



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ALFRED DE B. MASON
DBN (i.e. 01M001): 21K226
Principal: SHERRY TANNENBAUM
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Superintendent: ISABEL DIMOLA
Network Leader: LISA GIGOUX

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
Sherry Tannenbaum	*Principal or Designee	
Deborah Navarro	*UFT Chapter Leader or Designee	
Maria Mammoliti	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Melissa Braun Yopp	Member/ Teacher K-2	
Toniann Trovato	Member/ Teacher 6-8	
Nariman Mardini	Member/ Teacher Special Education	
Nancy Hoovis	Member/ Teacher 3-5	
Denise Tsekouras	Member/ Guidance	
Roseann Pravato	Member/ School Secretary	
Sadaf Dutt	Member/ Parent	
Sonia Kelly	Member/ Parent	
Dena Kuehne	Member/ Parent	
Ann Mammoliti	Member/ Parent	
Carol Nagi	Member/ Parent	
Christine Pino	Member/ Parent	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, all students, including Limited English Proficient (LEP) and Students with Disabilities (SWD) will demonstrate progress towards achieving state standards as measured by a 5% increase in the number of students scoring at Level 3 & 4 on the NYS ELA assessment.

Comprehensive Needs Assessment

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

After careful analysis of student performance data on 2013 state assessments, it was determined that all students, especially the LEP and SWD student groups have underperformed other student groups last year. As a result, we have made progress in English Language Arts for all students, including our LEP and SWD subgroups a priority goal for the 2013-2014 school year.

Instructional Strategies/Activities

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

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

- Administrators will provide professional development on the use of performance assessments to monitor and revise curriculum
- Administrators will provide professional development in the use of rubrics with the language of the Common Core State Standards to provide specific feedback to students regarding their work.
- Teachers will use student data to plan and set goals for all students
- Teachers will meet weekly in their collaborative teams to further their inquiry skills and use data to further inform their differentiated lesson planning.
- Achieve 3000 will be implemented during English elective and AIS classes for ELL's and SWD's.
- Teachers will attend professional development for implementation of new core curriculum materials (Ready Gen and Code-X) to improve pedagogy in the classroom.
- Special education teacher teams will continue to work on specific needs of SWD.
- ESL teacher teams will be continue to work on specific needs of ELL students.
- Professional development will be provided to teachers by Network Instructional Specialists.
- A data room will be utilized so that teacher teams will have a designated location to be trained in the use of disaggregated student data, monitoring student progress, setting initial goals for groups and individual students.
- Teachers will meet in grade-level and vertical teams to review student data gathered from performance assessments.
- SWD will receive instruction using the Wilson Reading System during the school day and for the extended day tutorial session. The Wilson Reading System directly and systematically teaches students how to fluently and accurately decode. It is unlike traditional phonics programs in that instruction is very interactive and multi-sensory. It also thoroughly teaches total word construction, not just phonics. Students learn to encode (spell) as they learn to decode.
- ELL students will receive instruction during the school day and additional instruction in the ELL Academy after school program.

1.

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

1. ESL teachers, Classroom Teachers, AIS Providers, Administrators, Paraprofessionals and IEP Teacher will work together to meet this goal.

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

Classroom Teachers will collaborate with their colleagues during professional development workshops, grade/department meetings, common planning time and Inquiry Meetings to create a plan for reading and writing that is aligned with the Common Core State Standards to help these students progress towards achieving the goal of moving their students to a level 3 and 4 on the NYS ELA assessment. Teachers will Collaborate in order to modify lessons for ELLs and SWD

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

Activities will begin in September 2013 and continue through June 2014

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

- a. The school has established a pre-kindergarten program that focuses on improving the oral language abilities, emergent literacy skills that all students will need in order to ensure a successful transition to the lower elementary school grades
- b. ICT classes are available on each grade for those SWD who require it, as based on the student's IEP. Teacher teams are in place to provide each child with the differentiation he/she needs to meet the CCSS.
- c. Positive Behavior Interventions and Supports is a school wide discipline program. It helps create an atmosphere conducive to positive growth and development.
- d. At risk students in all grades participate in an Extended Day Tutorial program that supports literacy skills.
- e. Achieve 3000 is offered in all ICTS classes in grades 4-8, as well as in all ESL classes in grades 4-8. Achieve is also utilized as an AIS during elective periods.
- f. An ELL Academy after school program has been formed for students in grades k-8 to support literacy acquisition skills.
- g. Science teachers in Middle School participate in the Urban Advantage Program which creates hands on experiences at different NYC venues for our students.

