per Diem funds As a Title I School Wide Programs school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title III, and human resources to implement this action plan from September 2013- June 2014 as indicated below:

- a. Teacher salaries
- b. Teacher per diem for professional development
- c. Teacher per session
- d. CFN support set aside
- e. Curriculum Development and Consultants for (data specialist)
- f. Educational software/website licenses
- g. Instructional supplies

Strategies to Increase Parental Involvement

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

Activities 1-6:

- a. Provide families with materials and training to work with their children to improve their achievement levels (e.g. Math Family Nights and conferences)
- b. Provide families with assistance to understand the Common Core Learning Standards in Mathematics (ARIS Parent Link, PTA meetings, Learning Leaders workshop on Understanding the Common Core Learning Standards)
- c. Provide families with information to access websites specifically to support students in reading (SkillsTutor, Soar to Success, TimezAttack, etc.)
- d. Provide opportunities for parents to help them understand the accountability systems, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report at PTA, SLT and Title I meetings

Budget and Resource Alignment

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

| x | Tax Levy | x | Title IA | | Title IIA | | Title III | | Set Aside | | Grants |
|---|----------|---|----------|--|-----------|--|-----------|--|-----------|--|--------|
|---|----------|---|----------|--|-----------|--|-----------|--|-----------|--|--------|

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, the number of suspensions will decrease by 10% when compared to 2012-2013 as evidenced by Online Occurrence Reporting and the number of PBIS Tier 1 individual incentives will increase by 10% when compared to incentives offered in 2012-2013.

Comprehensive Needs Assessment

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

The results of our Learning Environment survey, coupled with office discipline referrals, SAVE room data, teacher/staff anecdotes, and incident reports have established a need for this focus. In addition, the positive feedback regarding the success of our earlier PBIS (Positive Behavior Interventions and Supports) Tier 1 interventions has affirmed that this is a goal worth developing.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

Activity #1

SOAR (Show **S**elf-Control, **O**n Task, **A**ct Kindly, **R**espectful and Responsible) universal individual incentives: Green tickets for individuals, names announced on PA system, and opportunities to attend our SOARport to redeem individual tickets

Activity #2

SOAR universal class incentives: Gold tickets for classes, classes announced on PA system, and opportunities to attend seasonal SOAR dances (beginning in November 2013), ice cream parties etc.

Activity #3

Universal PBIS lessons to model PBIS best practices

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

Activity #1: Staff and Resources: All staff, parents, PTA, crossing guards, substitute teachers. Resources: Green tickets and gifts to stock the SOARport gift shop

Activity #2: Staff and Resources: All staff, PBIS lead teachers, substitute teachers
Resources: Gold tickets, ice cream etc.

Activity #3: Staff: Classroom teachers, content specialist (PBIS internal coach and teacher), paraprofessionals, supervisors

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

Activity 1: Scheduled visits of individual incentive redemption (SOARport gift shop) measured against prior year's OSYD data

Activity 2: Scheduled visits of classes to seasonal SOAR dances measured against prior year's OSYD data

Activity 3: Implemented PBIS lessons measured against prior year's OSYD data

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

Activity 1: September 2013-June 2014

Activity 2: October 2013- June 2014 a minimum of 4 times per year

Activity 3: September 2013-June 2014 a minimum of 3 times a year

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

Activity 1: 3 lead PBIS teachers will meet on a regular basis a minimum of 4 times per year and staff the SOARport gift shop.

As a Title I School Wide Programs school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title III, and human resources to implement this action plan from September 2013- June 2014 as indicated below:

- a. Guidance Counselor and teacher salaries
- b. SAPIS salary
- c. Teacher per diem for incentive implementation
- d. Instructional supplies
- e. PTA funding of incentives

Activity 2: 3 lead PBIS teachers will staff the SOAR seasonal dances.

As a Title I School Wide Programs school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I, Title III, and human resources to implement this action plan from September 2013- June 2014 as indicated below:

- a. teacher salaries
- b. Teacher per diem for incentive implementation
- c. Instructional supplies

Activity 3: 3 lead PBIS teachers will meet after school for a minimum of 12 hours at the per session rate to create and reproduce Universal PBIS lessons

- a. Teacher per session

- b. Teacher salaries
- c. Instructional supplies

Strategies to Increase Parental Involvement

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

Activities 1-3:

- a. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
- b. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

Budget and Resource Alignment

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

| x | Tax Levy | x | Title IA | Title IIA | Title III | Set Aside | Grants |
|---|----------|---|----------|-----------|-----------|-----------|--------|
|---|----------|---|----------|-----------|-----------|-----------|--------|

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

| | Tax Levy | | Title IA | Title IIA | Title III | Set Aside | Grants |
|--|----------|--|----------|-----------|-----------|-----------|--------|
|--|----------|--|----------|-----------|-----------|-----------|--------|

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

6.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

| | Tax Levy | | Title IA | | Title IIA | | Title III | | Set Aside | | Grants |
|--|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
|--|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|

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

Academic Intervention Services (AIS)

