



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** THE NEW LOTS SCHOOL  
**DBN (i.e. 01M001):** 19K213  
**Principal:** STANLEY MOÏSE  
**Principal Email:** [SMOISE2@SCHOOLS.NYC.GOV](mailto:SMOISE2@SCHOOLS.NYC.GOV)  
**Superintendent:** JOYCE STALLINGS-HARTE  
**Network Leader:** ELLEN PADVA

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

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Stanley Moise	*Principal or Designee	
Erick Wilkinson	*UFT Chapter Leader or Designee	
Karen Smith	*PA/PTA President or Designated Co-President	
Francine Parker	DC 37 Representative, if applicable	
Not applicable	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not applicable	CBO Representative, if applicable	
Tamika Styles	Member/ Teacher	
Deborah Beckford	Member/ Teacher	
Oneka Thompson	Member/ Guidance Counselor	
Lynette Hazel	Member/ Teacher	
Edward Harrison	Member/ Parent	
Delia Sanes	Member/ Parent	
Judy Nivet	Member/ Parent	
Carol Edwards	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.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

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

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

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

### **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### **All Schools**

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

**School Information Sheet for 19K213**

School Configuration (2013-14)					
Grade Configuration	PK,OK,01,02,03,04,05	Total Enrollment	440	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	2
Types and Number of Special Classes (2013-14)					
# Visual Arts	6	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	6	# CTE	N/A
School Composition (2012-13)					
% Title I Population	86.7%	% Attendance Rate			91.9%
% Free Lunch	91.3%	% Reduced Lunch			1.3%
% Limited English Proficient	5.9%	% Students with Disabilities			20.7%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	1.3%	% Black or African American			77.6%
% Hispanic or Latino	17.4%	% Asian or Native Hawaiian/Pacific Islander			0.7%
% White	2.6%	% Multi-Racial			0.4%
Personnel (2012-13)					
Years Principal Assigned to School	2.49	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			9.1%
% Teaching with Fewer Than 3 Years of Experience	21.2%	Average Teacher Absences			5.7
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	11.3%	Mathematics Performance at levels 3 & 4			10.7%
Science Performance at levels 3 & 4 (4th Grade)	67.7%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

**Accountability Status – Elementary and Middle Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

**Accountability Status – High Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## SCEP Overview

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

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

### ***Reflecting upon the 2012-13 SCEP***

Answer the following questions regarding the 12-13 SCEP			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
Our SCEP address our school specific needs. For goal # 2 last year, we made good progress in developing curriculum maps and unit of study aligned to CCLS. Additionally, we introduced our teachers to Charlotte Danielson's Framework for Teaching with a focus on competencies, 1e coherent instruction, 3b questioning and 3d assessments. This foundational work has allowed us to build on our teachers' understanding of better teaching practices.			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
Our areas for improvement include academic performance and progress of all learners, including ELLs, SWDs; and ensuring multiple entry points and access for all learners.			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
Creating a collaborative community amongst staff as related to our new shared vision and goals for all learners. The new school leader leverage both human, financial, community and network resources in order to improve school wide outcomes.			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
Instructional practices aligned with CCLS unit of study, as well as pedagogy focused on competencies of effective teaching, has improved.			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>	<input type="checkbox"/>	<b>Yes</b>	<input checked="" type="checkbox"/> <b>No</b>
<b>If all the goals were not accomplished, provide an explanation.</b>			
While we made progress towards 2013 goals, we know that we must continue to embed rigorous, engaging curriculum and a focus on effective teaching in order to achieve our goals.			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	<input checked="" type="checkbox"/>	<b>Yes</b>	<input type="checkbox"/> <b>No</b>

### ***Developing the 2013-14 SCEP***

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>			
We will need to plan time to implement and coordinate the new demands of MOSL, MTP, CCLS, Citywide Instructional Expectations, as well as the implementation of new Core Curriculum in Reading and Math.			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
5% improvement in ELA and Math for the lowest third, ELLs and SWDs			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			
School Messenger, Monthly faculty meetings, newsletters, weekly PDs, teacher team meetings, inquiry meetings			
<b>Describe your theory of action at the core of your school's SCEP.</b>			
The principal and instructional cabinet have created a school wide focus on multiple points in all lessons to ensure access and scaffolding for all learners. Additionally, the school continues to create a calm and respectful environment that fosters a higher level of student cooperation and motivation.			
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>			
The school continues to develop curriculum maps aligned with CCLS and the instructional shifts that are focused on vocabulary, writing across the content areas and mathematical problem solving.			
<b>List the key elements and other unique characteristics of your school's SCEP.</b>			
Our SCEP goals target both administrative and teacher practice and will be achieved through weekly professional development, weekly instructional cabinet meetings, short frequent cycle of observations, ongoing refinement of curriculum, strategic use of resources and deepening the work of teacher teams			
<b>Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.</b>			
Cohesive leadership and instructional cabinet will meet weekly to monitor, review, and refine the instructional focus and school improvement plan.			

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

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

### **Major Recommendation**

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

Create systems to evaluate the effectiveness of curricular and instructional decisions so that timely modifications result in improvements in adult learning and student performance.

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	D
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### **Tenet 2: School Leadership Practices and Decisions**

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

	<b>2.2 School leader’s vision</b>	<b>2.3 Systems and structures for school development</b>
<b>X</b>	<b>2.4 School leader’s use of resources</b>	<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

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

By June 2014, the PS 213s administrators will implement an Instructional Focus Plan with a system for specific action steps and a timeline wherein leadership, instructional cabinet, and SLT review and monitor progress of curriculum implementation and refinement, instructional practices in competencies across the Danielson framework, and assessments in order to improve the progress and performance of all learners as evidenced by the results of local and state assessments.

### **Instructional Strategies/Activities**

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

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

1. Instructional Cabinet will review and monitor Instructional Focus with action plans, classroom practices and formative and interim assessments
2. Administrators and teacher teams will review and refine CCLS curriculum maps, units of study and assessments.
3. Deepen teachers’ understanding of Charlotte Danielson’s Framework for teaching and the new teacher evaluation.