Strategies to Increase Parental Involvement

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

- The required annual Title I parent meeting will take place by October 31, 2013.
- ELL teachers will design training modules and host monthly ELA workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host meetings with parents and classroom teachers, so that the parents are aware of their child's school curriculum and expectations.
- Parent workshops focusing on NYS ELA and Math assessments will be presented.
- Parents are now able sit with their children during homework time and read translated pieces of informational text as well as access reports on their child's performance.
- A parent resource library with user-friendly instructional materials and guides is available for parental use.
- Parent Coordinator will host bookmaking and storytelling workshops for parents of SWDs and ELLs.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled PTA to share information and respond to parent questions and inquiries.
- The school will create and distribute a parent handbook that is translated in all the dominant languages.
- Parents will be trained on how to use ARIS Parent Link.
- Special event evenings such as Literacy Night, Game Night, Special Performances, and Parent/Teacher/Student Dances.
- Middle School Open House and Parent Orientations
- Parent Workshops: Academic Success, Anti-Bullying Awareness, Cyber Safety, Stress Management, Changing Challenging Behavior, Introduction to Pre – K, Transition to Kindergarten, International Food Night, Holiday Crafts with Parent and Child.
- Monthly grade newsletters
- Translators available

- Multi-lingual automated telephone messages
- Monthly parent and child library visits for pre-k and kindergarten
- Family trips
- Middle School Urban Advantage – Family Advantage Days

Budget and Resource Alignment

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

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, all students, including Limited English Proficient (LEP) and Students with Disabilities (SWD) will demonstrate progress towards achieving state standards as measured by a 5% increase in the number of students scoring at Level 3 & 4 on the NYS Math assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
After careful analysis of student performance data on 2013 state assessments, it was determined that all students, especially the LEP and SWD student groups have underperformed other student groups last year. As a result, we have made progress in Math for all students, including our LEP and SWD subgroups a priority goal for the 2013-2014 school year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
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A. Strategies/activities that encompass the needs of identified subgroups
<ul style="list-style-type: none"> ○ Teachers will: <ul style="list-style-type: none"> • Develop mathematics word problems aligned to CCSS • Develop grade-level rubrics in order to drive instruction and to assess student written explanations • Differentiate activities to meet the needs of ELLS, special education, and challenge on and above level students • Provide timely feedback to students in assessment of their written responses • Use rubrics with students to model a proficient response • Meet during collaborative inquiry to analyze student data to aid in differentiation of instruction • Provide students with highly engaging, hands on multi-faceted learning experiences • Utilize the new Envision math program which is aligned with the CCSS • Utilize highly engaging technology such as <i>Smartboards</i>, Promethean Boards and laptops ○ Administrators will: <ul style="list-style-type: none"> • Provide professional development in creating rubrics aligned to CCSS • Meet with teachers during pre and post observation conferences in order to provide feedback and assess growth in targeted area • Meet with teachers in order to discuss progress of targeted students in this area

- Provide professional development in the use of interim assessments to monitor and revise curriculum
- Provide professional development on creating tasks for their students which will be more rigorous and result in the increased performance
- **AIS providers will give additional support to students in the area of writing a mathematical explanation.**

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

Classroom Teachers, AIS Providers, Administrators, Network Support Staff and Paraprofessionals will work together to meet this goal.

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

Classroom Teachers will collaborate with their colleagues during professional development workshops, grade/department meetings, common planning time and Inquiry Meetings to create a plan for math that is aligned with the Common Core State Standards to help these students progress towards achieving the goal of moving their students to a level 3 and 4 on the NYS Math assessment. Teachers will Collaborate in order to modify lessons for ELLs and SWD

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

1. Activities will begin in September 2013 and continue through June 2014

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

- a. The school has established a pre-kindergarten program that focuses on improving the skills that all students will need in order to ensure a successful transition to the lower elementary school grades
- b. ICT classes are available on each grade for those SWD's who require it as based on the student's IEP. Teacher teams are in place to provide each child with the differentiation he/she needs to meet the standards.
- c. Positive Behavior Interventions and Supports is a school wide discipline program. This program helps create an atmosphere conducive to positive growth and development.
- d. At risk students in all grades participate in an Extended Day Tutorial program that supports mathematical skills.