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

Description

| 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 | <p>With no larger than 10 students per class in all grades, students receive AIS 2x per week via Extended Day. The following materials are used: Grade K: Guided Reading books –A; letter matching/sound cards; sight word Bingo; Grade 1: School House Phonics; Guided reading books; Grade 2 Extensions in Reading Level B and STARS Level B. Grades 3-5 Buckle Down English Language Arts. Critical reading skills, often accompanied by writing, are addressed on all grade levels.</p> <p>Within the classrooms, AIS is provided to targeted students through the use of flexible guided reading groups, Waterford, Skillstutor, Leap Track, SRA, centers Audio books, Leap Pads, Mimio and Wilson as well as teacher created materials; students work with teachers, peers and individually to develop and explain, both verbally and in written form, their thinking about reading.</p> | <p>Extended Day is provided as small group instruction.</p> <p>In-class AIS is provided small group or 1:1</p> | <p>Extended Day is provided before school</p> <p>This AIS is provided during the school day</p> |
| Mathematics | <p>With no larger than 10 students per class in all grades, students receive AIS 2x per week via Extended Day. Grades K-2 use their own resources based upon informal assessments done in class. Grades 3-5 use Buckle Down Mathematics.</p> <p>Within the classrooms AIS is provided to targeted students through the use of grade specific New York State mathematics books, Acuity, Skillstutor, Leap Track, SRA, flexible small groups, and centers. These may be executed with the use of Mimio and teacher created materials; students in all grades</p> | <p>Extended Day is provided as small group instruction.</p> | <p>Extended Day is provided before school</p> <p>This AIS is provided during the school day</p> |

| | | | |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>explore various mathematical topics. Students work with teachers and peers to explain verbally and in written form their thinking as it relates to understanding and solving math problems.</p> | <p>In-class AIS is provided small group or 1:1</p> | |
| <p>Science</p> | <p>AIS in science is provided on an on-going basis during instructional time. Students not meeting the promotional criteria in science receive small group and individual intervention from their classroom teacher, and Science cluster teacher, where applicable. Use of SRA kits in science are available.</p> | <p>In-class AIS is provided small group or 1:1</p> | <p>This AIS is provided during the school day</p> |
| <p>Social Studies</p> | <p>Through the use of teacher made assessments, and Pearson <i>History and Geography</i> unit assessments students are grouped for differentiated support.</p> | <p>In-class AIS is provided small group or 1:1</p> | <p>This AIS is provided during the school day</p> |
| <p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p> | <p>Guidance services are provided in various forms--lessons and counseling, for at-risk students. In addition, students requiring Tier 2 intervention, per PBIS, can be recommended for Check-In Check-Out with guidance/SAPIS staff twice each school day. These services are provided by two (2) guidance counselors and one (1) SAPIS worker.</p> <p>Our school psychologist services students on an at risk basis only as needs arise and not for any extended length of time.</p> <p>Our school social worker offers educationally related support services (ERSS) to general education students in Grades K-5 to assist them in overcoming academic, social, or emotional difficulties. This intervention aids students in resolving issues so they can improve academically and socially.</p> <p>Students who have asthma receive individual and small group sessions 1-3 times a year with our school nurse</p> | <p>Support is provided to individual students 1:1 or small groups of students.</p> <p>Support is provided to individual students 1:1.</p> <p>Support is provided to individual students 1:1 or small groups of students.</p> <p>Support is provided to individual students 1:1 or small groups of students.</p> | <p>This AIS is provided during the school day</p> |

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

| |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB |

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). |
| <ul style="list-style-type: none"> • Teachers meet in grade teams to generate grade-specific comprehension focuses for reading instruction based on the needs they were noting among students. They align that instruction with the CCLS. • Administrators, lead teacher, and consultant analyze past results of Benchmarking and create a series of points to share with colleagues to ensure the process of benchmarking is inter-rater reliable. Professional Development has been designed to train all pedagogical staff in the process of benchmarking. • Teachers and supervisors track students' progress on benchmarks, NYC ELA Benchmarks and academic assessments to evaluate the effectiveness of the strategies/activities and determine whether additional supports are necessary. • Teachers in Grades 3-5 meet in grade and cross-grade teams to analyze data for trends to generate grade-specific focuses for instruction based on the needs they noted among students. They align that instruction with the CCLS. • Teachers and supervisors track students' progress on Chapter/Unit assessments to evaluate the effectiveness of the strategies/activities and determine whether additional supports are necessary. Specific attention is given the major clusters in mathematics, as reflected in the CCLS. • Involvement of PPC (Pupil Personnel Committee) to address higher level at-risk behaviors as soon as possible and presentations by SAVE room teacher at staff conferences outline progress towards reducing numbers of suspensions/removals. When student focused is maintained on the tasks at hand, the better able students will be to meet the expectations of the CCLS. • Paraprofessionals are included in all professional development sessions offered to teachers to ensure that they have equal access to the most current approaches to student attainment of the CCLS. |

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
| Funding for our Students in Temporary Housing is set aside specifically to ensure equal access to materials and programs within the school for our students in temporary housing situations. |

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.). |
| The Pre-K curriculum at P.S. 203K is aligned with the Pre-K CCLS in literacy and mathematics, and it is implemented with awareness of child developmental stages for 3-4-5 year olds. Our Pre-K teachers are participating in the Work Sampling System this year. They are focusing on the domains that will allow them to identify student strengths and offer supports in areas where more attention would be beneficial. Our Pre-K teachers are also part of scoring teams with teachers of other grades so they can become familiar with the expectations in ELA and Math across grades. This enables them to see their role in setting the foundation for the work yet to come. As the school year progresses into the spring, transition events are planned |

where families of Pre- K aged students are given the opportunity to visit with our Kindergarten classes. Kindergarten teachers speak to parents before taking a tour of the classrooms and seeing “a part of the day in the life of a kindergartner.”