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

1. Principal, Assistant Principals, Coaches and Network staff
2. Principal, Assistant Principals, Coaches, teacher team members and Network staff
3. Principal, APs, in-house Math and ELA coaches, Network staff

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

1. Regular tracking of student and teacher progress (MOSL, MOTP), benchmarks and interim assessments.
2. School staff involvement in refining CCLS curriculum maps, units of study and assessments.
3. Tiered PD and teacher-tiers based on classroom observations and teacher practices

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

1. Monthly reviews at Instructional Cabinet meetings: October 2013 to June 2014
2. October 2013 – June 2014
3. Structured bimonthly evaluation of teacher tiers: September 2013-June 2014

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

1. No cost associated for Instructional Cabinet meetings
2. Per session cost for summer, after school, and Saturday curriculum mapping.
3. Monthly PD calendar for staff, ongoing teacher feedback and in-house weekly coach trainings,

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

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

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

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Bolster the development of curriculum maps and challenging academic tasks aligned to key standards in order to promote the development of higher-order thinking skills.							
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	D

**Tenet 3: Curriculum Development and Support**

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

**Annual Goal #2**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.							
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>							
1. Teachers will write curriculum units on Rubicon Atlas to reflect CCLS curriculum and key standards.							
2. Teacher teams will refine lessons and activities based on collaborative meetings focused on student work and outcomes. Curriculum maps will be fully developed in all subject areas and modified as indicated by leadership review of outcomes of assessments							
3. Train teachers in classroom practices design to increase all students', including ELLs and SWDs, critical thinking skills, engagement, accountable talk and comprehension.							
<b>B. Key personnel and other resources used to implement each strategy/activity</b>							
1. Teachers K-5, administrators							
2. Teachers K-5, teacher teams and administrators							
3. Principal, APs, Math and ELA Coaches, CFN 535 staff and teacher teams							
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>							
1. Monthly team writing and units of study reflected in Rubicon Atlas.							
2. Teacher participation in teacher teams, regular curriculum monitoring on Rubicon Atlas by school leaders, improvement in student work products							
3. Improvements in classroom practice and professional development opportunities and inter-visitations for: higher order thinking skills/consistency in implementation of multiple entry points							
<b>D. Timeline for implementation and completion including start and end dates</b>							
1. September 2013 to June 2014							
2. Start September ,2013 ongoing through June 2014							

3. Start September ,2013 ongoing through June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Per session for teacher teams to continue to receive ongoing curriculum training on Rubicon Atlas whereby teachers are reviewing, modifying and creating CCLS align units using Go Math & Ready-Gen and Danielson's instructional materials, DOE's teacher page, Instructional shifts and engage NY resources.
  2. The newly hired Literacy coach will work across content areas and grades to align classes in the school's curriculum to ensure coherent instructional practices. The CEI-PEA Network will provide additional coaching, reviews, and reflective feedback to the Principal, Assistant Principals and Coaches.
  3. Common planning time, professional development plan for teacher training within the school day, DOE core curriculum training per diem cost

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

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

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

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

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

**Major Recommendation**

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

Deepen instructional practices, so that lessons appropriately differentiate instruction and effective questioning elicits higher-order thinking skills resulting in students producing meaningful work products.

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	D
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**Tenet 4: Teacher Practices and Decisions**

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

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

**Annual Goal #3**

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

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

**Instructional Strategies/Activities**

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

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

1. Deepen teachers' knowledge and skills in providing differentiated instruction to identified subgroups, through multiple entry points, formative assessments, revising lesson accordingly.
2. Utilize Danielson's Framework for Teaching as a basis for the observation and feedback process to develop teacher pedagogy and support teachers in achieving professional goals.
3. Deepen teachers' understanding of rigorous tasks, ELA and Math Instructional shifts, revising rubrics and looking at student work together.

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

1. Principal, APs, Math and ELA Coaches, CFN 535 staff and teacher teams
2. Principal, APs, Math and ELA Coaches, CFN 535 staff and teacher teams
3. Principal, APs, Math and ELA Coaches, CFN 535 staff and teacher teams
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Arranging Initial Teacher meetings, regular instructional cabinets to track teacher progress, completion of observation cycles, midyear walkthrough, observation of teams.
2. Tracking teacher progress regularly, and regular cycles of teacher observations and monitoring teacher team meetings
3. Teacher participation in teacher teams, common planning time and professional development opportunities and teacher inter-visitations.
<b>D. Timeline for implementation and completion including start and end dates</b>
1. Principal, APs, Math and ELA Coaches, CFN 535 staff and teacher teams
2. Principal, APs, Math and ELA Coaches, CFN 535 staff and teacher teams
3. Principal, APs, Math and ELA Coaches, CFN 535 staff and teacher teams
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Use of inquiry in Cabinet meetings to track MOTP progress and student outcomes
2. Common planning time for teachers to attend PD sessions on Danielson, Citywide instructional shifts and monitoring implementation of feedback recommendations provided to teachers by teachers.
3. Common planning time, professional development plan for teacher training within the school day, DOE core curriculum training per diem cost

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

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

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Ensure the use of assessments that align to curricula so that teachers can accurately identify students' strengths and needs resulting in targeted instructional supports at the team and classroom level.									
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	D		

**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
	<b>5.2 Systems and partnerships</b>		<b>X</b>	<b>5.3 Vision for social and emotional developmental health</b>					
	<b>5.4 Safety</b>			<b>5.5 Use of data and student needs</b>					

**Annual Goal #4**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, the school will strengthen systems to identify and monitor progress of at-risk students and provide all targeted at-risk students with social and emotional supports, including small groups and individualized instruction, to meet their needs and ensure success in their academic performance, behavior, and preparation for next steps in high school and college, which will translate into increased student progress, motivation, and attendance.									

**Instructional Strategies/Activities**

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

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

1. Analyze and disaggregate all appropriate data to monitor school programs and systems to support students' social and emotional health.
2. Implement the performing arts program on a weekly basis designed to build students' interest, self-esteem, and skills in the arts.
3. Use of the guidance counselor to address absences and latenesses of targeted at-risk students.

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

1. Principal, APs, Math and ELA Coaches, CFN 535 staff and Guidance Counselor
2. Principal, APs, Math and ELA Coaches, CFN 535 staff and Guidance Counselor
3. Principal, APs, Math and ELA Coaches, CFN 535 staff and Guidance Counselor

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

1. Define and monitor interventions for targeted at-risk students.
2. Attendance of all students in their chosen weekly performing arts sessions.
3. Decrease in data for absences and latenesses of targeted at-risk students.