Strategies to Increase Parental Involvement

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

- The required annual Title I parent meeting will take place by October 31, 2013.
- Monthly Mathematics workshops and information sessions with parents. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The school will host curriculum meetings with parents and classroom teachers, so that the parents are aware of their child's school curriculum and expectations.
- Parents are now able sit with their children during homework time as well as access reports on their child's performance.
- A parent resource library with user-friendly instructional materials and guides is available for parental use.
- The Parent Coordinator and other staff (e.g., teachers) will attend regularly scheduled parent meetings (PTA) to share information and respond to parent questions and inquiries.
- The school will create and distribute a parent handbook that is translated in all the dominant languages.
- Parent Coordinator will conduct monthly parent meeting related to topics of interest, including ARIS Parent Link and homework support.
- Our annual Parent Workshop on the NYS Assessments will review how parents can help students with mathematics reasoning strategies.
- Classroom teachers will offer specific strategies to improve mathematics reasoning during orientations, parent teacher conferences and IEP meetings.
- Special event evenings such as Literacy Night, Game Night, Special Performances, and Parent/Teacher/Student Dances.
- Middle School Open House and Parent Orientations

- Parent Workshops: Academic Success, Anti-Bullying Awareness, Cyber Safety, Stress Management, Changing Challenging Behavior, Introduction to Pre – K, Transition to Kindergarten, International Food Night, Holiday Crafts with Parent and Child.
- Monthly grade newsletters
- Translators available
- Notices translated into many languages
- Multi-lingual automated telephone messages
- Monthly parent and child library visits for pre-k and kindergarten
- Family trips
- Middle School Urban Advantage – Family Advantage Days

Budget and Resource Alignment

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
<p>From September 2013 through June 2014, the Principal and Assistant Principals will implement Advance to conduct formative observations for each teacher. Administrators will focus on and provide professional development in all components to help teachers become effective and highly effective in their areas of need.</p>

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
<p>Evidence from observations during the 2013-2014 school year and 2013-2014 Citywide expectations indicate the need to improve teaching practices and student progress.</p>

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. Administrators will provide professional development in the use of Advance. 2. Teachers will use the Initial Planning Conference in order to self-assess and set professional goals. 3. Administrators will set up and follow a schedule for short, frequent teacher observations and provide timely feedback using the Advance rubric for teachers selecting Option B. For teacher selecting Option A, administrators will set up a pre-observation conference, a formal, full class observation and post observation conference, as well as three, short informal observations. 4. Administrators will meet on a daily basis in order to discuss results of formative observations for the day. 5. The school professional development team and administrators will provide teachers with support that is differentiated depending on need.
B. Key personnel and other resources used to implement each strategy/activity
<p>Classroom Teachers, AIS Providers, and Administrators will work together to meet this goal.</p>

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

Teachers will participate in professional development workshops, post-observation conferences, and meetings with administrators. Teachers will use Advance rubric in order to self-assess

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

1. Activities will begin in September 2013 and continue through June 2014

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

1. Not Applicable for this goal

Strategies to Increase Parental Involvement

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

Not Applicable for this goal

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>Guided Reading Using components from the ReadyGen or CodeX Programs, teachers guide students through texts with a focus on reading analysis, text structure and vocabulary building.</p> <p>Leveled Literacy Intervention A blended program of phonics, vocabulary, comprehension and fluency. The reading kits contain materials for reading levels A-J and C-N.</p> <p>Extended Day Tutorial Offers additional instructional support with a focus on the ELA CCLS for at-risk students.</p> <p>Test Prep Academy Program Our Level 1 & 2 students will have their needs analyzed and instruction will be delivered to meet these needs. These students are targeted for not making adequate yearly progress in ELA.</p> <p>ESL After School Program A program which targets the beginner and intermediate ELL students. The program is facilitated by ESL certified teachers. The activities include development in the following areas: phonemic awareness, phonics, vocabulary, oral language and comprehension.</p>	<p>Guided Reading ReadyGen small group instruction (not to exceed 8 students) for grades one through five. CodeX small group instruction (not to exceed 10 students) for grades six through eight.</p> <p>Leveled Literacy Intervention Small group instruction (not to exceed 8 students) for grades three through five.</p> <p>Extended Day Tutorial Small group instruction (not to exceed 10 students) from kindergarten through 8th grade.</p> <p>Test Prep Academy Program Whole group instruction (not to exceed 20 students) based on need for grades three through eight.</p> <p>ESL After School Program Small group instruction (not to exceed 15 students) offered to beginner and intermediate ELL students in grades one through eight.</p>	<p>Guided Reading Provided 3 to 4 times a week during school hours.</p> <p>Leveled Literacy Intervention Provided 3 to 4 times a week during school hours.</p> <p>Extended Day Tutorial Provided two days a week, after school for 50 minutes each day.</p> <p>Test Prep Academy Program A program that will be held on Thursdays for the duration of two hours. One hour will focus primarily on ELA.</p> <p>ESL After School Program A program which is held twice a week for 90 minutes after school.</p>
Mathematics	<p>Envision A mathematics program which provides structured scaffolds with the math CCLS for</p>	<p>Envision Small group instruction offered to students</p>	<p>Envision Provided daily during school hours.</p>

