



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**School Name:** VINCE LOMBARDI SCHOOL

**DBN (i.e. 01M001):** 20K204

**Principal:** NANCY TOMASUOLO

**Principal Email:** NTOMASU@SCHOOLS.NYC.GOV

**Superintendent:** KARINA CONSTANTINO

**Network Leader:** MICHAEL DANTONA

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Nancy Tomasuolo	*Principal or Designee	
Michele Ferraro	*UFT Chapter Leader or Designee	
Mona Ng Maria Rosa Alonge	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Jessica Michaelidis	Member/ Assistant Principal	
Michele Bennett	Member/ Assistant Principal	
Laura Bonomolo	Member/ Teacher	
Karen Cartelli	Member/ Teacher	
Maria Forde	Member/ Parent	
Lambrina Gournelos	Member/ Parent	
Dominique D’Onofrio	Member/ Parent	
Helena Lambrakis	Member/ Parent	
Danielle Shipone	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

	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ 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)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## 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, 100% of teachers will shift classroom practice to ensure the implementation of Common Core aligned curriculum in language arts using Pearson's ReadyGEN and in mathematics using Go Math as measured by teacher observation reports, lesson plans and student work samples.

### 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.

In Spring, 2013, we determined that although classroom teachers had revised and created several Common Core aligned units of study throughout the school year, fully aligned Common Core ELA and Math curriculum was needed. After reviewing various curricula in both math and ELA, the members of the Instructional Team decided to choose the DOE Core Curriculum options of ReadyGEN and Go Math. These programs would ensure curricula that are aligned to standards in all content areas.

### Instructional Strategies/Activities

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

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

1. Administrators, Curriculum Coach and designated teachers will attend ongoing professional development sessions for both curricula by ReadyGEN, Go Math and Network 609.
2. Administrators, Curriculum Coach and Lead Teachers will "turn-key" information obtained from professional development sessions through "Lunch & Learns", Collaborative Teacher Teams, Grade Conferences and Faculty Conferences.
3. The Instructional Team will meet to discuss the strengths and weaknesses of these programs, as well as, necessary adaptations for successful implementation.
4. Collaborative Teacher Teams will meet to plan and/or revise lessons and to examine student work.
5. Through informal and formal observations using the Danielson Framework for Teaching, administrators will monitor and evaluate the implementation of the new curricula.
6. Teachers will access online resources through "Think Central" for Go Math and "Teachability" for ReadyGEN.

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

1. Administrators, Curriculum Coach and Lead Teachers & Network Instructional Team
2. Administrators, Curriculum Coach and Lead Teachers
3. Members of the Instructional Team-Administrators, Curriculum Coach and Grade Leaders
4. Collaborative Teacher Teams
5. Administrators
6. Classroom Teachers

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

1. All classroom teachers and Curriculum Coach will use their knowledge of the curricula to plan and implement lessons. Administrators will monitor implementation of the curricula through classroom observations.
2. All teachers will use the information learned in their professional development sessions for planning and implementing lessons and for assessing student learning.
3. Members of the Instructional Team will assist teachers on their grade with making adaptations to various components of the curricula during Collaborative Teacher Team Meetings and common preps.
4. All classroom teachers will bring student work to CTT meetings bi-monthly to examine the implementation of curricula.
5. 75% of teachers will show an increase in their HEDI rating in Domain 1 of Danielson's Framework for Teaching.
6. All classroom teachers will use online resources to support them in implementing lessons or administering assessments.

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

1. Ongoing throughout the school year
2. Monthly Lunch and Learn sessions; Weekly Collaborative Teacher Team meetings; Monthly Grade Conferences and Faculty Conferences
3. Instructional Team will meet monthly beginning in September, 2013 and ending in June, 2014

4. Collaborative Teacher Teams will meet weekly for 50 minute sessions beginning in September, 2013 and ending in June, 2014
5. All teachers will be observed formally and informally 4-6 times a year and receive feedback after each observation
6. Teachers will access online resources throughout the school year

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

1. Substitute Teachers hired for coverage (7 grade leaders and 7 grade representatives x3 for ReadyGEN and Go Math and 3 representatives for Network Meetings-ongoing)
2. Cost of lunch for staff: 10x a year- 1x per month
3. No cost associated with this activity
4. No cost associated with this activity
5. No cost associated with this activity
6. No cost associated with this activity

**Strategies to Increase Parental Involvement**

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

- In Spring 2013, all SLT members took part in selecting the curricula chosen for the school year- 2013-2014.
- Administrators will continue to provide updates at PTA meetings regarding the new curricula.
- Parents on the SLT were shown various resources in the ReadyGEN program, September-2013.
- Parents attended open school week to observe the new curricula being implemented, Week of November 18, 2013.
- In December 2013, students will receive "usernames" and "passwords" to access online Go Math resources at home.
- Parent Workshop given by the Parent Coordinator, Curriculum Coach and/or administrators; workshop to inform parents about Gomathacademy.com. It is a website for parents to learn concepts and strategies used in Go Math.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

By June 2014, 100% of collaborative teacher teams will be immersed in the practice of using student data from formative assessments to make adjustments to their teaching practice as evidenced by targeted adjustments to lesson plans and units of study.

**Comprehensive Needs Assessment**

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

After reviewing the Collaborative Teacher Teams' notes of weekly meetings from the year 2012-2013 school year, it became evident that student work was not being consistently looked at or examined. It is essential for teachers to score, norm and evaluate student work and to look for evidence of learning and gaps and to make purposeful adjustments to narrow the gap between what the standards require and what the students know and are able to do. In 2012, gaps existed between the standards and curricula; In 2013, gaps exist between curricula and student skills and knowledge. In addition, although student progress went up, performance stayed at a B on the progress report from 2011-2012 to 2012-2013. This goal will serve to have teachers attend to all student groups in their lesson plans.

### **Instructional Strategies/Activities**

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

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

1. Collaborative Teacher Teams will use the “backward design” to plan, revise and/or adapt lessons in literacy.
2. Collaborative Teacher Teams document work completed during their team sessions and submit their protocol sheets to administrators on a weekly basis.
3. Collaborative Teacher Teams score and norm student work (Performance Based Assessments) using the program rubrics for scoring.
4. Classroom teachers will monitor student progress by evaluating class work using formative assessments outlined in ReadyGEN and Go Math.
5. Kindergarten through Grade Two Teachers will use data generated from guided reading groups to identify trends in student practice.

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

1. Collaborative Teacher Teams comprised of classroom teachers and various out of classroom teachers
2. Collaborative Teacher Teams comprised of classroom teachers and various out of classroom teachers
3. Collaborative Teacher Teams comprised of classroom teachers and various out of classroom teachers
4. Classroom Teachers in Kindergarten through Grade Five
5. Classroom Teachers in Kindergarten through Grade Two

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

1. Teachers will revise 50% of the writing section of the literacy program.
2. Protocol sheets will show evidence of looking at student work at least twice per month.
3. 100% of student Performance Based Assessments will be scored according to the criteria on program rubrics
4. 100% of classroom teachers will use the results of the program formative assessments to guide instruction to plan for small groups and/or for future lessons.
5. 100% of Kindergarten through Grade 2 teachers will use guided reading data to inform instruction and to monitor student progress

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

1. Teachers will meet weekly during 50 minute sessions.
2. Lead teachers will submit their team’s protocol sheets on a weekly basis.
3. Teachers will score and norm the Performance Based Assessments at the end of each module in literacy.
4. Teachers will use the formative assessments incorporated in daily lessons to assess student learning.
5. Teachers will use daily guided reading observations to plan future lessons and to monitor student progress.