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

1. September 2013 – June 2014
2. September 2013 – June 2014
3. September 2013 – June 2014

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

1. Scheduled team meetings with Principal, Assistant Principals, guidance counselor, coaches
2. Cost for performing arts providers
3. ATS and other attendance reports generated and analyzed

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

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

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

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

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

**Major Recommendation**

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

The school received a Developing score in QR 1.4: Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults. The school received a Developing score in QR 3.4: Communicate high expectations to staff, students, and families, and support students to achieve them. The school received a Developing score in QR 4.4: Integrate child/youth development, guidance/advisement support services and partnerships with families and outside organizations with the school wide goals to accelerate the academic and personal growth of students.

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012	<b>Page Number:</b>	7-8	<b>HEDI Rating:</b>	D
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**Tenet 6: Family and Community Engagement**

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

selected to address the goal.			
	<b>6.2 Welcoming environment</b>	<b>X</b>	<b>6.3 Reciprocal communication</b>
	<b>6.4 Partnerships and responsibilities</b>		<b>6.5 Use of data and families</b>

**Annual Goal #5**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.  
 By June 2014, the school will strengthen family and community engagement as evidenced by increased attendance at PTA meetings, increased involvement of the SLT, increase in parent volunteers, progress reports for parents, and parent workshops in CCLS and sharing responsibility for improved academic achievement.

**Strategies to Increase Parental Involvement and Engagement**

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

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Monthly parent informational workshops on Common Core Standards/ new curriculum programs and progress reports.
  2. Special parental offerings, including Dad Take Your Child To School Day, Dads Bring Dinner To School, Curriculum night
  3. Student recognition assemblies and events
- B. Key personnel and other resources used to implement each strategy/activity**
1. Principal, Assistant Principal, teachers, Parent Coordinator, PTA president
  2. Principal, Assistant Principal, teachers, Parent Coordinator, PTA president
  3. Principal, Assistant Principal, teachers, Parent Coordinator, PTA president
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Attendance at parent workshops
  2. Attendance at parent special events
  3. Attendance at student assemblies
- D. Timeline for implementation and completion including start and end dates**
1. On-going, September 2013- to June 2014
  2. On-going, September 2013- to June 2014
  3. On-going, September 2013- to June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Parent coordinator planning and hosting of parent offerings and workshops, refreshment costs
  2. Parent coordinator planning and hosting of parent offerings and workshops, refreshment costs
  3. Parent and staff attendance at student recognition events, award costs

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

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

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

## 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>	The Teachers College Reading/Writing approach aligned to the CCLS, Ready Gen program are utilized to differentiate classroom instruction. In addition, instructional software, including Waterford will be utilized daily to supplement ELA instruction for students with IEP's and at risk students. (Curriculum Maps and pacing are devised and aligned to the CCLS)	Push-in personnel work with small groups of at-risk students during the literacy block. Small group, one to one, tutoring is also available Additionally, Saturday Academy and Afterschool intervention programs are offered to support struggling learners and for NYS test sophistication	These academic intervention services are provided during regular class time, after-school and the extended day period.
<b>Mathematics</b>	A Common Core Learning Standards Math Initiative aligned to grade level scope and sequence is used. Also Components of the Go Math program, including math games, the use of technology and hands-on manipulative are used to differentiate mathematics instruction	Push-in personnel work with small groups of at-risk students during the math block. Data driven small-group instruction, one to one, tutoring is available. Pull-out services are also utilized to meet the needs of at-risk students.  Additionally, Saturday Academy and Afterschool intervention programs are offered to support struggling learners and for NYS test sophistication	These academic intervention services are provided during regular class time, after-school and the extended day period.
<b>Science</b>	Students are provided with hands-on instruction and investigations to enhance their learning. Also, technology is used for research and presentation.	Push-in personnel work with small groups of at-risk students during the literacy block. Small group, one to one, tutoring is also available	These academic intervention services are provided during regular class time, after-school and the extended day period.
<b>Social Studies</b>	The Teachers College Reading/Writing approach aligned to the CCLS and grade level scope/sequence.	Push-in personnel work with small groups of at-risk students during the literacy block. Small group, one to one, tutoring is also available	These academic intervention services are provided during regular class time, after-school and the extended day period.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At risk students receive counseling in small groups and individually. They learn social	The Guidance Counselor, Social Worker, and Psychologist support students with-in small groups, one to	These at-risk services are provided during the school day, after-school and the extended day

	skills, conflict resolution techniques, anger management and strategies to make appropriate decisions. The students are also be taught skills to deal effectively with anger and to interact with peers in an appropriate manner.	one, and whole class setting	period.
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**Title I Information Page (TIP)  
For School Receiving Title I Funding**

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

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

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>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.
<p>The school works closely with the CFN HR point in identification of highly qualified teachers. We attend DOE hiring fairs, utilize DOE tools, and work with universities to gather resumes and interview our prospective teachers. Our HR point supports us in ensuring our hires have the proper credentials. We require prospective teachers to conduct a demo lesson and attend our new teacher orientation prior to the start of school.</p> <p>We support the retention of our teachers through continual professional development strategies both in teams and through individualized support as needed. The principal and the assistant principal works one-to-one with each teacher to identify areas of support and next steps with the teachers and create professional development opportunities as needed to demonstrate teacher growth and ensure that our teachers feel supported. We provide teachers with organizational supports such as calendars, and newsletters that keep them well informed. All teachers have access to supplies, computers, and state of the art technology (with trainings) so that their pedagogy is enhanced and supports all learners. We train teachers in behavioral strategies that support learners. We are committed to retaining our teachers and encourage them to participate in all areas of school life and we create team building events.</p> <p>We provide tenure information for our untenured teachers. As required, new teachers are matched with mentors. We utilize network supports, as well, to identify high quality professional development opportunities and provide our teachers with current and research based models of pedagogy.</p>

**High Quality and Ongoing Professional Development**

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

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Students in temporary housing were provided with class materials, school uniform and other resources to ensure that students were afforded an equal opportunity to participate in school functions and other academic programs.

**SWP Schools Only**

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

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

The Principal included the Pre-Kindergarten teacher in all content planning, as well as, professional developments, teacher feedback and as part of the instructional focus based on the needs of learners.

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

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

Teacher teams participated in the MOSL process to determine how to use the NYS assessments and formative exams as part of the new teacher evaluation system.