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.

Our Teacher Teams met in the spring of 2013 to select the curriculum materials in ELA and Mathematics for the 2013-2014 school year. That selection was based on our assessment data at the time and the implications of that data on what would best serve our students. Embedded in each of these programs were opportunities for ongoing assessments. The teachers have also met this year to create pacing calendars, ensuring that the curriculum would be covered in a timely manner, allowing for assessments to be conducted and monitored. In addition, over the summer, our Measures of Student Learning team (consisting of 6 teachers and 2 administrators) met several times to select assessments in ELA and Math that could capture student growth between the fall and spring. Following the fall assessments, Teacher Teams and scoring teams, disaggregated the data and conversations ensued to determine what implications the results had for our current instruction. Supervisors are active either as participants or presenters at all professional development sessions.

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

P.S. 203K Parent Involvement Policy

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-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-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 to serve as a liaison between the school and families. The Parent Coordinator 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 events 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 with 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;

P.S. 203K 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;
2. 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 22 | Borough Brooklyn | School Number 203 |
| School Name Floyd Bennett | | |

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 Lisa Esposito | Assistant Principal Brian Sadowski |
| Coach type here | Coach type here |
| ESL Teacher Sheryl Cohen | Guidance Counselor Lori Skunca |
| Teacher/Subject Area Angeline Victor/ IEP | Parent Marcia Rogers Lewis |
| Teacher/Subject Area type here | Parent Coordinator Julianna Primo |
| Related Service Provider Faigi Ackerman/Speech | Other type here |
| Network Leader(Only if working with the LAP team) type here | Other type here |

C. Teacher Qualifications

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

| | | | | | |
|-----------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------|----------|
| Number of certified ESL teachers currently teaching in the ESL program. | 1 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 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) | 778 | Total number of ELLs | 53 | ELLs as share of total student population (%) | 6.81% |
|------------------------------------------------------|------------|----------------------|-----------|-----------------------------------------------|--------------|

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|----------------------------------------------|----|--------------------------------|---|
| All ELLs | 53 | Newcomers (ELLs receiving service 0-3 years) | 44 | ELL Students with Disabilities | 8 |
| SIFE | 0 | ELLs receiving service 4-6 years | 9 | Long-Term (completed 6+ years) | 0 |

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

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

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 44 | 0 | 5 | 9 | 0 | 3 | 0 | 0 | 0 | 53 |
| Total | 44 | 0 | 5 | 9 | 0 | 3 | 0 | 0 | 0 | 53 |

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

| Dual Language (ELLs/EPs*) | | | | | | | | | | | | | | | | | | | | |
|------------------------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|----|
| K-8 | | | | | | | | | | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | EL | EP | EL | EP |
| 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 | 1 | 5 | 1 | 2 | 1 | | | | | | | | | 10 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | 1 | | | | | | | | | | 1 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | 2 | 2 | | 1 | 1 | 1 | | | | | | | | 7 |
| Arabic | | | 1 | | 1 | 1 | | | | | | | | 3 |
| Haitian | | 7 | 4 | 6 | 11 | 2 | | | | | | | | 30 |
| French | | | | 1 | | | | | | | | | | 1 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 0 | 1 | 0 | 0 | 0 | 0 | | | | | | | | 1 |
| TOTAL | 3 | 15 | 6 | 11 | 14 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 53 |

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) | 0 | 1 | 0 | 4 | 2 | 1 | | | | | | | | 8 |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---------------------------------------------------------------|---|----|---|----|----|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Intermediate(I) | 1 | 8 | 2 | 3 | 4 | 0 | | | | | | | | 18 |
| Advanced (A) | 1 | 4 | 4 | 4 | 4 | 3 | | | | | | | | 20 |
| Total | 2 | 13 | 6 | 11 | 10 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 46 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | 0 | 1 | 0 | 4 | 2 | 1 | | | | | | | |
| | I | 1 | 8 | 2 | 3 | 4 | 0 | | | | | | | |
| | A | 1 | 4 | 4 | 4 | 4 | 3 | | | | | | | |
| | P | 1 | 2 | 0 | 0 | 4 | 0 | | | | | | | |
| READING/ WRITING | B | 0 | 1 | 0 | 4 | 2 | 1 | | | | | | | |
| | I | 1 | 8 | 2 | 3 | 4 | 0 | | | | | | | |
| | A | 1 | 4 | 4 | 4 | 4 | 3 | | | | | | | |
| | P | 1 | 2 | 0 | 0 | 4 | 0 | | | | | | | |

| NYS ELA | | | | | |
|-----------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 63 | 30 | 9 | 1 | 103 |
| 4 | 36 | 68 | 25 | 5 | 134 |
| 5 | 54 | 70 | 26 | 16 | 166 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | 0 |

| NYS Math | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 56 | | 36 | | 11 | | 5 | | 108 |
| 4 | 55 | | 54 | | 23 | | 5 | | 137 |
| 5 | 85 | | 38 | | 30 | | 13 | | 166 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 6 | | 15 | | 61 | | 55 | | 137 |
| 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.