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

1. No cost associated with this activity
2. No cost associated with this activity
3. No cost associated with this activity
4. No cost associated with this activity
5. No cost associated with this activity

### **Strategies to Increase Parental Involvement**

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

- Administrators will provide information at PTA meetings regarding student assessments and grading policies.
- Workshops will be offered to parents by the curriculum coach regarding the structure and implementation of the new curricula.

### **Budget and Resource Alignment**

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

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

Contract for Excellence  
School Support Supplement  
TL FSF Legacy Teacher Supplement

### **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, 90% of teachers will show an increase in pedagogical expertise as a result of the school-wide implementation of the teacher evaluation system; wherein administration will deliver feedback based on Danielson's Framework for Teaching on at least 4-6 formative observations as evidenced by Danielson Teacher Observation reports.

#### **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 one of the Citywide Instructional Expectations, a new system of teacher evaluation and development will be implemented. Although, teachers are familiar with the Danielson Framework for Teaching, from prior school years (2011, 2012, 2013) it is necessary to develop a deeper understanding of the framework. Acquiring a deeper understanding of the framework allows teachers to become active participants in improving their pedagogical skills and reflecting on best practices that will have a positive impact on student learning.

#### **Instructional Strategies/Activities**

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

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

1. Teachers were provided with more than 6 hours of professional development sessions on the Danielson Framework for Teaching (June, 2013) and the new Teacher Evaluation System and will be provided with 30 hours of ongoing professional development sessions throughout the school year to build a shared school-wide understanding of what effective teaching looks like.
2. Administrators will meet with a DOE Talent Coach to focus on implementing teacher effectiveness rubrics with additional dates as needed from the talent coach to target specific concerns.
3. Administrators will formally and informally observe teachers and provide them with feedback including suggestions for improvement in "developing" or "ineffective" areas, as warranted
4. Teachers will attend professional development sessions on the Danielson Framework for Teaching given by Network 609.
5. A "Lunch and Learn" session will take place on "Effective Questioning and Discussion Techniques" given by a representative from the Center for Integrated Teacher Education.

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

1. All Teachers will be provided with professional development by administrators and curriculum coach.
2. Administrators and DOE Talent Coach
3. Administrators will conduct formal and informal observations and provide teachers with face-to-face and written feedback after each observation
4. Network consultants will provide professional development for teachers.
5. A representative from the Center for Integrated Teacher Education will conduct a professional development session for all teachers.

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

1. All teachers will have a deeper understanding of the rubrics in the Danielson Framework for Teaching, therefore improving their effectiveness of their teaching in Domains 2 and/or 3
2. Norming techniques will be used by the Principal and 2 Assistant Principals to build a shared understanding of what effective teaching looks like.
3. 90% of teachers will show an increase in the HEDI rating in "developing" and/or "ineffective" components of the Danielson Framework for Teaching
4. Teachers will develop a deeper understanding of the Danielson Framework for Teaching and turn-key information to colleagues during Collaborative Team Meetings
5. 75% of teachers will show an increase in the HEDI rating for questioning and discussion techniques

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

1. June, 2013- June, 2014
2. Three times throughout the school year
3. Administrators will observe teachers beginning in October, 2013 through June, 2014.
4. Teachers will attend Network professional development sessions throughout the school year- 2013-2014
5. Teachers will attend the professional development session on January 8, 2014

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

1. No cost for this activity
2. No cost for this activity
3. No cost for this activity
4. Substitute teachers for coverage
5. Three sessions at \$550 each

**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).

- Administrators will provide ongoing information at PTA and School Leadership meetings regarding the new teacher evaluation system.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

By June 2014, 90% of our self-contained special education students will demonstrate progress in their reading skills as they receive instruction with the S.P.I.R.E. program and the Good Habits Great Readers Program as evidenced by an increase in performance on program assessments and movement of at least three reading levels on the Teachers College Reading Assessment.

**Comprehensive Needs Assessment**

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

After recognizing students' lack of progress, moving fewer than 3 levels on Teachers College Reading Assessments, we determined that the students in these classes need intensive instruction in phonics including decoding skills. In addition, the students need to develop habits to deepen comprehension. In collaboration with our self-contained special education teachers, we decided to purchase the S.P.I.R.E. program and Good Habits Great Readers Program (a comprehensive balanced literacy program) for all self-contained classes.

**Instructional Strategies/Activities**

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

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

1. Teachers will conduct daily S.P.I.R.E. lessons and will utilize "Quick Checks" as a formative assessment at the end of each lesson to determine mastery of the lesson.
2. Teachers will group students into categories based on their instructional needs: Tier 1 (Students are provided with core instruction); Tier 2 (Students who struggle with Tier 1 instruction are provided with targeted intervention); Tier 3 (Students who need intensive intervention).
3. Teachers will conduct daily Shared Reading, Guided Reading and Writing lessons using the Good Habits Great Readers Program and will use multiple formative and ongoing assessments utilizing observation forms, logs, running records and/or checklists provided in the program to monitor student progress.

4. Teachers will assess students using TCRWP running records.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. Self-contained Special Education Teachers 2. Self-contained Special Education Teachers 3. Self-contained Special Education Teachers 4. Self-contained Special Education Teachers
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. 85% of students will show progress on program assessments. 2. 100% of students will receive small group instruction according to the results of formative assessments 3. 85% of students will show an improvement in comprehension using program running records 4. 85% of students will show movement of at least three reading levels by June, 2013
<b>D. Timeline for implementation and completion including start and end dates</b>
1. Daily 45 minute lesson 2. Daily small group instruction 3. Daily 45 minute lesson 4. Fifteen minutes per students 4X a year: September, November, March and June
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. No cost for this activity 2. No cost for this activity 3. No cost for this activity 4. No cost for this activity

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> <li>Administrators will provide information at PTA and School Leaderships meetings.</li> <li>Parents were informed of the new programs during the September class orientations.</li> <li>Parents will observe the implementation of the programs during classroom visits</li> </ul>

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>	<b>x</b>	<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										
Contract for Excellence School Support Supplement										

**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.
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<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
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.

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Push-in literacy remediation (Grades 1-2); Orton-Gillingham & Guided Reading	Small Group	During the school day
	Pull-out literacy remediation ((Grades 3-5); Targeted Reading Intervention Program	Small Group	During the school day
	Extended Day Program	Small Group	After School
	Literacy Enrichment Program for English Language Learners	Small Group	Saturdays (beginning in January, 2014)
	SETSS	Small Group	During the school day
<b>Mathematics</b>	Extended Day	Small Group	After school
<b>Science</b>	Extended Day	Small Group	After school
<b>Social Studies</b>	Extended Day	Small Group	After school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At-risk counseling is provided by the Guidance Counselor and/or Social Worker	One-to-one and/or small group	During the school day

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

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *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.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

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

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**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.