**TA Schools Only**

**Use of Program Resources**

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

Not applicable

**TA Coordination with the Regular Program**

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

Not applicable

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

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

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

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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:

- Sending out regular announcements about school offerings and programs
- 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 we have monthly parent informational sessions about the school, curriculum and school opportunities and programs
- 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:*

- Providing parenting classes to help parents manage stressful situations and other stress related matters

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

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

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- 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>19</b>	Borough <b>Brooklyn</b>	School Number <b>213</b>
School Name <b>New Lots 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>Stanley Moise</b>	Assistant Principal <b>Lisa Buckley, AP</b>
Coach <b>G. Collins, Literacy Coach</b>	Coach <b>F. Alexander, Math Coach</b>
ESL Teacher <b>Rosalind Segura</b>	Guidance Counselor <b>Oneka Thompson</b>
Teacher/Subject Area <b>A. Thompson, IEP/SETTS</b>	Parent <b>Janet Edwards</b>
Teacher/Subject Area <b>D. Gibbs, Speech</b>	Parent Coordinator <b>Pauline Forbes</b>
Related Service Provider <b>T. Schiffenbauer, Speech</b>	Other <b>Cynthia Feaster, AP</b>
Network Leader(Only if working with the LAP team) <b>Gilberto Garcia</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>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>453</b>	Total number of ELLs	<b>24</b>	ELLs as share of total student population (%)	<b>5.30%</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> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In	1	2	1	2	2	2								10
SELECT ONE														0
<b>Total</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>10</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	24			4						28
Total	24	0	0	4	0	0	0	0	0	28

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<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	3	3	2	2		2								12
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		2	2	2	3	2								11
Haitian														0
French				1										1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	3	5	4	5	3	4	0	0	0	0	0	0	0	24

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1	1	1	3	1								9

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)		2	3	2		2								9
Advanced (A)	1	2		2		1								6
Total	3	5	4	5	3	4	0	0	0	0	0	0	0	24

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2				2
4	4				4
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3								3
4	3		1						4
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2				2				2
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.

Students are assessed in the beginning, middle and end of the year utilizing Running Records from Teacher's College. Additionally, Pre and Post assessments for reading and writing are ongoing. We are in the process of adapting ReadyGen as our literacy curriculum and in the meantime we are using other supplemental materials for instruction such as Wilson's reading phonics based intervention program, Foundations and the reading comprehension focused Imagine It curriculum.

There are now 24 ELLs at this time, three in kindergarten, five in the first grade, four in second grade, five in the third grade, three in the fourth grade and four in fifth grade. The ELL's the ESL teacher services typically enroll at a lower level such as Beginner, and advance as they are serviced. This year there are four newly enrolled Spanish speaking students in the school system, three in kindergarten and one in second grade. With the exception of one kindergarten student who tested advanced in the LAB-r, the others speak no English at all at the time of their enrollment.

Children who were in kindergarten last year and received ESL all made progress, 2 of which moved up a level to Intermediate and 2 advanced to Advanced, while only just gained points within their Beginner level. It is noted that this student had just arrived from Yemen and English is not spoken at home. All three students in the second grade improved moving from Beginner to Intermediate levels as measured by the NYSESLAT. Two students in the third grade moved from Intermediate to advanced, and the other three stayed within their level. It is noted that one of these had interrupted his schooling and recently returning from Yemen. The other two who remained in their level are special education students who have an IEP. The three students in the fourth grade are all from Yemen and one of those had interrupted education as they returned to their country for a year and recently returned and re-enrolled in our school. They all remained beginners and two out of the three students have only received one year of ESL services and entered the public school system in at least the third grade. None had the benefit of completing kindergarten in the NYC public school system. Of the four students in the fifth grade, one recently returned from Yemen, thus he remained a beginner. The other three students have been ESL students for 5 years, however these students have made no improvement in the NYSESLAT, however 2 of these 3 students scored a three in the Science test. A breakdown of the scores indicate that the reading and writing modality is where they are deficient, as three of these four are Advanced in the listening and speaking and the other student has already attained proficiency.

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

The data shows that all across the grades, the students are achieving adequate yearly progress with the exception of the students who had interrupted schooling and some not all of the IEP students. In addition, the students are more proficient at speaking and listening, and least proficient at reading and writing. Most of the new students for the past few years have entered at a beginning level of proficiency and many coming into the upper grades (2-5) have just arrived from their country with no English language skills whatsoever. Approximately half of the students speak Arabic, and arrived with no English skills, mostly into grades (2-5), and half of our ESL population come from Spanish speaking homes. One student speaks Fulani and French.

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 [AMAQ tool](#))

The data drives instructional focus. With teachers conferring with the ESL teacher, student specific needs can be addressed. Once the teachers understand and are made aware of the data the student deficiencies, activities can be planned that reinforces that modality, whether it be listening, speaking, reading or writing.

The AMAQ delineate the measures we are held to under Title III of No Child Left Behind, including student progress in learning English and students reaching proficiency in learning English as measured by the NYSESLAT. This data makes it possible to see if students are achieving their goals. Extra measures to promote learning are summoned such as engaging students in structured classroom discussions, one on one instruction, language aids such as online translators and dictionaries are used, explicit instruction and more frequent and alternative assessments to focus and individualize instruction.

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?

Our school offers only a freestanding ESL program therefore only English language tests are being administered. Our School is frequently selected to administer the Periodic Assessments for ELA and the NYSESLAT.

The school leadership shares the results with teachers providing us with up-to-date information about what students know and what students need to learn enabling teachers to target instruction to the learning needs of every child. We also use this Periodic Assessments to predict students' performance on New York State Tests so that teachers can help every student meet or exceed State Learning Standards.

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

The results of the ELL interim assessments are shared with teachers during grade and extended day professional development conferences. Articulation between the ESL and classroom teacher is ongoing. This ensures that students are actively engaged in standards-based instruction. The implication for our school's Response to Intervention begins with articulation between the ESL teacher and the classroom teacher. Once strengths & weakness are identified, a systematic research based program for improving language acquisition program is utilized such as Wilson's Foundations. Teacher's plan tasks that encourage & support thinking, reading, speaking, writing and listening. The following services are provided for SIFE students - Academic Intervention Services (AIS), After School Programs and One on One ESL instruction. ELL's with less than three years in U.S. schools are supported by the ESL push in program, small group classroom differentiated instruction in language arts and academic instructional services support.