	<p>struggling students. The program offers reteach materials, manipulatives and videos to assist students with grasping mathematical concepts.</p> <p>CMP3 A mathematics program which provides structured scaffolds with the math CCLS for struggling students. The program offers reteach materials, manipulatives and videos to assist students with grasping mathematical concepts.</p> <p>Test Prep Academy Program Our Level 1 & 2 students will have their needs analyzed and instruction will be delivered to meet these needs. These students are targeted for not making adequate yearly progress in math.</p> <p>AIS A program which targets level 1 and 2 students and will be determined by standardized math scores, teacher assessments, as well as professionally developed assessment tools. Instruction includes vocabulary development in the content areas, use of manipulatives and development of problem solving, critical thinking skills, concepts and applications.</p> <p>Extended Day Tutorial Offers additional instructional support with a focus on math CCLS for at-risk students.</p>	<p>in grades kindergarten through grade 5.</p> <p>CMP3 Small group instruction offered to students in grades 6 through 8.</p> <p>Test Prep Academy Program Whole group instruction (not to exceed 20 students) based on need for grades three through eight.</p> <p>AIS Small group instruction (not to exceed 10 students) for grades three through eight.</p> <p>Extended Day Tutorial Small group instruction (not to exceed 10 students) for kindergarten through 8th grade.</p>	<p>CMP3 Provided daily during school hours.</p> <p>Test Prep Academy Program A program that will be held on Thursdays for the duration of two hours. One hour will focus primarily on math.</p> <p>AIS Provided daily during school hours.</p> <p>Extended Day Tutorial Provided two days a week, after school for 50 minutes each day.</p>
<p>Science</p>	<p>AIS Science aid provided for targeted Level 1 and 2 students and will be determined by standardized science scores, teacher assessments, as well as professionally developed assessment tools. Instruction includes vocabulary development in the content areas, use of manipulative, development of problem solving and critical thinking skills.</p> <p>Extended Day Tutorial Offers additional instructional support for at-</p>	<p>AIS Small group instruction (not to exceed 10 students) for grades three through eight.</p> <p>Extended Day Tutorial Small group instruction (not to exceed 10 students) for grade six through eight.</p>	<p>AIS Provided daily during school hours.</p> <p>Extended Day Tutorial Provided two days a week, after school for 50 minutes each day.</p>

	risk students.		
Social Studies	<p>AIS Social Studies aid provided for targeted Level 1 and 2 students and will be determined by standardized social studies scores, teacher assessments, as well as professionally developed assessment tools. Instruction includes vocabulary development in the content areas, use of manipulative, development of problem solving and critical thinking skills.</p> <p>Extended Day Tutorial Offers additional instructional support for at-risk students.</p>	<p>AIS Small group instruction (not to exceed 10 students) for grades three through eight.</p> <p>Extended Day Tutorial Small group instruction (not to exceed 10 students) for grade six through eight.</p>	<p>AIS Provided daily during school hours.</p> <p>Extended Day Tutorial Provided two days a week, after school for 50 minutes each day.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Guidance Counselor We provide</p> <ul style="list-style-type: none"> • Lead Conflict Resolution Program • Crisis Intervention • Career Counseling <p>School Psychologist Clinical counseling offered to the students. IEP mandated will be met for the students. Home-school contact will be initiated.</p> <p>Social Worker At risk counseling will be offered to general education population to address issues and concerns. Emphasis will be on socialization and crisis intervention.</p> <p>Health Related Services The Pupil Personnel Team provides intervention planning for all students identified as at-risk. Individual cases of Tier I, II, and III intervention for students in groups are reviewed by the committee of administrators, teaching and support staff. Specific intervention services are discussed and periodically monitored by the Pupil Personnel Team to assess progress. Occupational /Physical Therapy- Children at-risk are seen during the 50-minute tutorial based on the needs determined by the Pupil Personnel Team.</p>	<p>Guidance Counselor One-to-one or small group (not to exceed three students) for grades kindergarten through eighth.</p> <p>School Psychologist One-to-one for grades kindergarten through eighth.</p> <p>Social Worker One-to-one or small group (not to exceed three students) for grades kindergarten through eighth.</p> <p>Health Related Services The Pupil Personnel Team meets twice per month and for all grades (K- 8.)</p>	<p>Guidance Counselor Provided during school hours.</p> <p>School Psychologist Provided during school hours.</p> <p>Social Worker Provided during school hours.</p> <p>Health Related Services Provided during school hours.</p>