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

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

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

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>204</b>
School Name <b>Vince Lombardi Elementary School</b>		

### 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 <b>Nancy Tomasuolo</b>	Assistant Principal <b>Michele Bennett</b>
Coach <b>Maria Leibowitz</b>	Coach <b>type here</b>
ESL Teacher <b>Caterina Terruso</b>	Guidance Counselor <b>Elizabeth Hickey</b>
Teacher/Subject Area <b>Janet Bova - AIS</b>	Parent <b>Mona Ng</b>
Teacher/Subject Area <b>Maureen Spellman-Moore - IEP</b>	Parent Coordinator <b>Jody Logosso</b>
Related Service Provider <b>Katerina Babaytseva - Speech</b>	Other <b>Ju Liu - ESL Teacher</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1095</b>	Total number of ELLs	<b>112</b>	ELLs as share of total student population (%)	<b>10.23%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	112	Newcomers (ELLs receiving service 0-3 years)	104	ELL Students with Disabilities	22
SIFE	0	ELLs receiving service 4-6 years	8	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	104	0	14	7	0	4	1	0	0	112
Total	104	0	14	7	0	4	1	0	0	112

Number of ELLs who have an alternate placement paraprofessional: 2

### 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														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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	4	3	5	7	3	2	0	0	0	0	0	0	0	24
Chinese	11	12	8	12	8	15	0	0	0	0	0	0	0	66
Russian	0	1	2	0	1	2	0	0	0	0	0	0	0	6
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Arabic	1	2	1	0	2	0	0	0	0	0	0	0	0	6
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Other	0	2	1	1	3	0	0	0	0	0	0	0	0	7
<b>TOTAL</b>	16	20	19	20	17	20	0	0	0	0	0	0	0	112

## 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)	15	4	3	2	6	10	0	0	0	0	0	0	0	40

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	2	6	6	8	3	0	0	0	0	0	0	0	26
Advanced (A)	0	14	10	12	3	7	0	0	0	0	0	0	0	46
Total	16	20	19	20	17	20	0	0	0	0	0	0	0	112

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	0	1	0	11
4	5	2	0	0	7
5	8	3	2	0	13
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	10	1	0	2	2	0	0	1	16
4	0	2	2	2	1	2	0	1	10
5	4	2	2	0	4	1	0	0	13
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	1	1	1	0	2	4	3	0	12
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

To assess the early literacy skills of our ELLs, we use the TCRWP Reading Assessments. These assessments include Running Records, Phonemic Awareness, Concepts of Print, High Frequency Word Recognition, and Letter/ Sound Recognition. After analyzing this data, we have determined that the majority of our ELLs in the early grades need to improve their phonics, phonemic awareness, and overall decoding skills. Given the fact that the English language is new to these students, and all Early Childhood students require work in letter sound correspondence, it makes sense they would show deficiencies in these areas. Our TCRWP data also shows that our current ELLs in the lower grades are relatively weaker in their sight word knowledge. Focusing on improving sight word vocabulary will help our students to read more fluently and accurately. Teachers, therefore, provide differentiated instruction through guided reading lessons (based on our students' IR levels and phonics skills). Although we are using Pearsons ReadyGEN Literacy Curriculum for all students in grades K-5, we have decided to continue to apply the Guided Reading methodology and practice in all Early Childhood classrooms.

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

Through data analysis across grades and proficiency levels on the LAB-R and NYSESLAT, several patterns have revealed themselves. Our LAB-R results indicate that most new admits across all grades enter our school at the Beginning or Intermediate level of English language proficiency. NYSESLAT results vary by grade. On the 2013 NYSESLAT, 13 of our 19 Kindergarten ELLs moved up at least one level and 2 of our students scored at the proficient level, thereby, no longer requiring ESL service. Similarly, 11 of our 17 first grade ELLs moved up at least one level. Of our 19 second grade ELL students, 8 moved up at least one level. Of our 13 third grade ELLs, 2 moved up at least one level, and 1 scored proficient. Of our 13 fourth grade ELLs, 5 moved up at least one level, and 1 scored proficient. Of our 13 fifth grade ELLs, 3 of them moved up at least one level and 5 scored at the proficient level. When our returning ELLs are combined with our new admits who are entitled to ESL service, grades K-2 have approximately 56% of its ELLs at the Beginning or Intermediate level of English language proficiency and the other 44% at the Advanced level. In the upper grades, approximately 61% of the ELLs are at the Beginning or Intermediate level of English proficiency and the other 39% are at the advanced level. These data patterns have revealed that this year, fewer of our students moved up levels and/or scored proficient as compared with years past. We have, therefore, made schoolwide curricula changes to support our students with the Common Core Learning Standards and heightened demands of the new NYSESLAT.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The 2013 NYSESLAT combined modality sets analysis has not been released from SED as of 11/13/13. Therefore, we are currently unable to analyze the RNMR. However, we did use the RLAT to analyze the numeric scores in all four NYSESLAT modalities: Reading, Writing, Listening, and Speaking. Through this data analysis, we were able to conclude that our numeric scores in grades K-2 are significantly higher in the areas of reading, listening, and speaking, as compared to writing. Across our Early Childhood grades, our students are scoring relatively higher in the areas of reading and listening. This is a distinct difference from the scores of our upper grade students. For our students in grades 3-5, both reading and writing contain the lowest average scores, as compared to listening and speaking. It is evident that while all our students require explicit and concentrated instruction in multiple genres of reading and writing in order to demonstrate proficiency, our upper grade students require focused close-reading and writing instruction with complex texts given the fact they underperformed in these areas, and this underperformance is preventing them from scoring proficient. We continue to make instructional decisions based on this data. We tailor the specific instruction of our ELLs based on their strengths and weaknesses in terms of resources, curricula aligned to the CCLS, and ELL methodology. We continue to strive to move our ELLs to reach English language proficiency. We do this by providing ongoing instruction in all four modalities while providing an added emphasis in the areas most in need of improvement based on prior year NYSESLAT performance.

We use information about Annual Measurable Objectives to note whether or not our students are making sufficient yearly progress based on their scores and the movement of levels. Based on our students' movement of levels (within the NYSESLAT and on NYS Exams), and the low number of students to achieve proficiency on the NYSESLAT, we have concluded that our students did not make the progress we set forth for them to make, and therefore, a shift in curricula and instruction has become necessary.

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?

We examine performance data on NYS tests to look for patterns across proficiencies and grades.

a. Analysis of last year's NYS ELA scores indicates that 3 out of 31 ELLs tested scored at levels 3, while 5 out of 31 scored at level 2, and 23 out of 31 scored at level 1. This means that 9.6% of our ELLs met grade level standards, 16% of our ELLs are approaching those standards, and 74% are far below those standards. 90% of our third grade students scored a level 1 or 2 on the ELA exam. 100% of our fourth grade students scored a level 1 or 2. 90% of our fifth grade students scored a level 1 or 2.