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

While we believe the research based theory that 2nd language acquisition can be aided by first language skills and that these skills can transfer, we do not teach the foreign language. Our school offers a Freestanding English as a Second Language (ESL) program. Generally students in freestanding ESL programs receive all instruction in English with the students native language serving as a tool to support the acquisition of English.

A child's second language is also considered when utilizing bilingual materials such as books, and picture dictionaries which we keep both in Spanish and Arabic which is the dominant home language of our ESL population. We also plan activities such as making welcome signs, maps or flags and make bulletin boards which validates their cultural heritage.

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 offer a dual language program.

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

The success of our ESL program is based on the results of all state tests such as NYSESLAT, ELA, Math, Science and Social Studies. We believe we are meeting our AMAO criteria because the majority of our increased levels from Beginners to Intermediate, or from Intermediate to Advanced in the NYSESLAT.

## 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](#).)

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). Pedagogues are there to assist parents with any questions on completing the form. Ms. Segura, the ESL Teacher and Mr. Alexander the testing coordinator are the pedagogues who work with parents to complete the necessary forms and are also present at the ELL parent orientation meetings. When the dominant language in the home is something other than English, the student is then administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R) within their first 10 days of enrollment. Every few days, ATS is used to ensure all potential students are identified, in addition to the HLIS form. Either the ESL teacher, Ms. Segura or Mr. Alexander, one of our testing coordinators and math coach conducts the process from formal initial assessment, conducting the LAB-R, providing ESL services and administering the yearly NYSESLAT. If the student fails the LAB-R, and his home language is Spanish, he is then administered the Spanish Lab-R. These exams are administered during the first two weeks of being admitted. It is also explained to the parent during the interview process that we don't have a bilingual program and all of our services are the Freestanding ESL push-in model. ESL services will begin usually within the first week that student is enrolled.

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.

Our annual ESL Parent Orientation is usually held the last week of September. At this event, parents are given a survey to determine if they are still interested in our Freestanding ESL program or participating in another program at another school. We provide a list of schools and options for all New York City. At this meeting, parents are also invited to visit classrooms and talk about services that are available. A package of information is also prepared including agenda, school calendar, activities, organizational sheet for the school, and a flyer explaining the parent choices in their native language. Parents have always elected to keep their children at our school in our freestanding ESL program. When we survey the parent choices, the trend has been to keep the students in our services 100% of the time. The parents are given the information of the bilingual and transitional programs in our surrounding schools but they have opted instead for the convenience of location, and also most of these families have more than one student studying at the same school.

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

The ESL Teacher prepares the entitlement letters and non-entitlement letters in the first month after the majority of ESL students have been identified and tested. The original letters are signed by the Principal and sent home with the students. Copies are kept in the compliance binder which is stored by the ESL teacher. Additionally, the Parent Survey and Program Selection forms are also contained in the compliance binder after they have been completed by the parents at the orientation meeting. Any parent who has not completed these forms will be contacted to complete and return signed forms.

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 the potential ESL student has been identified and the LAB-r administered, he will be serviced automatically with our Freestanding ESL program if the student fails the LAB-r and is therefore entitled to ESL services until the parent chooses an ESL program. At the ELL Parent Orientation the parents will be explained their full options and make their selection on the Parent Selection form which will be provided along with the ELL Parent flier in the ESL kit in the parents native language so that they can make an informed decision. At that time the parents may wish to either transfer their student to a school that offers the ESL program of their preference or choose to have the student remain in our school and continue receiving services in our Freestanding ESL program. During the first few weeks of the year the ESL teacher sends out an entitlement letter and plans with the Parent Coordinator an ELL Parent Orientation where the three educational options, Transitional Bilingual Education (TBE), Dual Language, Freestanding English as a Second Language are explained. At the meeting, a copy of the family guide and the ELL parent brochure are distributed. In addition, the ELL parent information EPIC video is played in the parents native language. Copies of the Parent Survey & Program Selection Form is made available and at that time they are once again given the opportunity to decide the educational program for their child. Copies of all documentation are kept in the compliance binder. Our school offers a freestanding ESL program and the students are serviced based on their level. Beginner and intermediate students receive 360 minutes of instructional minutes by an ESL teacher weekly while, advanced students are allotted 180 minutes of instructional time by the ESL teacher weekly.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Prior to the exam students are exposed to test preps and practice tests from Continental Press to help prepare the students to

achieve their best results. NYSESLAT is administered yearly to all ESL students in the order the exam is prescribed in the time period dictated. The test is administered in the following order: first speaking, then listening, then reading and writing. If a student is absent, we will continue attempting to test that child maintaining the proper testing order. Students are tested the speaking portion individually but the other portions in groups by grade. All protocols are respected. Students are separated in a quiet part of the building and the tests administered according to the instructions by either the ESL teacher or the testing coordinator or an experienced pedagogue.

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.  Parents have elected for their children to remain in the Freestanding English as a Second Language program at our school 100% of the time for the past 7 years, therefore, alignment between parents choice and program offering is consistent. This is due to the convenience of the location, which is near their home and family businesses. Half of our students are of Yemen decent and these children come from homes with many siblings. Therefore, they try to keep the students in the same schools as much as possible. They continually choose to remain in our school's monolingual program although the other bilingual options are presented. Proximity and family ties keeps them choosing our school year after year.

## 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])?

Our school uses a push-in co-teaching organizational teaching model. In this model the ESL teacher pushes in with students of similar grades and levels to assist the teacher with making input comprehensible for the ESL students utilizing research based strategies such as Sheltered Teaching Methods, differentiation, scaffolding, adding background information, modeling and providing examples, using a dictionary and translator when necessary. Students are grouped homogeneously to provide the required instructional 360 weekly minutes to beginners and intermediate students and 180 minutes to advanced students. To achieve this all beginners and intermediate students in kindergarten and first grade are served together. Students in the second, third and fourth grade band are grouped together and fifth grade is served in like fashion.

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 are serviced in a push-in capacity by the ESL teacher in our Freestanding ESL program based on their level. Beginner and intermediate students receive 360 minutes of instructional minutes by an ESL teacher weekly and, advanced students are allotted 180 minutes of instructional time by the ESL teacher weekly. Students are grouped together according to their level and the ESL teacher pushes into one classroom with the group. Teachers cooperate so that their students are serviced appropriately.