The school uses Fountas and Pinnell to assess the students' reading levels and growth. New ELLs are not readers or they score low but after some time they start to catch up to the other students, especially in the earlier grades. These benchmark scores give teachers a level that they can work with. They can strive to have the students reach higher levels for the next testing period. The data that this generates, on a tracking sheet, helps the ESL teacher to see her students' current levels. She then works on letter recognition, phonics and sight words for the newcomers and younger grades to help with their reading skills. The ELL student in kindergarten is a non reader as of the October dates. At the beginning of kindergarten the children are emerging. It is expected that by January on level students will score on levels B and C. The seven first grade ELL students scored between -A and D. There were 2 non readers, 2 B readers, 2 C readers and a D reader. In the beginning of grade 1 the children are supposed to be on levels C and D so 3/7 (42%) of the first grade ELL students fall right into that category. In grade 2, of the 7 students, there are 2 non readers, 1 D, 2 I and 2 K. In the beginning of grade 2 the children should be between I and J so 4/7 (57%) fall correctly. Of the 15 ELL students in grades 1 - 2, 7/14 or 50% are on the appropriate level for this time of year.

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

The LAB-R in Kindergarten shows that some students don't speak English at all and some do but are not quite ready to score out. There are also some tested who were in PreK who do very well because they had a year of school already. The ones who don't pass need help with vocabulary and phonics skills. They need to be prepared for the NYSESLAT the following spring. The LAB-R is harder as the student is in higher grades. They are required to read and know grammar and vocabulary. It is easier to reach advanced on the LAB-R for Kindergarten than it is for the upper grades. Our Teacher Teams consider this when setting team goals. Each year we have more students in the advanced levels of the NYSESLAT. This year there were some students who got proficient in 3 out of 4 of the subtests, which kept them in the ESL program but at an advanced level. 6/7 or 85% of the students who remained in the Beginner level were newcomers in the spring or have IEPs. 18 students progressed to a new level (34%).

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](#))

Over the past years the NYSESLAT scores show a pattern of strength in the speaking skills, with the lowest scores in writing. The ESL teacher works on these modalities to strengthen the students' skills as well as the listening and reading modalities. The ESL teacher is involved in analyzing the students as individuals and as groups to see what needs should be addressed. Instructional decisions are based on the levels of the groups the teacher has. Patterns across proficiencies and grades are that the student does better each year. The student does better as he gets older in most cases. It may be easy to reach advanced levels but to attain proficiency in the total test is more difficult. A score of almost perfect in each of the four tests is required which is not an easy thing to do even for the native English speaking student. The ESL teacher will focus more on non fiction stories and writing in reference to these stories. This will help better prepare the students for those subtests on the NYSESLAT. This year we do not have the RNMR report which broke down the test by subtests. So we do not know how the students did in each subtest. In the NYSESLAT chart there is no space to show the proficient number so the numbers may not be equal in the different charts. There were 53 students and 7 were proficient (13%).

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?

State tests are taken in English with the native language tests and glossaries on the side to help with those who need translations, if it is available, if the student wants it. We learn from the state tests and Periodic Assessments that the students are learning even if it may be at a slower pace than the rest of the class. These tests given two or three times a year show the strengths and weaknesses of the student. The ESL teacher uses these results to help plan instruction and articulates with the school leadership and teachers of her students about the Periodic Assessments to help them plan instruction too. This is a good measurement to show that the ESL program is successful. The children who are here a few years do as well as the mainstream students on the state exams. Those who need extra help are offered after school programs. Those who do poorly on the state exams may be offered summer school. The native language is not used in the instruction of the students.

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](#).)

Data is collected from baseline assessments in literacy and math through Fountas and Pinnell benchmarks and NYCDOE benchmarks in reading and math. Ongoing progress is monitored with Skills Tutor, Ready NY, teacher observations and conferences. Pre/post assessments will monitor how the students are growing with instruction. Some of the services provided are extended day in the morning, class intervention with Balanced Literacy, Wilson Foundations, Expeditionary Learning, following the CCLS, using the Go Math! curriculum. The ELL students have all these services available to them plus the pullout ESL program. We also will place students in a lower grade for literacy to be able to catch up on the English skills and vocabulary. ELL students who are within Tier 2 and 3 are serviced according to our RTI policy.

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

Parents inform the ESL teacher or their child's teacher if anything needs to be considered in the second language development. They may do this during registration or parent teacher conferences. Children are taught keeping in mind using ESL methodologies because it is their second language development. Instructions may need to be repeated, modeled and scaffolded because they may not know what to do right away when instructed the first time. When the teacher models what the student needs to do, he can understand it better. When it is scaffolded it is learned by steps.

7. For dual language programs, answer the following:

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

N/A

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

Part of evaluating the success of an ESL program is looking at the Annual Yearly Progress (AYP). Did the students go from a lower level of proficiency to a higher level on the NYSESLAT? Did the child score higher even if he stayed in the same level? The ESL teacher looks at the reports and looks to see that the students were more successful this year than the previous year. Even if the level stayed the same the student has achieved more correct answers each year. We have seen a growth in the total score. A child may not pass the NYSESLAT only because there is one subtest that he/she didn't pass. Those are the areas we look to work with more strenuously. Since this year the NYSESLAT was changed and is still changing, it is hard to compare the yearly test scores exactly. We had 7 children who were proficient (13%), 16 in advanced (30%), 19 who moved from a lower level to a higher level (35%). Those who scored in beginner level were mainly students with IEPs and children who came in the spring from their country without knowing English at all.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The ESL teacher, Sheryl Cohen, serves as the ESL testing coordinator for the school. The LAB-R is a test administered based on the questions from the Home Language Identification Survey (HLIS). The HLIS is translated into nine languages. It is a survey, filled out by a parent/guardian, to indicate the language spoken by the child at home. Which language is used with family and relatives? Which language does the child read and write? The informal interview is conducted during registration by the ESL teacher or another licensed trained pedagogue. It is initially conducted in English. One of the translated versions may be given to the parents with the help of a bilingual pedagogue, our IEP teacher, who is Ms. Victor and speaks Haitian Creole, which is what most of our students speak. The LAB-R is given by Sheryl Cohen, the licensed ESL teacher, to a student who speaks another