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Currently, all of our teachers are Highly Qualified Teachers as defined by NCLB. • When a vacancy arises, we have a rigorous hiring process, which includes an interview with an administrator, demonstration lesson, review of portfolio, and contact with references. • Our payroll secretary and administrators work closely with teachers to ensure that all required documentation is submitted to the state by specified deadlines. • In order to retain our Highly Qualified Teachers, we provide the teachers with feedback on a regular basis regarding their teaching practices. • In order to retain our Highly Qualified Teachers, we will provide differentiated Professional Development based on Teacher Survey and individual need and interests. • In order to retain our Highly Qualified Teachers, we will provide Professional Development on the NYC Initiatives. • A Professional Library is available for teachers to access in order to maintain their professional pedagogical knowledge.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Weekly collaborative planning sessions are provided to our staff so that teachers can build upon professional knowledge and align instruction to the Common Core Standards. • Weekly common planning periods are provided to our staff so that teachers can curriculum plan. • Mentors and coaches are assigned to support new and struggling teachers. • Network and NYCO provide Professional development as well. • Ongoing walkthroughs, observations and feedback cycle (ADVANCE).

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
STH- Money is used to provide students with necessary school supplies and tools to ensure their success in school. Enrichment Art classes are also contracted to build self -confidence and improve student morale.

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.).
<ul style="list-style-type: none"> • We have a school social worker dedicated to Pre K once a week. She provides parent workshops for all early childhood parents. • We provide workshops on how to transition to Kindergarten. • PK teachers meet with Kindergarten teachers regularly to align curriculum. • Orientation is held in the Spring to introduce new parents to Kindergarten and Pre-K.

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.

A MOSL team was created with teacher volunteers in June. This team met in June and then again in July to discuss and decide on Assessment measures. Teachers receive ongoing professional development at monthly grade meeting with our Data Specialist on how to use assessment results to improve instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 21	Borough Brooklyn	School Number 226
School Name The Alfred De B. Mason School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Sherry Tannenbaum	Assistant Principal Hrysoula Niarhos
Coach type here	Coach type here
ESL Teacher Kalyani Subramaniam	Guidance Counselor Denise Tsekouras
Teacher/Subject Area Jill Barone	Parent type here
Teacher/Subject Area	Parent Coordinator Nancy Albino
Related Service Provider Vivien Finkelman	Other type here
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	919	Total number of ELLs	166	ELLs as share of total student population (%)	18.06%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Push-In	3	4	3	4	4	3	2	2	2	0	0	0	0	27
Pull-out	3	2	3	2	1	2	0	0	0	0	0	0	0	13
Total	6	6	6	6	5	5	2	2	2	0	0	0	0	40

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	166	Newcomers (ELLs receiving service 0-3 years)	130	ELL Students with Disabilities	44
SIFE	5	ELLs receiving service 4-6 years	30	Long-Term (completed 6+ years)	6

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	130	5	18	30	0	23	6	0	3	166
Total	130	5	18	30	0	23	6	0	3	166

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 0
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

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	13	11	4	8	3	6	5	1	4	0	0	0	0	55
Chinese	6	4	3	2	2	2	4	1	1	0	0	0	0	25
Russian	12	3	1	2	3	3	3	2	0	0	0	0	0	29
Bengali	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Urdu	5	3	1	1	2	2	3	2	2	0	0	0	0	21
Arabic	1	1	0	0	0	1	1	1	0	0	0	0	0	5
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	1	0	0	0	0	1	1	0	0	0	0	0	0	3
Other	1	1	6	2	5	5	3	3	0	0	0	0	0	26
TOTAL	40	23	15	15	15	21	20	10	7	0	0	0	0	166

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

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)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	17	5	1	0	23
4	15	0	1	0	16
5	16	2	0	0	18
6	5	4	0	0	9
7	6	0	0	0	6
8	5	2	0	0	7
NYSAA Bilingual (SWD)	1	0	0	4	5

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	8	2	8	2	4	1	0	0	25
4	8	0	4	4	3	2	0	1	22
5	10	3	4	2	0	2	0	0	21
6	2	1	2	3	1	0	0	0	9
7	3	3	0	0	0	1	0	0	7
8	2	1	0	2	0	1	0	1	7
NYSAA Bilingual (SWD)	1	0	0	0	0	0	4	0	5

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	4	0	10	6	0	0	21
8	0	2	1	3	2	1	0	0	9
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

We use Fountas and Pinnell running records and Diagnostic Writing Assessment (DWA) to assess literacy skills. The data provides us information about comprehension skills (knowledge of vocabulary, syntax and prior experiences that lend to comprehension abilities), decoding and fluency.