Analysis of last year's NYS Math scores indicates that 12 out of 39 ELLs tested scored at levels 3 and 4, while 8 out of 39 scored at level 2, and 19 out of 39 scored at level 1. This means that 30% of our ELLs met or exceeded grade level standards, 21% of our ELLs are approaching those standards, and 49% of our ELLs are far below those standards. For the NYS Math test, 14 out of 39 students took the test in their native language of Chinese, Spanish, Russian, or Arabic and 5 out of the 14 scored a level 3 or 4 (36%), 4 out of the 14 scored a level 2 (28%), and 5 out of the 14 scored a level 1 (36%). 25 out of 39 of our ESL students took the NYS Math test in English. Of these students tested, 14 scored a Level 1 (56 %), 4 scored a level 2 (16 %), and 7 scored a level 3 (28 %).

Analysis of last year's NYS Science scores indicates that 9 out of 12 fourth grade ELLs tested scored at levels 3 and 4, while 1 out of 12 scored at level 2, and 2 out of 12 scored at level 1. This means that 75% of our ELLs met or exceeded grade level standards, 8% of our ELLs are approaching those standards, and 17% of our ELLs are far below these standards. For the NYS Science test, 5 out of 12 students took the test in their native language of Chinese or Spanish and 1 of them scored a level 1, none of them scored a level 2, and 4 of them scored a level 3.

b. Our school leadership and teachers are using the results of the Periodic Assessments to set goals for students and plan instruction. We analyze the data from their test results to determine strengths and areas in need of improvement.

c. Examination of Periodic Assessment data reveals that our ELLs would benefit from instruction geared toward reading comprehension. Students need to work on identifying the main idea, sequencing story events, and determining importance.

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](#).)

Our school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5) by first assessing all ELLs to attain a baseline level. Once a baseline level is attained (i.e. TC Reading Level), students are frequently assessed to determine whether or not progress is being made at an appropriate rate. Students who are identified as not making the expected rate of academic progress as compared to peers, receive Tier I instruction in their classrooms specifically tailored to support their development of language, use of strategies, and integration of reading and writing support inside content areas. Guided reading and other forms of differentiated instruction (using the GoMath Tiers, ReadyGen supports, Phonics Differentiation, etc.) are incorporated into the students' daily classroom instruction. If our ELLs are still in need of additional support, we utilize Tier II RtI in the form of pull-out Literacy Academic Intervention Services with our AIS providers. This enables our students to receive extra targeted small-group instruction. If students still require additional intervention based on inadequate progress, we provide Tier III RtI for these most struggling ELLs. We have one teacher teaching up to three students focusing on building remedial skills using a combination of strategies targeted to the needs of ELLs and SWDs.

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

We make sure that a child's second language development is considered in instructional decisions by focusing on building upon the student's first language. We focus on providing students with the opportunities to read and hear texts which are culturally relevant to the students and contain words in the student's native language. Lessons are created and strategies are applied assisting the students with breaking words into roots and derivatives, and when possible, connecting these words to the student's native language. Additionally, students are guided and instructed to use familiar concepts in their native language to support their comprehension of English text.

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?

We do not have a dual language program.

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

We evaluate the success of our program for ELLs by measuring student progress from year to year. We pay special attention to NYSESLAT scores because they provide a break-down by language modality, but we also use other formal and informal assessments. We use rubrics to assess listening, speaking, and writing skills. We use running records to assess reading skills. We also worked to create our own ESL Progress Report, which our ESL teachers complete for each student at the end of each marking period. This helps us to monitor growth as we identify student strengths and areas in need of improvement and communicate this information to parents.

## Part IV: ELL Identification Process

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

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

Upon entering PS 204 as a new admit to the NYC school system, we take several steps to identify those students who may possibly be ELLs. The pupil accounting secretary, Mrs. Catalano, calls upon one of our two ESL teachers, Mrs. Terruso or Mrs. Liu, to come to the counter in the main office to administer the Home Language Identification Survey (HLIS), which includes the informal oral interview in English and the native language. Mrs. Terruso is able to speak Spanish and Italian and Mrs. Liu is able to speak Chinese. If Mrs. Terruso and Mrs. Liu are unavailable, we have two other teachers who are trained to administer the HLIS, Mrs. Bova (AIS teacher) and Mrs. Spellman-Moore (IEP teacher), who the pupil accounting secretary calls upon to administer the HILS. When necessary, the trained pedagogues ask for assistance from our bilingual paraprofessionals, who speak Spanish (Ms. Curo), Urdu (Ms. Siddique, Ms. Khaleel, Ms. Chowdhury), Bengali (Ms. Siddique, Ms. Khaleel, Ms. Chowdhury), and Arabic (Ms. Andrawis), Polish (Mrs. Chobor), and Chinese (Ms. Tong) to interpret information during the informal interview with the parent. We make use of DOE's over-the-phone-interpretation services to conduct the interview if we do not have a staff member who can communicate effectively with the parent in their native language. We do this by calling 718-752-7373 ext. 4. Once the HLIS is administered, one of the trained pedagogues analyzes the results and instructs the pupil accounting secretary to enter the appropriate Home Language code in ATS. If the child is eligible for LAB-R testing based upon the HLIS, one of our ESL teachers administers the LAB-R to the student within the first ten days of registration at our school. It typically takes place on the day of registration or the very next day. Students who have a home language of Spanish are also tested using the Spanish LAB if they are found to be eligible based on results of the LAB-R. All test scores are then used to determine a child's level of English language proficiency and whether or not the child is eligible for service in our ELL program. From that point forward, ELLs are tested annually each spring using the NYSESLAT to determine their level of English language proficiency and their continued entitlement to service.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

There are three program choices available to ELLs – a transitional bilingual program, a dual language program, and a freestanding ESL program. We have structures in place at our school to ensure that parents understand all three program choices.

Firstly, upon review of the LAB-R test results of new admits by both our ESL teachers and assistant principal, we determine who is entitled to service. Our ESL teachers then prepare entitlement letters and written invitations to a parent orientation meeting. These documents are sent home to parents in their native language. Next, a parent orientation meeting takes place (annually during the last week in September and on an on-going basis throughout the year as new admits arrive at our school). Our ESL teacher, Mrs. Terruso, with the assistance of our Parent Coordinator, Mrs. Logosso, welcome parents into our school community at the Parent Orientation and present them with a video in their native language describing the language instruction programs available to their children. We reach out to our parents who did not attend Parent Orientation or respond to the invitation sent for

the orientation meeting, several times via phone call and written communication in their native language. If we cannot get them to attend a Parent Orientation, we send home the Program Selection and Questionnaire Forms for their completion.

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

Entitlement letters are distributed to ELLs within ten days of admittance. After attending an orientation meeting, parents are able to make informed decisions for their children as they fill out and return the Parent Surveys and Program Selection Forms.