language based on the HLIS, which she reviews first. This means of the eight questions listed the parent/guardian wrote another language for at least three of them. Mrs. Cohen speaks with the child as an informal interview to see if the child may need services and should be tested. This is for only newly enrolled students into a New York City School System and within 10 days of admission. The Spanish LAB is administered afterward to our newly Spanish speaking ELL students by Mrs. Cohen with the help of Julianna Primo, our Spanish speaking Parent Coordinator.

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.

After the fall testing is complete, which is usually the third week of school, the parents/guardians of the new students are invited by the ESL teacher, Mrs. Cohen, to an orientation with the ESL teacher where a video, available in many languages, is shown describing the three program choices: ESL, Dual Language and Transitional Bilingual.. This is an opportunity to ask questions about the school and its programs. Parent handbooks are available. Parents fill out the Survey and Program Selection form. On this form, parents have the option to request a bilingual or dual program. Since we do not offer these programs in this school, parents have the option to transfer to another school with these programs. Most of the time parents select ESL. We have researched the DOE website, the enrollment office and OELL resources to locate other schools with dual language and bilingual programs. If the parents do not attend the orientation, which happens most of the time, then the survey and handbook is sent home with the child. The ESL teacher follows up on getting the surveys returned. If a bilingual or dual language program would come available the ESL teacher would contact those parents who requested it on their forms, which are kept by the ESL teacher.

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 [\[see tool kit\]](#).)

Within the first ten days of school the ESL teacher, Mrs. Cohen, hands out Continued Entitlement letters to those returning to the program from last year. Those who do not pass the NYSESLAT are automatically in the ESL program the following year. ATS reports like the RLAT show entitled and non entitled students. Admission reports show the new admits with their language code to help assist with determining who to look at. Sometimes those codes need to be corrected. This is because the ESL teacher looks through the HLIS to determine language codes and therefore may find that some students may be coded differently by the secretary entering the new students to the system. Those new admits who fail the Lab-R receive Entitlement and Placement papers and a Parent Survey/ Program Selection form. All copies of these forms are kept in the ESL classroom available if necessary. In many cases parents do not return the forms signed and they may be sent out again. There are some parents who don't return papers no matter how many times they are sent out.

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.

New parents to the school are invited to an orientation if their child has failed the Lab- R. Of the three choices in the city, P.S. 203 only has a freestanding ESL program. Parents are told that the students who fail the Lab-R are placed in this program. Parents fill out a survey choosing between ESL, Dual Language and Bilingual. If they choose Dual Language or Bilingual we tell them at this orientation that it is not available here, but will let them know if it becomes available to our knowledge. All surveys and communications are available in translations for those who need it. The video describing the 3 programs are in all languages if the parents need it. Placement letters are given out to show that their children have been placed into the ESL program. Records are maintained in a file by the ESL teacher. Continued entitlement letters are distributed and maintained the same way. The ELPC screen is updated within 20 days of school, or a new student coming in.

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.

All students in the ESL program are given the 4 parts of the NYSESLAT. The ESL teacher administers it to all her students. The test is kept in a secure location each day. The RLAT is reviewed monthly to make sure all students are serviced. There is an ATS report, called the RLAT, that determines eligibility of NYSESLAT. The ESL teacher organizes the preslugged grids to ensure there is one for each student for each subtest. Whatever is missing is filled out by the ESL teacher so each student has the right amount of grids.

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](#)

The ESL teacher goes through all the papers returned by the students and makes a chart for parent choice selection. Parents

mostly choose ESL (90%). It is explained to the parents that they would have to find another school if they wanted the other programs. The parents want to keep their children in P.S. 203 so they accept what we have. The trend is that more parents are selecting ESL than before. The other programs are so unfamiliar to them.

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])?

P.S. 203 has a pull-out ESL program. It is created each year based on the NYSESLAT scores and LAB-R tests. The teacher creates a list of students from these scores. The teacher makes a list dividing the students up by grades and levels. Students are grouped according to grade and proficiency levels when possible. Some groups are heterogeneous and some are homogeneous depending on the grade and the numbers. The ESL teacher is working alone with all the grades in the school from kindergarten through fifth grade. There are three lunch periods. Groups have to be made to fit into the daily and weekly schedule.
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)?

The ESL teacher makes a list of her ELL students. A schedule is made so those who are beginners and intermediates receive 360 minutes per week. The advanced students receive 180 minutes per week. The ESL teacher includes content area subjects in the lessons, including math, science and social studies. The lessons also include ELA content instruction such as main idea, sequence, problem and solution, cause and effect, character traits, etc. Of course much more ELA content is delivered in their classroom because they are with the classroom teacher more time during the day than with the ESL teacher. We have no Native Language Arts classes so there are no instructional minutes in the native language .
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.