The data helps inform our school instructional plan by having the teachers increase vocabulary instruction during literacy periods, increase responding to close reading questions by using text based evidence, increase phonological and morphological skills during word work lessons, and increase grammatical skills during writing and word work lessons.

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

The Spring 2013 results are not available however when we review the previous year's data, patterns show that students who receive Advance scores in LAB-R tend to pass the NYSESLAT within one school year. The students who receive Beginner scores in the LAB-R tend to pass the NYSESLAT after 2 or more years. The less awareness a student has with literacy (letter recognition, sound-letter recognition, sight word knowledge, and reading comprehension) in the LAB-R, the more difficulty they will have of achieving success in the NYSESLAT.

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

Again, the Spring 2013 results are not available, however using the previous year's data we made the decision to have listening and speaking addressed during mini lessons and guided instruction. Students are required to answer questions within the large group, with a partner (turn and talk) and with a group of 5-7 students (team talk). Students are required to use language for argument, to inform, and to respond when in math, science, social studies and ELA.

Reading and writing are addressed across all content areas. Students are required to read various fiction, non-fiction and opinion pieces to help with reading comprehension, vocabulary development and grammar. These reading genres support their writing, in which they are required to respond to text, using text based support, write personal narratives, expository essays and argumentative essays. The reading texts are integrated into the writing lessons.

The AMAO helps us see which students need more support in the four modalities—reading, writing, listening and speaking—during ELA, social studies and science instruction. The reading and writing areas of the AMAO often inform us that these two modalities require more support and scaffolding in order for success to be achieved.

The data reveals that the Reading and Writing modalities tend to be the weaker areas of the NYSESLAT.

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?

Students in early childhood grades tend to demonstrate proficiency within two years; students in the upper grades (3rd grade-8th grade) require more time to gain English proficiency skills. ELLs who have taken tests in English score lower than students who have

taken tests in their native language.

The results of these assessments provide the school leaders in the information they need to group students for ESL afterschool programs and for any other additional Academic Intervention Services.

The Periodic Assessments allow the school leaders to maintain flexible and fluid grouping with the ELL students when they are working with non-ELL certified staff. Additionally, the results allows us to monitor the effectiveness of the instructional tools/resources

we are using with our ELL students.

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

The school looks at the number of years the student has received ELL (date of entry, proficiency level, scores on the LAB-R and NYSESLAT) and decides what types of intervention the student needs. If the scores in the LAB-R and NYSESLAT indicate difficulties in reading and writing over the course of two or more years, and little progress has been made due to other underlying

academic issues, then the ELL teacher will focus on those areas for intervention. We utilize the different steps from the RTI model to assist us in determining which steps which should take. We provide the students with rigorous curriculum and monitor their progress through a variety of assessments. The classroom teacher has a benchmark assessments they administer and the ESL teachers have EL standards checklist which they complete every month. They review the student's progress or lack thereof. If a student is struggling then they are provided with extra attention, activities and targeted core instruction in order to give them the extra support. All the while the teachers are maintaining logs on the student's performance and behaviors. If the students still exhibits difficulty then the logs along with a referral form are submitted to the SBST for review. The team discusses what other strategies can be put in place to assist the student. The students is then reviewed again during the next meeting. During this second review, the SBST and the teacher will then decide what steps to take (go to Tier III Intensive Intervention, or continue on with targeted instruction) based on the student's performance.

6. How do you make sure that a child's second language development is considered in instructional decisions?
ESL teachers ensure the child receives scaffolding for all content areas. Materials such as dictionaries, glossaries, summary sheets of specific reading pages with pictures, and graphic organizers are used to help students develop the second language. ELL teachers often scaffold writing lessons by having the student complete a graphic organizer that includes student drawings, fill-in the blank, or carrier phrases to make writing easier. In math, for instance, manipulatives such as counters and blocks are used for computation, and study sheets with key word phrases (in all, altogether, difference, each, etc) are given before a lesson to help students focus on the kind of math (+, -, x, /) needed to solve a story problem. Previewing lessons using videos and pictures also help when teaching social studies and science. Peers and paraprofessionals are used to translate information when necessary.
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?Not Applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The school evaluates the success of the program by examining test scores on the NYSESLAT, state ELA exams, and state Math exams. The school looks at the number of students who have increased levels of proficiency in ESL. Additionally, the school monitors the daily logs kept by the teachers to monitor patterns/trends in the students' progress.