Typically, parents receive these forms at the parent orientation meeting and submit them to our ESL teachers before leaving the meeting. If the Parent Surveys and Program Selection Forms are not returned, one of our ESL teachers or the Parent Coordinator does outreach by phone and sends home another copy of each document until we receive them back. Entitlement letter records are maintained with the Home Language Form. Parent Survey and Program Selection forms are collected by the ESL teachers, copies are stored in folders in the main office, and the original Parent Survey and Program Selection form is attached to the original Home Language form and is kept in the child's cumulative record folder.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

After reviewing the documents submitted by our parents along with the results of the LAB-R, we determine the appropriate instructional program for our ELLs and we place them in classes appropriately (beginner, intermediate, or advanced). Currently, we only offer Freestanding ESL to our students. We, therefore, honor parent choice by reaching out to all neighborhood schools inquiring as to whether or not they offer the parent's choice. If they do, we distribute a letter to the parent in his/her native language informing the parent of the option to attend the school. If there are no programs offered and/or available in neighboring schools, we inform the parent that at this time, their child will be placed in a Freestanding ESL class. We use over-the-phone interpretation services to communicate with parents in their native language when we place students in instructional programs. We also send home the Program Placement Form in the parents' native languages. We update the ELPC screen within 20 days with the Parent's choice. We keep records of all Parent Selections in both ATS and on our EXCEL ESL Caseload Rosters.

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.

There are several steps we take to ensure the proper administration of all NYSESLAT modalities to our ELLs each year. Firstly, we utilize the RLER and the RLAT to determine who is eligible for NYSESLAT testing. We send letters home to each ESL family in their native language informing them of the NYSESLAT (dates administered, four modalities). We provide training to each pedagogue responsible for administering one or more modalities of the exam. We include the ESL teachers, AIS teachers, and our SETTS provider in the administration of the NYSESLAT. We provide each teacher with up-to-date biographical rosters by grade of the students they are to test (using ATS and our EXCEL spreadsheets). We administer one modality at a time to each grade. It typically takes a day and a half to test all students within a grade in each modality of the NYSESLAT. We allow our ESL teachers to administer the listening, writing, and reading strands of the exam. We require another pedagogue to administer (and simultaneously score) the speaking strand to our students. We adhere to IEP testing modifications (ie number of students allowed to be tested in a group). Exams are stored in a securely locked closet, signed out by the testing administrator prior to administration, and returned to be securely locked immediately after administration. Make-ups are administered within the testing window. Turnkey professional development is also provided to the pedagogues responsible for scoring the writing section (our ESL teachers do not score writing).

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. 

The trend for the past few years is that our parents overwhelmingly select a freestanding ESL program for their children. To reflect that choice, only a freestanding ESL program has been implemented and we do not currently have a transitional bilingual program or a dual language program. However, we would open a class such as Bilingual or Dual Language if we had 15 students with the same home language (in the same grade or consecutive grades) whose parents selected a program other than the freestanding ESL.

Our program model is aligned with parent requests. At this time it is not necessary to build alignment between parent choice and program offerings because we are already fully aligned. If, however, parents started indicating a preference for a program we didn't offer we would take the necessary steps to create the program and hire appropriately certified teachers.

## **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])?

Instruction is delivered in a freestanding ESL program using a pull-out model. We provide a comprehensive language program for students in kindergarten through grade five in accordance with CR Part 154 guidelines. Two full-time ESL teachers each teach five periods per day, allocating correct time periods to students based upon their English language proficiency levels, as well as, any IEP mandates for special education students in the ESL program. Our ESL classes are graded and heterogeneous with mixed proficiency levels.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Students at the Beginning and Intermediate levels of language proficiency receive 360 minutes (8 forty-five minute instructional periods) of ESL instruction per week. Students at the Advanced level of language proficiency receive 180 minutes (4 forty-five minute instructional periods) of ESL instruction per week in addition to 180 minutes of English Language Arts instruction per week in the general classroom. One of the ESL teachers services students in kindergarten through grade two and the other ESL teacher services students in grade three through grade five. Explicit ESL and ELA instructional minutes are delivered as per CR Part 154 because we carefully schedule each grade level's ESL periods taking into consideration the time of day classroom teachers are delivering ELA instruction. Students at the Beginning and Intermediate levels of language proficiency receive their ESL instruction in double period sessions while classroom teachers are teaching ELA. Students at the Advanced level of language proficiency receive their ESL instruction in single period sessions so they still receive 180 minutes of ELA instruction with their classroom teachers.

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.

The content areas are taught in our ESL classes in English and primarily through the use of non-fiction, expository texts, hands-on inquiry, and through whole group instructions using tools such as enlarged photographs, maps, articles, and word problems. We use several different instructional approaches and methods to make content comprehensible to foster language development and to meet the demands of the Common Core Learning Standards. These include scaffolded instruction to deconstruct complex text, explicit vocabulary instruction, Peer Support, "Think, Pair, Share", whole group discussions and conversations, and using diversified libraries. We are focusing greatly this year on teaching our ELLs more strategies for reading and comprehending non-fiction, having them write more informative and opinion pieces, and building their academic vocabulary.

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

We ensure that ELLs are appropriately evaluated in their native language by doing a needs assessment of our ELL caseload. Through the needs assessment, we determine which students in grades 3, 4, and 5 need to have the NYS Math and NYS Science tests administered in their native languages. For those students, we make sure they receive both an English and an alternative language edition of the test simultaneously. This is available in Spanish, Chinese, Russian, Haitian Creole, and Korean. If we have students who need assessments in languages other than these, we seek out bilingual staff members or hire translators from DOE's contracted vendor so they can provide oral, direct translations of the English edition of the tests.

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

We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition through the year by having our students take part in ESL Periodic Assessments, Performance Based Assessments at the culmination of every unit (inside both the literacy and math programs), and baseline and ongoing TCWRP reading assessments. In addition, our teachers incorporate learning tasks and activities inside both the ESL classroom and general education classroom requiring students to focus on, practice and self-assess the skills in their grade's Listening and Speaking strands of the CCLS.

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 differentiate instruction for ELL subgroups in the following ways:

a. We do not currently have any Students with Interrupted Formal Education (SIFE), but if we did, we would implement a program designed to maximize learning by taking into consideration the student's level of academic performance. After assessing the student's current skill levels, instruction would be tailored to fill in the language regression gap that was caused by interrupted schooling. The ESL teachers would work with SIFE students to systematically build foundational language skills.

b. For ELLs in U.S. schools less than three years, we implement a program of study that addresses their specific needs. We work to establish a language foundation through vocabulary-building activities that incorporate listening and speaking. We model correct English language usage and expose students to appropriately leveled literacy materials. We have created three Extended Day classes for lower and upper grade newcomers and beginner ESL students to emphasize the development of beginner phonics skills that will lead to further developments in reading and writing. We also use the Wilson Foundations program for all of our kindergarten newcomers to build letter sound correspondence and sound blending skills. Since NCLB requires ELA testing for ELLs after one year, we have implemented an instructional program to prepare them for the demands of this test. Students are taught comprehension strategies to support their ability to correctly answer multiple choice and constructed response questions after reading grade level passages.

c. For ELLs receiving service for four to six years we analyze the available NYSESLAT data to identify which modalities need to be stressed during instruction. In all cases we have found that students perform better on the listening and speaking subtests than they do on the reading and writing subtests. As a result, we provide instruction to remediate this deficiency. Students are engaged in lessons that are designed to teach reading and writing strategies during their ESL periods, general classroom literacy periods, and additional Academic Intervention Service (AIS) periods. These students get every available support to help them achieve grade level standards and demonstrate English language proficiency.

d. For Long-Term ELLs who have completed six years of ESL instruction, we again analyze their NYSESLAT results to determine strengths and areas in need of improvement. We then tailor a program to meet their instructional needs. Our one long-term ELL on caseload is a student who has been held over to repeat a grade. We find that he struggles in both reading and writing so these areas are emphasized in the ESL program, his AIS instruction, and in the general classroom.

e. In addition to our current ELLs, we also provide these targeted intervention services to ELLs reaching who have reached proficiency on the NYSESLAT to continue giving transitional support for at least two years after testing out. These students receive AIS push-in or pull-out services in ELA and math so they can continue progressing academically. The former ELLs are also given testing accommodations for up to two years after testing out on the NYSESLAT. These testing accommodations include separate location, extended time (time and a half), use of bilingual glossaries, and simultaneous use of English and alternative language test editions.