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.

Teachers attend Professional development to learn about teaching strategies that will help them teach content areas to the ESL students. To make content comprehensible to ESL students, teachers use charts to emphasize skills being taught, and illustrations to help simplify lessons. Each lesson is presented in a Multi-method Approach to reach all learners regardless of their preference including Visual, Kinesthetic and Audio. Sheltered Teaching including using the home language to aid understanding, using gestures and signaling, the use of Total Physical Therapy to help solidify learning. Teaching is scaffold and differentiated to help the students succeed at every task. Non-conventional methods are also employed to diversify learning to stimulate, motivate and create a non threatening environment where learning can thrive as they are engaged in fun activities such as the use of videos, Music, Games, Technology, Computers, and a smartboard or overhead projector. This fosters learning and second language acquisition can occur more naturally. Cultural relevance is added wherever possible to help bridge the gap between the American culture and their heritage by showing how the values are similar, etc. We believe it is important to offer lessons using content that reflects students' lives, interests and culture.

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

When students are first identified as an ESL student because they fail the LAB-r, then the spanish LAB-r is administered if the student's home language is Spanish. No other native language evaluation is done as our school only offers a monolingual ESL program known as Freestanding English as a Second Language (ESL)

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

ELL students participate in all assessments with the general education population and teachers collaborate to share results and plan strategies to meet the needs of our LEP students. Assessments are ongoing to measure reading accuracy level and comprehension, listening and speaking skills, and writing utilizing Running Records from Teacher's College.

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).

Our school has students who have literacy and academic gaps due to the interruption of their formal education to return back to their country for a time. When they return they have to relearn much of what they were previously taught in the past. These learners require instruction in the basic concepts and skills necessary for academic success, including how to study and take notes, and how to

participate in class discussions. These students are usually far behind their peers and easily frustrated to find this learning gap. Therefore a supportive environment is created that involves utilizing bilingual staff that speaks the same language and activity pairing with students who also speak the same language. These needs are recognized and specifically targeted by the ESL and classroom teachers.

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?

Specially designed academic instruction in English (SDAIE) and CALLA is our teaching approach for teaching academic content, social studies, science, math and ELA to our English language learners. Besides using the sheltered strategies which were mentioned before, teachers collaborate to continually reinforce new concepts and language in academic instruction and integrate concepts across content areas and language/literacy classes. The ESL teacher is a focal point for this and assists to provide simplification of language and explicit instruction and translation. Every opportunity is sought where material can be shared across the contents and used to teach phonics, reading, vocabulary, grammar and comprehension.

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?

ESL students with IEP's are served according to their IEP mandates and goals. There are currently five ESL students with an IEP. The IEP/SETTS and ESL teacher both work together with the classroom teacher to avoid scheduling conflicts, share learning goals and limitations to maximize their instruction and secure these student's academic success. The ESL teacher is provided a copy of the student's IEP and attends meetings involving changes to the IEP so the ESL teacher can be aware of how best to help this student. All service providers are involved in this process including the ESL, IEP/SETTS, and Speech teachers so they can all be involved in streamlining ideas and lessons and helping the student learn more effectively and reach their IEP goals. Students with IEP's are placed within the least restrictive environment and additionally, when the ESL teacher pushes in, she takes these students into a general education class and this way these students are given the opportunity to be educated with non-disabled peers. They have access to the general education curriculum and provided with supplementary aids such as a para and or the ESL teacher.

### 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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

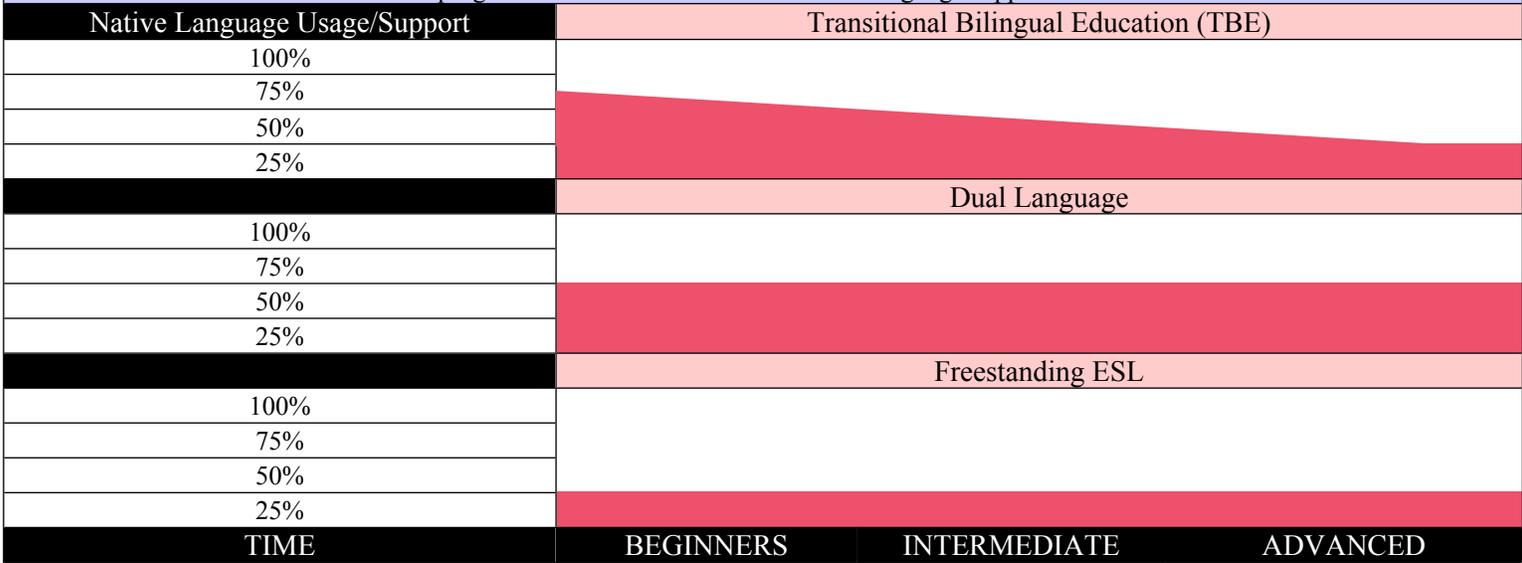
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<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.