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](#).)
Parents are provided a Home Language Identification Survey (HLIS) in their preferred language at the time of registration. A trained pedagogue, one of our five fully certified ESL teachers, assists the parents with the completion of the HLIS. The trained pedagogue discusses home language with the family and provides assessments to determine eligibility of English Language support services.
The assessment is an informal oral interview with both the parent and the child. The informal interview is conducted in English and whenever possible in the native language. It helps the trained pedagogue determine if the child is English proficient. If the child only speaks English, then the child is not an ELL and the child enters a general education program. If the child speaks a language other than English, whether fluent or not, the trained pedagogue proceeds with a series of questions to determine the child's need for the Language Assessment Battery-Revised (LAB-R). The findings of the interview are documented on the HLIS.
At the conclusion of the interview, the ESL teacher concludes whether the child needs to be administered the LAB-R based on

the responses from the interview and the HLIS. If the child does not need to be administered the LAB-R, then the child is placed in a general education program. If however the pedagogue determines the child does need to be administered the LAB-R, it is administered by an ESL teacher as soon as possible.

If the child scores at, or above proficiency, the student is not an ELL and enters a general education program. If the child scores below proficiency, then the child is identified as an ELL and placed in an ELL program. A student whose home language is Spanish and who scores below proficiency on the LAB-R is then administered the Spanish Lab to determine their understanding of their native language.

A child who is identified as an ELL must then be placed in a program. The program placement is determined by parental choice. In the spring, we administer the New York State English as a Second Language Achievement Test (NYSESLAT). If the child scores below proficiency the student continues to receive ESL services. If the student scores at or above proficiency, the student is no longer an ELL, however still receives support services.

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 five fully certified ESL teachers as well as, bilingual interpreters provide the parents of newly admitted English Language Learners with an orientation workshop. Once our students go through the identification process described above and determined to be of ELL status, then the parents are immediately invited to participate in a workshop to learn about the three program choices offered to ELL students. The workshops are held within a 10 day period from when the students are enrolled to ensure we are in compliance with the mandates. Letters inviting the parents to an orientation meeting are sent home in their preferred language. At this workshop, the parents are informed of the various choices they may make in deciding which educational program will best suit the needs of their child. The parents also receive information regarding school expectations, assessments, and the state standards. At this meeting, each parent is given a parent guide in their native language from the New York City Department of Education. In addition, parents watch a video in their native language, which also explains the program choices available to them. An interpreter is used whenever necessary. During this meeting parents have an opportunity to ask any questions and voice any concerns. They are addressed accordingly. Prior to the conclusion of the meeting, the parent chooses the program they prefer for their child. The same steps are followed throughout the school year.

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

Paste response to question here: We use translated materials (brochures, DVDs) provided by the Office of ELLs as needed. Informational and question/answer sessions are provided through group orientations at the beginning of the year. Throughout the year we inform parents in a number of ways, including meetings and phone calls. We provide parents with notification letters of their child's eligibility for services. Our ESL teachers contact parents to ensure compliance. If a child scores below proficiency on the LAB-R then we provide a Parent Entitlement Letter and a Parent Survey and Program Selection Form at a parent orientation or parent meeting. If the child scores at or above the proficiency level on the LAB-R, a Non Entitlement Letter is sent home. If a student scores below proficiency on the NYSESLAT then a Continued Entitlement Letter is sent home. If the child scores at or above proficiency on the NYSESLAT then a Non Entitlement letter is sent home.

The HLIS, Parent Choice letters, and entitlement letters are kept in two different locations. One copy is kept in the student's cumulative folder and moves with the student each year. Another copy is kept in the office of the ELL Coordinator. The forms are kept in alphabetical order by child's name for each grade. There is a color coded system used to identify the parent choice selections. Each form has a color coded post-it note which correlates with a language and the parent's selection. This system allows for a quick visual of the selected programs. This helps us to keep track of our parents' choices and to ensure we are in compliance with the mandate which states we must open a bilingual program if we have 15 or more students on two contiguous grades with a bilingual selection. There is also a tracking sheet for each grade which lists all of the students names and their selections. Each tracking sheet is placed in front of the folder for easy access.

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.

Paste response to question here: Students are placed in an ESL program within ten school days of their enrollment based on the parent's choice of programming. The parent's selection is entered into the ELPC screen in ATS no more than 10 days after providing them with the ELL workshop and Parent Choice letter. If we do not receive a response from a parent after sending home letters in their preferred language and making phone calls by translators who speak their language, then the default is TBE. We currently do not have any bilingual classes. We will form a bilingual class when there are 15 or more students on two

contiguous grades. If the parent's choice is a bilingual program, then we explain to them that we currently do not have a bilingual program. They can choose to keep their child in our school and we will keep their parent choice on file. As soon as a bilingual class can be formed, we will do so and notify them in their native language via letter and/or phone call. Until then, the parent can enroll their child in our ESL program while they wait for a bilingual class.