All instruction is delivered in English. Teacher uses differentiated instruction to help the ELL children. Children may be paired with other students to help and support them. Lessons are scaffolded and modeled. Lessons are reviewed on another day. Some of the materials used are guided reading books, NY Content Reading, Phonics, Amazing English, New Heights, Comprehension Strategies Kit, Leap Pad, and Best Practices in Reading. A lot of these books come in many levels so they can be used on the different grade and reading levels. Some of these materials were created to be in alignment with the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The ELLs are not evaluated in their native language throughout the year. We do not have a bilingual program or bilingual teachers to be able to do that.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL teacher works on all four modalities throughout the year to ensure complete acquisition of English. The Periodic Assessment given twice a year, fall and spring, evaluates the students on the four modalities as well as give the students practice with the kinds of questions the NYSESLAT will ask. There is also an abridged version of the NYSESLAT that is available before the test the students take to help evaluate where their strengths and weaknesses are in the four modalities. Students practice their listening skills when sitting in class listening to a lesson. They have a chance to use their speaking skills when answering questions which shows that they were listening. They also turn and talk to their neighbor which works on listening and speaking. Students are asked to read articles or parts of stories and then have to work with that material. This shows their reading and writing skills at work. Students often have writing pieces that they work on which develops their writing skills.
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).

We do not have any SIFE students or long term ELLs. Newcomers, beginners and intermediates receive 360 minutes a week

where the 4 modalities are introduced and continuously worked on. Students who are in the program many years, 4-6 years, and are in the advanced level will keep practicing and modifying their skills in their 180 minutes. Working on reading and writing with fiction and non-fiction materials creatively is ongoing. Children who pass the NYSESLAT, the former ELLs, still get additional time for the state tests for 2 years and are tested with the ELL students. So they continue to get time and a half in a smaller group for two extra years after passing the NYSESLAT. This gives them more time to grow in confidence. The ESL teacher often articulates with the teachers to see how the former ELLs are doing.

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?

Leveled books and workbooks are used as materials to access academic content. Modeling and scaffolding are instructional strategies used to help understanding and accelerate language development. Because the children are in small groups they are comfortable to ask questions and respond with creative answers. Students are able to use the computer for Waterford and Star Fall programs. This helps with their phonics skills for low level readers. Teachers have Leap Pads in their rooms for students to receive more vocabulary enrichment. This comes with multi level books. These materials are all in English to accelerate English language acquisition. We do not have materials in the native languages. The IEPs are reviewed by the classroom teachers, the speech and occupational therapists to ensure that the mandates are correct.

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?

Students get extra help from volunteers and their teachers whenever possible. Students are placed in the least restrictive environment to meet their needs. They are placed first within a general education setting with 2 teachers, one being a special education teacher. They are also flexibly programmed in a general education settings for subjects where that is appropriate if they do get placed in a self contained setting. This all happens before the student is placed full time in a self contained class setting.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

| | | | |
|--|------------------|---------------------|-----------------|
| | Beginning | Intermediate | Advanced |
|--|------------------|---------------------|-----------------|

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

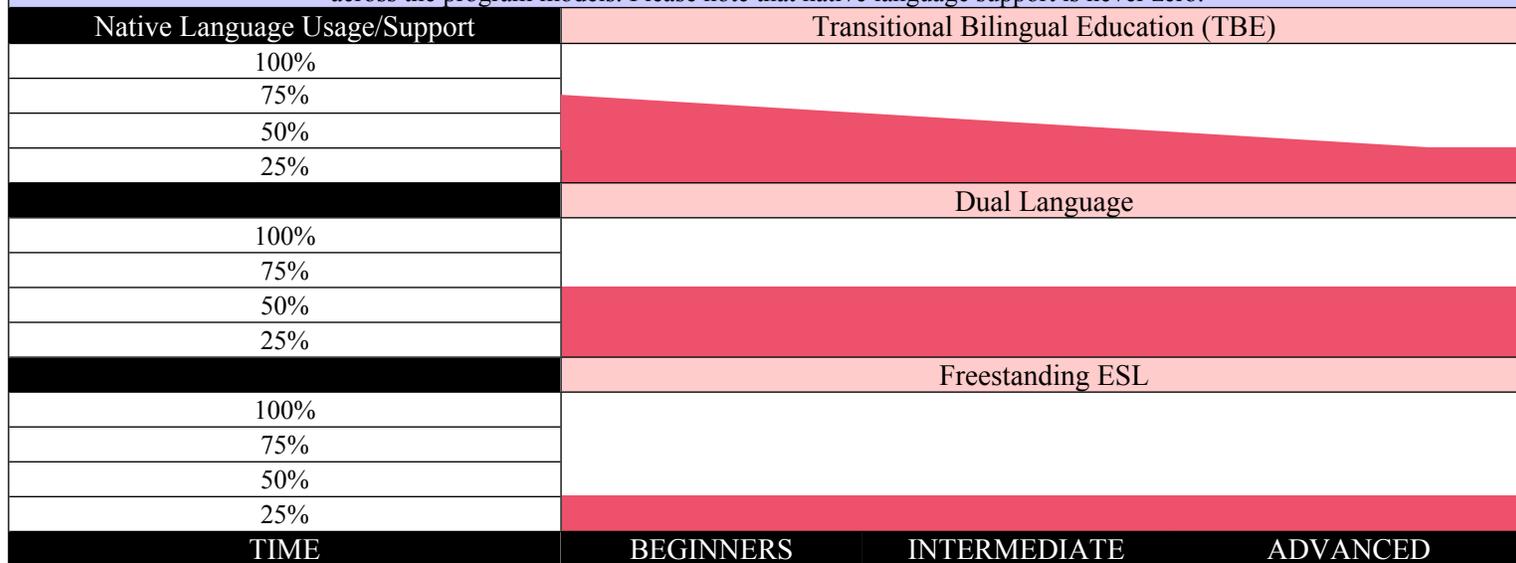
| | Beginning | Intermediate | Advanced |
|-------------------------------------------------------------------|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 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.