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?

For our ELLs identified as having special needs, we follow Individual Education Program (IEP) mandates to ensure that student learning goals are met. Our special education teachers, general education teachers, and ESL teachers collaborate to design effective instructional programs for these students so that their English language skills improve while their disabilities are taken into consideration. They use research based strategies, such as scaffolding, to meet ELL-SWDs where they are and build upon existing skill sets. They also design instructional activities to increase vocabulary development, improve listening skills, and refine oral and written language abilities. They do this while ensuring that ELL-SWDs have access to academic content areas while working to accelerate their English language development. Teachers use the appropriate grade level curricular materials including "Go Math," "Good Habits, Great Readers," "Reading to Learn, Learning to Read," "SPIRE" program, and "On Our Way to English." In addition, they use an abundance of supplementary materials that are appropriate to the students' skill levels to make sure deficiencies are remediated.

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?

We use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive

environment. ELLs in both ICT and 12:1:1 special education programs are all pulled out alongside their general education peers depending on their proficiency level. Our special education students are typically pulled out the last two periods of the day to ensure that these students receive the necessary English Language Arts and Math instruction in their special education programs to meet IEP goals, while still allowing time throughout the school day for other IEP-mandated pull-out services of Speech/Language, OT, PT, and/or APE. By having all ELL-SWDs receive ESL instruction at the same time each day, IEP-driven instruction is more easily scheduled and implemented. Monitoring that students receive services in the least restrictive environment is crucial and we accomplish this by strictly adhering to IEP guidelines.

**Courses Taught in Languages Other than English **

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

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

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

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

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

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

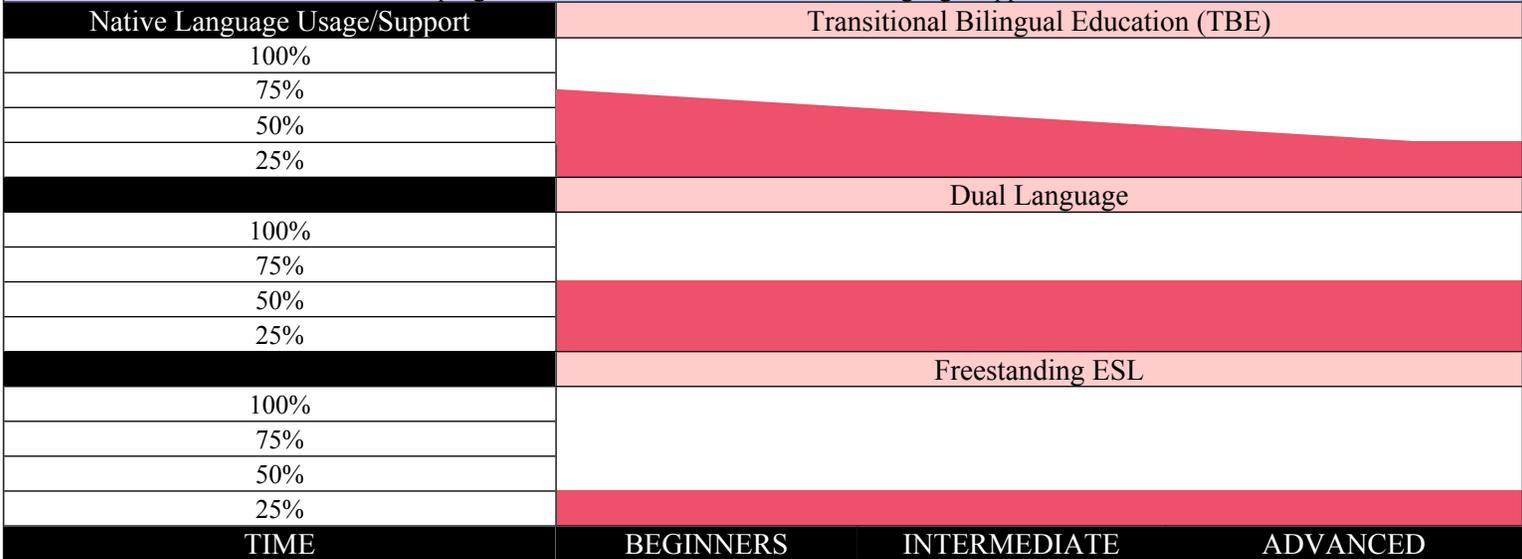
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.

We have targeted intervention programs for ELLs in ELA and math. One of our approaches to intervention is a push-in model, where AIS providers come into the general classroom and work with small groups of students to provide instruction tailored to meet their learning needs. The other approach is a pull-out model, where AIS providers work with groups of students in a separate setting to provide instruction tailored to meet their learning needs. Students are assessed to determine those needs and lessons are developed by the providers. AIS services are provided in English.

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

Each year we review NYSESLAT results as one method of measuring the effectiveness of our current schoolwide program and how well the program is meeting the needs of our ELLs in both content and language development. Based on the results of the Spring 2013 NYSESLAT and how our ELLs performed on the State Exams, we have determined that the Teachers College Reading and Writing curriculum is not helping our students due to the fact that it is not fully aligned to the Common Core Learning Standards. Despite the fact that teachers on every grade have incorporated Units of Study that were fully aligned, the overall program has too many curricular gaps causing our students to be at a deficit in regards to what and how they were expected to know and learn, and what CCLS requires them to know and learn.

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

Two of the programs we have recently implemented (strictly in our ESL program) are "Pearson's Reading, Writing and Phonics Program for Young Students", and "Newcomer Phonics," which is a phonics program for older student who are just learning English. Instruction through these programs will give students much needed support with learning the essential sound-symbol relationships that build the foundation for reading fluently. Two new programs fully aligned with the Common Core Learning Standards that we have implemented schoolwide are "Pearson's ReadyGEN" Literacy Program and "Go Math" Mathematics.

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

At this point, we will not be eliminating the programs/ services that we had specifically selected for our ELLs (although as stated prior, we did choose to eliminate our schoolwide ELA and math curricula).

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

ELLs are afforded equal access to all school programs, both curricular and extra curricular, such as, art, music, physical education, band, and chorus. Parents are notified about all programs in their native languages. We have a community-based NIA after-school program that provides homework help and enrichment activities for approximately 50 students, many of whom are ELLs. We also invite our ELLs to participate in the Title III program, which provides supplemental language and literacy instruction.