Academic Intervention Services (AIS), After School Programs and One on One ESL instruction.

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

Our program is effectively meeting the needs of our Ells with targeted, differentiated and scaffolded instruction. Additional services besides ESL is extended to the student including Speech, SETTS, Literacy and Match coach, Guidance counseling, and paras who speak the native language are extended to ESL students.

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

Providing additional time with an ESL teacher or establishing a self contained ESL class in a co-teaching model with a teachers who speak the language of our studnets, one Spanish and one Arabic speaking teacher. If we enroll enough students across two consecutive grades this is one consideration which our ELL students may benefit from.

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

We will continue to offer our Freestanding ESL program unless we enroll at least 15 students of Spanish speaking and/or 15 students who are Arabic native speakers in two to three consecutive grades. In this case we will eliminate our push-in ESL program and offere a self contained ESL classroom with an ESL teacher and a para who speak the students' native language.

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 and are given preference often being mandated and assigned Academic Intervention Services (AIS), After School Programs and One on One ESL instruction. As state testing time approaches, our After School program begins and letters are sent home making the ESL students participation mandatory.

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

The following instructional materials are used to support ELL instruction: Real World Phonics, Words Their Way vocabulary, Reading Comprehension, video, audio and computer instruction administered by the ESL Teacher.

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

Paste response to question here:

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

Appropriate age and level material is used as determined by Common Core Learning Standards and Core Knowledge Sequence is also consulted to supplement material. Teaching is targeted to bring students from where they are to make progress and catch up to where they are supposed to be. Assessments help guide instruction to determine what skills have been mastered and what needs to be retaught during small group instruction and homework assignments.

Continued transitional support for the students reaching proficiency on the NYSELAT is supported by subject area teachers and student mainstreaming. The content area instructional component shall provide grade and age level appropriate instruction in the required content area subjects in English supported by English as a second language methodologies, employed in a systematic and structured way and shall be designed to develop cognitive skills of limited English proficient students.

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.

In the beginning of the year the school holds an ELL Parent Orientation where both the students and parents are invited to attend and information is shared to assist the student enrollment and transition into this new school system. The Parent Coordinator is involved and Parents along with the Ells are invited to ongoing activities such as Take your kids to school day, Book clubs, Movie Night etc. In addition the servive providers and teachers who will be working with these children throughout the school year work together to assist the students with making a smooth transition. They are available for any questions and for targeted educational assistance.

18. What language electives are offered to ELLs?

We do not offer a foreign language program at this time.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?

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

Paste response to questions here:

### **C. Professional Development and Support for School Staff**

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

Professional development is provided to all staff by experienced pedagogues during grade and extended day professional development weekly meetings. New teachers receive mandatory ESL training from the regional support staff and additional training throughout the school year. The ESL teacher attends monthly training network meetings and additional Professional Development offered externally.

## 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?

R Part 154 of the New York state Commissioner of Educations Regulations requires school districts to provide parents of new English language learners (ELL's) an orientation session on state standards, assessments, school expectations and program requirements for bilingual education and English as a second language (ESL) programs. The orientation shall be provided in English or when necessary in the parents' home language.

Parents of ESL students attend an orientation at the beginning of the year. This orientation is held immediately after enrollment for late registrants. During orientation, they are apprised of available program options for their child including pull-out services. They then work with the LAP team to determine the ideal program requirements for their child. Parents are then updated on their child's progress throughout the year during parent-teacher conferences. Based on parent feedback from previous years, the ESL teacher has also expanded the ESL program to include periodic assessment reports to keep parents consistently informed of student progress. At the end of the academic year, parents meet with both the ESL and classroom teachers to discuss the program's success. The LAP team uses both student academic data and parental feedback to revise the ESL program annually. In addition, parents of ELL's have access to the parent coordinator who organizes functions year-round for the benefit of all students, including ELL's. Our school also supports community affairs that benefit ELL's such as free ESL classes, tutoring, volunteer support groups and free translation services.

Parents are invited to such activities such as educational trips, tournaments, recitals, PTA meetings, fundraisers for charities that benefit children, Family Day Feast, school fairs, book clubs, and workshops held by the Board of Education or at other schools such as Parents Support about ARIS Let's Talk, and Basic English For Spanish Speakers.

Translation of all necessary correspondence is completed in-house. We have staff that can speak all the languages of our ESL community. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services.

## 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:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

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

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

DBN: 19K213 School Name: PS 213

Cluster: 5 Network: CFN408

**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.

All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). This informs us of the language needs of the parents of English Language Learners. The classroom teachers, testing coordinator and parent coordinator as well as the ESL teacher work together to make sure the language needs of our students and their parents are met. All official correspondence is sent home in the parents' native language. In addition, there is an ELL parent orientation meeting at the beginning of the year to answer any questions the parents may have. The material is presented in the parent's native language and there is also staff on hand who speak Arabic, French, Haitian Creole and Spanish, the home languages of our ESL community. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services.

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.

In the past 6 years our ESL population has consisted of mostly Spanish and Arabic speaking backgrounds, however, we have one student whose home language is French. The father of this student and all of the Arabic speaking students are bilingual and speak English. Correspondence can be translated by using an online translator. However, should the need arise, we will utilize the Translation and Interpretation Unit of the Board of Education for interpretation services.

## 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.

Official correspondence for the parents of ELL's will be sent home in the their home language according to their Home Language Identification Survey(HLIS). In-house staff, including secretaries and teachers who are fluent in the appropriate language translate the documents for the school. Whenever needed, the Translation and Interpretation Unit of the Board of Education will be used to ensure timely execution of notice dissemination to the parents of ELL's.

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

Oral interpretation services are provided by in-house staff, including secretaries and teachers who are fluent in the appropriate language of the parents or guardians of ELL's according to their Home Language Identification Survey (HLIS). In addition, there is an ELL parent orientation meeting at the beginning of the year to answer any questions the parents may have. All materials are presented in the parent's native language and there is also staff on hand who speak French and Spanish. However, if necessary, The Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services.

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>.