Our intervention program is extended day time. Children requiring extra help in Math and ELA come to extended day, before the school day starts in the morning. Services are always delivered in English. Many of the ELL students are in extended day. Other intervention programs we use are: Skills Tutor, Wilson Foundations and Soar to Success.

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

The teachers know which students in their classes are ELL students. These students are pulled by the ESL teacher, so they should be very aware of who these students are. In the ESL class the children are in a small class. Any extra time the children have to use their skills is beneficial. The students read articles in science and social studies content. They are in a setting where they can openly discuss how they feel about certain topics. This fosters language development, being able to practice the skills they have learned throughout the day and year.

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

ELL students are offered whatever programs are available. Due to budget constraints there may not be any new programs. We do have ongoing programs such as: Waterford, Leap Pad, Leap Track, and Skills Tutor for reading. We have Math Fact fluency, and Skills Tutor for math. We have flexible grouping, shared reading, and read aloud following science and social studies lessons.

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

We are not discontinuing any of the current programs.

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

We have a Title 3 after school program offered to our ELLs in grades 2-5, as well as the former ELLs for 2 years. Parents of the ELLs get a letter inviting their child to the after school program. This is for four days usually for a few months. Content areas such as Math, Science and Social Studies are taught. We usually get most of the grades 2-5 students to participate. ELLs and former ELLs also receive time and a half on state tests. Former ELLs have this as additional support for 2 years after attaining a proficiency level on their NYSESLAT. There is another after school program where the ELLs as well as their peers are invited. It is called OST.

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 include: Leap Pad Library, Carousel of Ideas, Journeys English Language through Science, Fairy Tale and Folktale Big Books, New Heights Reading Program, Flash grammar books, Rigby leveled books and leveled workbooks such as: Speedy Spelling, Math Options, Hit the Ground Running, Just Right Reading, Math and Literature Connections, Approach and Connect Math, Connecting Vocabulary, Creative Ideas, Finish Line for ELLs and Writing Thesaurus. These books include the different content area subjects as well as different levels. This enables the ELL teacher to teach a variety of subjects at a variety of different levels. This does not include any native language materials.

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

We offer the ELL students test translations on the state tests, if available as native language support. We offer native language glossaries to assist on the tests. These are similar to dictionaries but there is no definition, just translations.

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

When children get additional support or resources they are pulled with children their age, on their grade.

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

We don't have programs before school starts. ELLs who enroll throughout the year are included in the offering of the optional after school program. They come to extended day in the morning so they can work in small groups and get more help in reading and math.

18. What language electives are offered to ELLs?

We do not have language electives.

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?

- 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)?

N/A

C. Professional Development and Support for School Staff

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

Mainstream teachers have monthly professional development at our faculty meetings (9/3, 10/24, 11/21, 12/19, 1/30, 2/27, 3/27, 4/24, 5/29) throughout the year. Faculty meetings include the whole staff, school based support team, principal and assistant principal. They are informed of the new techniques and strategies to be able to help ELL students in their classrooms. Meetings usually touch upon all content areas. Sometimes the ESL teacher adds into the faculty notes information she has learned at her meetings. The guidance counselors sometimes speak about topics that are ongoing, such as abuse and bullying. Information and notes from the meetings are also seen by the secretaries and parent coordinator. These two groups have their own meetings that they go to outside the school too. Our parent coordinator, Julianna Promo attended a series of meetings where she became a Certified Interpreter for school districts. She is fully able to communicate in oral and written Spanish. The ESL teacher goes to monthly meetings (10/8, 11/6, and more to come) to learn and be able to articulate to the other teachers about differentiated instruction and new planning strategies for CCLS. She also goes to any OELL workshops that are local and are on an appropriate topic, such as 11/5, Election Day. The ESL teacher invites the teachers to come to her room to articulate about their students and discuss new strategies for those who need extra help. In addition, the ESL teacher offers suggestions to staff regarding entry points for ELL students for literacy and math tasks. This is part of the 7.5 hours of training. Attendance is recorded at all meetings. The ESL teacher supports the staff by giving information about their new ELL students when they move from one grade level to the next. She hands out translated versions of middle school choice applications and helps with deadlines.

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?

Our parent coordinator is available for parents with questions about our school and programs. She speaks Spanish and helps to make our Spanish speaking parents more comfortable. They call her when they have questions because they can speak to her in Spanish and feel good. A packet of school information is given out to the newly enrolled ELL students in English and their language. The ELL teacher works closely with the parent coordinator to ensure the new families are invited to tour the school and have a meeting to introduce them to the school and its programs. There are also Creole speaking staff members to help with translations for families who speak Haitian Creole. We always have our ears open so whenever there are programs in the area for parents we invite them to attend. Our Occupational Therapist speaks Russian which has been very helpful for our Russian family in the school.