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

We use a variety of instructional programs and materials to support our ELLs including "On Our Way to English" program, "Avenues" program, "Comprehension Strategies That Work" kit, "Text Talk" kit, "Wilson Foundations" kit, "Kaplan Advantage" workbooks, "Coach ELA & Math" workbooks, "TOPS" program, "Empire State NYSESLAT" workbooks, "Newcomer Phonics" program, "Month by Month Phonics" program, "ReadyGEN Phonics and Word Study Kits", "Go Math" program, leveled libraries with fiction and non-fiction trade books, shared reading charts and posters, CDs, tapes, Chinese and Spanish versions of familiar picture books, "Let's Sing About It" shared reading kit, and "Let's Talk About It" writing kit. Using money we received from a technology grant in 2012, we have purchased laptop computers to be used by ELLs in their classrooms utilizing programs such as "Starfall". In classrooms with SmartBoards, teachers utilize the SmartBoard for their GoMath instruction, which includes a technology component specific to the needs of ELLs.

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

In our ESL program, native language support is delivered through use of bilingual libraries. We have purchased familiar trade books in English, Spanish, and Chinese so students can refer to the translated version while reading the English version. Students are also encouraged to speak and write in their native language while developing English language skills.

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

Our resources correspond to the ages, grade levels, and English proficiency levels of our ELLs. We are careful to appropriately match materials to each of our student groups. We do this by ordering materials at a variety of difficulty levels so that all needs can be met. We have materials for students at the beginning, intermediate, and advanced levels of English language proficiency at all age and grade levels. We accomplish this by reviewing the NYSESLAT results, as well as, analyzing other sources of formal and informal data. We provide instruction that meets students at their current level of functioning and helps build upon the skills they already possess. This approach is called scaffolding and in order to successfully implement it we have to draw upon resources that correspond to our ELLs' ages, grade levels, and proficiency levels.

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.

Being an elementary school, we do not know who our new admits will be prior to the beginning of the school year. As a result, we are unable to plan activities to assist newly enrolled ELLs before the beginning of the school year.

18. What language electives are offered to ELLs?

Being an elementary school, we do not offer any language electives to our students.

19. For schools with dual language programs:

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

We do not have a dual language program.

## C. Professional Development and Support for School Staff

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

1. Ongoing professional development for teachers is a priority at our school. Our ESL teachers have most recently attended the following two professional development workshops being offered by our ELL Network Support Specialist:

November 5, 2013 – "Creating Connections - Building Bridges - Instructional Shifts for ELL Academic Success"

November 12, 2013 - "Text, Talk and Tasks - Building a Pathway for Success for ELLs and All Learners"

In addition, our ESL teachers, AIS teachers, general and special education classroom teachers, alternate placement paraprofessionals, and related service providers will attend monthly Grade Conference meetings held during common preps here at our school for the purpose of professional development. Topics of these meetings will include differentiation of instruction, using data to drive instruction, setting individual and group learning goals for students, using ELL standards to plan instruction, preparing students for success on the NYSESLAT, implementing effective guided reading lessons, improving writing instruction, and using progress reports to communicate with parents. All personnel who work with ELLs are included in professional development sessions so they can more effectively meet the needs of our ELLs.

2. We are providing professional development to our teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards. They receive this professional development alongside classroom teachers at our school on an ongoing basis in the form of monthly faculty conferences, weekly common prep meetings, "Monthly Lunch and Learns", and Collaborative Teacher Team Meetings.

3. We also provide support to staff so they can assist ELLs as they transition from elementary school to middle school. We work closely with our ESL teachers and our fifth grade teachers to ensure that student needs are met and accurate records are kept of student progress. Our teachers create a student portfolio that we pass on to the middle school. This portfolio documents the goals we have set for students and the progress they have made toward reaching those goals. The portfolio also includes assessments and data with an analysis of student strengths and areas in need of improvement so that the teachers at the middle school level are able to gauge a starting point for instruction that build upon the work we did with our ELLs in elementary school. Our assistant principal, our parent coordinator, and our teachers also reach out to the parents of our ELLs and encourage them to attend Middle School Open Houses so they can be better prepared to enter middle school after graduating from P.S. 204.

4. As per Jose P., we have worked to ensure that all of our teaching staff has the required 7.5 hours of ELL training. In the recent past, we hired consultants from Americas Choice to come to our school and do a series of five full day workshops for all staff members entitled "Essential Practices for Working with ELLs." We are currently researching similar professional development opportunities focusing on assisting our teachers in supporting our ELLs in meeting the demands of the Common Core Learning Standards. Records are maintained using agendas and attendance sheets. They are stored in the assistant principal's office.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. At PS 204, we have a very actively involved parent population, which includes our parents of ELLs. Invitations to all meetings and school functions are sent home in languages preferred by parents so they can understand and participate fully. Many of our parents attend monthly PTA meetings, as well as, other school-wide events. Parents attend grade-performances, Student of the Month Assemblies, Honors Assembly, Giftsharing Assembly, Family Literacy Night, and Family Math Night. We hire translators to attend all Parent Teacher Conferences. Finally, we provided ongoing English Instruction Classes to our parents by our Parent Coordinator.
  2. We have developed relationships with staff from a variety of Community Based Organizations such as the Neighborhood Improvement Association (NIA), the Brooklyn Chinese Association (BCA), and Arab American Association of New York (AAANY). These organizations provide services to our ELL parents on an as needed basis, including translated programs. Either our parent coordinator or our guidance counselor facilitate the referral to these CBOs and assist our parents in obtaining the assistance they need. The services offered by these organizations include such things as English language lessons, homework help, and counseling in their native language.
  3. We evaluate the needs of our parents through conversations parents have with our teaching staff, our parent coordinator, and our administration. We also use the information from the Home Language Survey and the Learning Environment Survey. Our parent coordinator hold ESL classes for our parents and invites members of our school community to translate.
  4. We plan and implement a large variety of parental involvement activities to address the needs of our parents. Invitations are sent to our parents in their preferred language. In addition to the Parent Orientation Meetings for ELL parents, we have monthly Parent Teacher Association Meetings with invited guests who give presentations about a range of topics that are important to our parents. We have had doctors, nurses, and dentists come to meetings to talk about health care for children. We have also had police officers and firefighters come to meetings to talk about safety issues. In addition, we have had teachers do presentations about curriculum, instruction, and language acquisition. We work hard to address the needs of our parents using information we get from them.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: PS 204**

**School DBN: 20K204**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Tomasuolo	Principal		11/13/13
Michele Bennett	Assistant Principal		11/13/13
Jody Logosso	Parent Coordinator		11/13/13
Caterina Terruso	ESL Teacher		11/11/13
Mona Ng	Parent		11/13/13
Janet Bova	Teacher/Subject Area		11/13/13
Maureen Spellman-Moore	Teacher/Subject Area		11/13/13
Maria Leibowitz	Coach		11/13/13
	Coach		
Elizabeth Hickey	Guidance Counselor		11/13/13
	Network Leader		
Ju Liu	Other <u>ESL Teacher</u>		11/13/13
Katerina Babaytseva	Other <u>Speech Provider</u>		11/13/13
	Other		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 20K204 School Name: P.S. 204 - The Vince Lombardi School

Cluster: 6 Network: 609

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

### **Part A: Needs Assessment Findings**

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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.