Language needs will continue to be assessed based on the Home Language Identification Survey (HLIS). All correspondence, including meeting materials and notices from the school will be sent home in the dominant home language according to the HLIS. In-sight staff who speaks the necessary languages will continue to be employed for this endeavor for timely translation and delivery. In-sight staff will also be utilized for oral translation needs. In the case of future students enrolled whose language is not spoken by one of our staff, the Translation and Interpretation Unit of the Board of Education will be utilized for interpretation services both oral and written.



## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: New Lots School	DBN: 19K213
Cluster Leader:	Network Leader: Ellen Padva
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 4

## 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: ESL Program Description

The P.S.213 is located in the East New York area of Brooklyn near Pennsylvania Avenue and Linden Boulevard. The English as a Second Language program at P.S. 213 is a freestanding pull-out program, where students receive small group instruction. ESL instruction is offered by a certified English as a Second Language Teacher.

The PS 213 ESL program is presently serving 30 students. The ESL population consists of students whose home language is one of the following: Spanish, Arabic, Bengali, Fulani, Haitian Creole, and French. The students receive all instruction in English, as per NYS regulations with additional instruction from the ESL teacher according to their level as determined by the NYSESLAT. Beginners and Intermediate students receive 360 minutes a week of instruction, and the advance students receive 180 minutes of instruction a week.

P.S.213's TITLE III program supplements instruction is for grades K, 1, 2, 3, 4 and 5. This program targets LEPs/ELLs scoring at the beginning and intermediate level in ESL proficiency based on either the LAB-R or NYSESLAT. It will also include students who have tested out of ESL based on the NYSESLAT and have scored a Level 2 in the NYS ELA and Math exams. This is the transitional support we provide for ELL students who have tested out within 2 years. English Language Learners in grades K, 1, 2, 3, 4, and 5 will participate in the Title III after-school program starting March 7 to June 17, 2013, every Thursday, and Friday from 3:30PM to 5:30 P.M. and on Saturday's from 9am to 12noon. On Thursdays and Fridays, Level 1 & 2 students work on ELA and math skills. On Saturdays, we will focus on all ELL's with a strong emphasis with our enrichment program for our students will concentrate on math skills.

The After-School Title III program is conducted by a certified ESL teacher, Math Coach and a General Education teacher. We will have two classes with the ESL teacher pushing in on both classes while the Math and Literacy teachers rotating in the classes so students will receive a balanced learning experience. The teachers are budgeted for 106 hours. The teaching technique used will enhance listening, speaking, reading and writing as well as Mathematics skills. The Title III supplementary after school program will be using the following academic programs:

1. Reading Circle:

Students listen to audio books and participate in oral discussions followed with written responses. This meets the listening, speaking, reading and writing strands of the NYS ELA and NYSESLAT. This program will in addition develop social and academic language through ESL strategies and techniques. Further, students develop critical thinking skills to express observations, state opinions, and draw conclusions

### Part B: Direct Instruction Supplemental Program Information

which are skills covered in the NYS ELA test. Materials will include 6 sets of 20 books each, 1 CD to be used in the classrooms, and worksheets purchased from Recorded Books. The total for this purchase is \$1,200.00.

#### 2. Imagine It Program

A set of English Language Learners Support Workbook (ELLSW) will be purchased which develops skills in speaking, listening, reading and writing. It also familiarizes students with the type of questions they are faced on testing day as well as the NYSESLAT. Another component of "Imagine It" is that it focuses on comprehension skills needed for the NYS ELA test. Cost of materials is based on grade level needs.

### 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:

#### Professional Development

The P.S.213 Professional Development Schedule will include the Title III teacher in a variety of high quality and research-based program for all staff. The ESL teacher will engage in citywide and school based professional development. All professional development is offered in English and focuses on implementation of ESL methodology in reading, math, and the content areas of science and social studies. All providers of professional development are state-certified teachers and / or ELL/ESL instructional specialists. In addition, the ESL teacher will attend a series of monthly workshops from December through May on a variety of topics that include differentiated instruction, analyzing data, vocabulary development, and quality teaching for English learners (QTEL) strategies. Teachers who attend these workshops turnkey the information they receive to other staff during grade level meetings, sharing with them the latest strategies and techniques used to increase the retention, skills, and test scores of the students in the Title III program.

### Part D: Parental Engagement Activities

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

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

**Part D: Parental Engagement Activities**

- how parents will be notified of these activities

Begin description here:

Description of Parent and Community Participation:

Some of the Title III funds will be used to provide programs for the parents of our ELL students. An orientation facilitated by the ESL teachers introduces them to the Title III after-school ESL program. The orientation is held in the evening and lasts approximately two hours. It includes an oral presentation and interactive activities. The school provides interpreters for parents who speak Spanish, Arabic, Fulani, Haitian Creole, and French. The orientation is also used to recruit parents to participate in the after-school program and to talk about community resources that are available to parents of ELLs through various community based organization that provides a variety of adult classes. In addition, we offer six two-hour classes of intensified ESL and computer classes to our limited English parents and parents of students from our Saturday program who wishes to attend. Each class offers 1 hour of English survival skills and 1 hour of basic, hands-on computer skills. The texts that we use for the ESL classes are The Oxford Picture Dictionary and its complementary workbook. These offer 140 key topics to meet the vocabulary needs of adults and include a variety of practice exercises. As a result of these classes, parents will be better able to assist their children with homework assignments, communicate with teachers, function in society, and express their needs. All classes will be presented by the certified ESL teacher. On the last day of the adult classes, the program’s educational materials will be distributed to the parents so that they can refer to them as needed at home. Moreover, there will be a multicultural culminating activity in which the parents will have an opportunity to socialize with each other and the teachers. Culturally appropriate refreshments will be provided at this activity.

The ESL teacher will stay in contact with parents throughout the school year. All major notifications that are sent to parents will be sent home in English and in the parents’ native language. Workshops are offered to parents in the content areas of reading and math throughout the school year. They are taught strategies that will help them to better assist their children with homework and preparation for standardized tests. Parents are encouraged to participate in the after-school and Saturday programs as a means of working directly with their children and to acquire skills and strategies that can be effectively implemented in the home environment.

**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		1 ESL Teacher, 2 Coach/Teacher

**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.
(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		March 7 – June 14  101 hours x 50.19 = 5,069  1 Technology Teacher  10 hours x 50.19 = 501
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	Professional Development will be at no cost to TITLE III	Administration  Technology Teacher
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>	\$5,630	General Supplies/Audio Books
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	11200	