A translation survey is given out to all families who speak another language. The parents have the option to receive school information, report cards, and other information in their own language. We give our students handouts in their languages by having DOE paperwork translated. If the DOE doesn't send out translations then our parent coordinator sends it out for translations through the DOE. Parents are invited to attend PTA meetings and volunteer to help in our book sales, pumpkin sales, carnival and watch our monthly grade assemblies. When the parents participate they feel good about the school their children are in. Parents are invited to offered workshops. Parents are invited this year to join a nearby school who is giving English classes at night. Learning Leaders and school staff provide parent workshops. Many attendees are parents of our ELL students. Parents have developed a positive rapport with our parent coordinator making it easier for their needs to be known. Word of mouth also increases the number of parents making contact. Our school's parent coordinator also creates and distributes a survey to all families to determine topics for future workshops. There are tools in the school used for translation like the Talking Pen and the Talk and Listen Kit which both translate for parents use.

E. Additional Information

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

Part VI: LAP Assurances

School Name: 203

School DBN: 22k203

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|---------------------|----------------------|-----------|-----------------|
| Lisa Esposito | Principal | | |
| Brian Sadowski | Assistant Principal | | |
| Julianna Primo | Parent Coordinator | | |
| Sheryl Cohen | ESL Teacher | | |
| Marcia Rogers Lewis | Parent | | |
| Angeline Victor | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| Lori Skunca | Guidance Counselor | | |
| | Network Leader | | |
| Faigi Ackerman | Other <u>Speech</u> | | |
| | Other | | |
| | Other | | |
| | Other | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 22k203 School Name: Floyd Bennett

Cluster: Zaharakis, Desp Network: Brucella, Joanne

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.

ATS is a first record of the students' languages based on the Home Language Identification Surveys. The information from the surveys is transferred to ATS. The ESL teacher copies and keeps as a record all the surveys. The codes are then compared to the ATS records to see if they are aligned.

The school has created a parent survey to be administered early in the year to all the students who speak another language to determine both the need for and the availability of translation services. This survey is distributed once all the records are complete and the list of other languages is complete on ATS. The survey is a second record and second chance for the parents to let it be known that there is another language at home. This gives them the opportunity to inform us that they need translation services on specific things such as parent handouts and report cards, etc. The ESL teacher keeps a record of what the parents need. The ESL teacher keeps the surveys that are returned. The emergency cards very often have a second language listed if necessary. This would be a third record to show language preference. It would also explain why the parent doesn't understand the person who has called them.

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.

Surveys were distributed to and collected from families who indicated another language on the Home Language Identification Survey. 31 translations were returned. Those who requested to receive information in another language other than English will be able to receive written translations for the handouts that have been or will be distributed. Report cards are distributed in other languages as well so parents will be a part of how their children are doing in school. Teachers are notified which students don't speak English at home. A major finding is that our primary languages are Spanish (10/42) and Haitian (23/42). We have adults in the school who speak these two languages and can translate for parents when needed (17/31). Parents do want the report cards in their languages (24/31). Some would be more involved if they were asked to translate. Some would be more involved if meetings and activities were conducted in their languages (10/31). The ESL teacher discusses with

the teachers of the students, who returned the survey, the needs of the parents, according to the survey.

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.

The school makes sure notices go out to the ELL students when it comes in other languages. In addition, contracted Translation vendors will be called upon to provide translations of school wide notices. When individual communications are needed, the school has enlisted the services of staff members who are able to write in the languages needed.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

As a result of the survey, a group of parents has been established to provide translations services for Parent Teacher Conferences. The Parent Coordinator also has the capability of accessing the Department of Education's Translation unit with oral interpretations, if need be. The school has purchased a translation device called "Talk and Listen". It will enable us to have up to three individuals translate the ongoings at school meetings from English into the Native Language. In addition, we have purchased Talking Pen from Mantra Lingua, which is a device that enables our office staff to interact with families speaking languages other than English to identify their requests and provide service to them accordingly.

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>.

The school identifies the families with another language through the Home Language Identification Survey. Our ESL teacher ensures that those who require language assistance services are provided a copy, in their native language, of the Bill of Parents Rights and Responsibilities which includes their rights regarding translation and interpretation services. The school Safety Plan also contains procedures for ensuring that parents in need of language access services are not placed at a disadvantage in reaching the school due to language barriers. The Department of Education's Translation and Interpretation Unit and contracted vendors will be available to translate certain documents. Parents are notified of their rights to have translations available through signage at entrances to our school, main office and Parent Coordinator's office.



Title III LEP Plan Review Form 2012-13

Senior ELL CPS/Reviewer: Tatyana Ulubabova

Borough: Brooklyn District: 22 School Number: 203 School Name: Floyd Bennett
 Cluster Leader: Despina Zaharakis Network Leader: Brucella, Joanne Title I Schoolwide Plan (Conceptual Consolidation?) yes

| Intent and Purpose | Was there evidence of this intent/purpose? | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| | YES | NO |
| Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No Comments: |
| Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms." | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No Comments: |
| Parent Activities | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No Comments: |
| Budget | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> NA (Title I SWP) | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA (Title I SWP) Comments: |
| Approved? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Date: 11/29/2012 Senior ELL CPS: Tatyana Ulubabova Additional Comments: | | |