To assess our school's written translation and oral interpretation needs we analyzed information from ATS reports, Home Language Identification Survey (HLIS) forms, and blue cards. For those families without this information in ATS, we also sent home the Parent Language Preference Form that was made available on the DOE website and then updated ATS to indicate their preferences. Based on results received from these sources, a master list of all home languages was created. This list not only provides information about the entire school population, but it also enabled us to break down the data by grade and class. Through close examination of this information, we were able to determine the specific translation and interpretation needs of our school community so parents can be provided with appropriate and timely information in the languages they understand.

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.

Through the needs assessment, it was determined that approximately 45% of our families prefer communication from the school in a language other than English. Of those families, the top four languages preferred are Chinese (32%), Spanish (10%), Arabic (1.5%), and Russian (1%). These findings were reported to the school community in early fall through discussions at a faculty conference and a Leadership Team meeting. Additionally, a memo was generated and distributed to each classroom teacher indicating the parents' language preferences for their class. Using this information, teachers can ensure that all written correspondence is sent home to parents in translated versions with the languages parents can understand.

## Part B: Strategies and Activities

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

P.S. 204 will provide written translation services to meet the identified language needs of our families. The method we will use most often to obtain and distribute written correspondence in appropriately translated versions for parents is downloading letters and forms in Chinese, Spanish, and Arabic from the Department of Education website. In addition, we will forward letters generated by the school administration or teaching staff to the Office of Translation to be translated and returned for distribution to parents. Lastly, when necessary we will make use of the language expertise of our ESL teachers and bilingual paraprofessionals, who are able to translate in Chinese, Spanish, Urdu, Arabic, Russian, and Bengali.

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

P.S. 204 will provide oral interpretation services to meet the identified language needs of our families. In addition to utilizing our bilingual ESL teachers, paraprofessionals, and other staff members to interpret in the languages of Chinese, Spanish, Urdu, Arabic, Russian, and Bengali, we will hire interpreters from LIS when necessary. These interpreters will be hired to work during each of the two Parent-Teacher Conference sessions that take place in the fall and spring term. They will provide parents with the information needed to be active partners in the education of their children as they allow teachers to report to parents about classroom expectations and student progress/performance in the languages they understand.

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>.

At P.S. 204 we will work hard to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Signs are posted in the main lobby and throughout the school building in languages parents understand.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS 204 - Vince Lombardi School	DBN: 20K204
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 50
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 3

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

At PS 204, we are currently servicing 83 English Language Learners in kindergarten through grade five with a free-standing ESL program. This constitutes approximately 7% of our total school population. We have two full-time ESL teachers who each teach five periods per day, allocating correct time periods to students based on their English language proficiency levels. Students at the Beginning and Intermediate levels of language proficiency receive 360 minutes of ESL instruction per week. Students at the Advanced level of English language proficiency receive 180 minutes of ESL instruction per week in addition to 180 minutes of English Language Arts instruction per week in the general classroom. The most recent analysis of instructional levels of our kindergarten through grade five ELL population using LAB-R and NYSESLAT scores indicated that 20 students are at the Advanced level, 30 are at the Intermediate level, and 33 are at the Beginning level. Using these results, students were grouped by grade level and level of English language proficiency to create the classes in which they receive the appropriately mandated ESL instruction during the school day.

To provide supplemental instruction to our ELLs, we will implement an after-school program that will develop and strengthen literacy skills and oral language skills. The Enrichment Program will help our students work toward meeting the Common Core learning standards. The standards describe what all students should be able to achieve at each grade level. The English Language Arts standards focus on the skills of listening, speaking, reading, and writing. There is a direct correlation between these ELA standards and the foundations of effective ESL instruction, as each of the four modalities are weighed equally when providing instruction to ELLs. Goals of the after-school program include providing opportunities for additional instructional support focused around improvement of vocabulary and communication in both written and oral forms. This will be accomplished through differentiated instruction using a variety of materials including leveled readers, shared reading posters/big books, and music. The students will be given opportunities to practice skills of language fluency, accuracy, and expression. They will also build upon their fund of general knowledge.

Through the after-school Enrichment Program, we will provide supplemental instruction to approximately 50 ELLs in grades one through five. The language of instruction will be English. Students will be broken into three classes based on their academic instructional levels and English language proficiency levels as determined by assessment data. This program will be conducted in accordance with Title III guidelines. It will meet across 10 weeks from November 27, 2012 to February 5, 2013. The program will include two sessions per week on Tuesday and Thursday afternoons for a total of 18 sessions. Each session will be two hours in length from 3:00 to 5:00 PM. Instruction will be provided by a highly qualified ESL teacher and three highly qualified literacy content area teachers who are familiar with the instructional strategies best suited for developing skills of English language proficiency. The ESL teacher will push in to each of the three classes during every session. This will ensure that the literacy

### Part B: Direct Instruction Supplemental Program Information

content area teachers are providing instruction in reading, writing, listening, and speaking while the ESL certified teacher supports the instructional objectives. She will share her expertise as she co-teaches and demonstrates how to scaffold student learning to build language skills. A supervisor will run the program and ensure that students' needs are being met. She will provide training and professional development to the four teachers working the program and she will facilitate the use of data and appropriate instructional materials. Being that this is the only after school program in our building, this is the only supervisor for the program.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

All professional development activities will be aligned with the Title III program of services. The ESL teachers and the assistant principal who serves as the after-school program supervisor will provide ongoing professional development for the literacy content area teachers participating in the Enrichment Program. While the program is in session from late November through early February, they will meet for two training sessions. These meetings will take place during a collaborative teacher team meeting time on Thursdays from 8:00 AM to 8:40 AM. During the first meeting, teachers will be provided with an overview of the program and its goals, as well as, an introduction to the instructional materials to be utilized. During the second meeting, the teachers will work to examine and utilize student work in order to plan and differentiate instruction based on the students' levels of English language proficiency. Additionally, time will be spent familiarizing teachers with the demands of the NYSESLAT so they can prepare students to perform successfully.

### Part D: Parental Engagement Activities

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

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

Begin description here:

In addition to the after-school Enrichment Program for students, our Parent Coordinator, Mrs. Jody Logosso, and our PTA President, Mrs. Mona Ng, will facilitate a parent involvement program for parents of our ESL students. Invitations will be sent home to parents in their native languages. During the

**Part D: Parental Engagement Activities**

program, parents will be presented with information regarding the Enrichment after-school program so they can become knowledgeable about what their children will be learning and how it will help them maximize success at school. Parents will be given two booklets - "How to Help Your Child Learn to Read" and "How to Help Your Child Get Ready for Math." The parent coordinator and the PTA president, who is bilingual, will meet with parents for two different sessions. The first will focus on reading and the second will focus on math. It will take place in our school cafeteria on two Friday mornings during the month of January from 9:00 to 10:00 AM.

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	\$9,167 (per session)	4 teachers x 2 hours x 18 sessions 1 supervisor x 1.5 hours x 18 sessions
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$2,033	marble notebooks, pencils, folders, paper, binders - \$540 Grade Level ELL Book Collections from BookSource - \$1,263 "Help Your Child Learn to Read" Parent Booklets and "Help Your Child Get Ready for Math" Booklets - \$230
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	<b>\$11,200</b>	