The other option the parents have is to bring them to another school in District 21, which offers a bilingual class. We use the Office of ELLs' website for a list of schools and the programs offered throughout New York City to find a school that best suits the parents and the child.

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

The ESL team along with the testing coordinator review all of the students' information extracted from the BESIS, BNDC, and BEPG reports in ATS. They also review the folders kept in the ELL coordinators office to ensure all of the names of the students match with the BESIS report. The students are then assigned to each of the different ESL teachers and they create a schedule and system to ensure all of the students are assigned a testing time and date for each of the different components of the NYSESLAT. The ESL teachers begin the assessments on the day the testing window allows us to begin. This ensures we maximize the opportunity to assess all of the ELL students in all four components of the NYSESLAT. Logs are kept with the names of the students who were assessed and who were absent. Absent students are assessed the day they return to school. The logs are cross-referenced each day to ensure all testing compliances have been met during the allotted assessment timeframe.

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. [i](#)
As stated in the response to question 3, we have a color coded filing system for our ELL documents. This color coded filing system allows us to quickly reference our students' information and monitor the trends in our school. After reviewing our Parent Choice Surveys we have noticed that 90% of our parents have selected ESL as a Freestanding Program for their primary choice. Therefore, we do offer the programs which are aligned with the parents' requests. We do have a growing number of Spanish families in the lower grades (Kindergarten through second grade) who have requested a Transitional Bilingual Program, however we have not reached the required amount of 15 on contiguous grades in order to form a Transitional Bilingual Program.

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])?

We have five fully certified ESL teachers who service our ELL students within the school day. (ESL certified teachers: Ms. Kagan, Ms. Lauer, Ms. Shulman, Ms. Subramanian and Mr. Brooks.) All of our ESL teachers teach a freestanding ESL program. The Freestanding ESL program is provided in English using a blended model of push-in and pullout. The pullout program consists of our newcomers and selected beginner students being serviced with 5 periods of push-in and 3 periods of pullout (360 minutes per week) while our Intermediate and Advanced students are serviced using the push-in model. In grades K-2 the ESL provider pushes in to the classroom during guided reading to lower the pupil teacher ratio and to provide intensive small group instruction. In grades 3-8 the ESL provider pushes in to the classroom during various content areas. Pushing in to the content areas ensures that ESL Standard 5: English for cross-cultural knowledge and understanding is met.

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

The NYSESLAT scores and LAB-R scores are used to make determinations in grouping students and programming. Additionally, the results of the ELL Interim Assessment is analyzed to create differentiated lessons to help English Language Learners meet the standards. We work as a team (principal, asst. principal, and ESL teachers) to review all of the student data and to determine the mandated instructional time for each individual child. Once the proper mandates are identified, the team meets and creates a schedule which will ensure every single student is properly serviced according to the CR Part 154. The schedule is broken down into 8 period days for 5 days a week. Each student is programmed into the schedule for their specific mandated time. The ESL teachers, principal and ELL Coordinator meet together to review the schedules and to calculate the correct mandated minutes for each child. The meeting does not end until each student is properly serviced as per the state mandates.

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.

At P.S. 226 we deliver literacy instruction in English which is driven by the Common Core Learning Standards. We have curriculum calendars for every grade. Teachers base their lessons upon pre-assessments, running records, teacher observations, conferences and post-assessments. Students select Just Right Reading Books to practice skills and strategies taught throughout the different genres. Work is adjusted for ELLs through differentiated instruction and through a myriad of ESL strategies. Particular emphasis is placed on content specific vocabulary and genre study.

Writing- Our school has a strong focus on writing and will continue to build upon our work in this area. Instruction in writing is delivered in English. On demand writing assessments are given three times a year. Teachers plan their units based on the students' needs. Additionally, we have purchased Writing Fundamentals by School Wide Incorporated in K-5 to further assist in delivery of instruction. The program offers suggestions for teaching ELLs at all levels. ReadyGen has an extensive writing component, which address all sub groups including ELLs. The ELLs are given support through writing prompts, graphic organizers, visual aids and read aloud trade books.

Math – School wide, we use an investigatory model to teach math in English. In addition, each teacher has an interactive math content word wall to help make content comprehensible to our ELLs. Accountable talk is encouraged to help students comprehend the content. Our teachers use Envision Math in grades Pre-Kindergarten through Grades 5. Through assessments and conferring with students, teachers plan lessons and group students based on their needs. This program offers strategies for teaching ELLs, students at risk, as well as for students at and above the standards. It provides manipulatives, visuals and technology components which help support the ELL students. Teachers provide manipulatives to enhance understanding of the concepts. The program provides differentiated instruction for practice time to help the ELLs comprehend the content. In our Middle School, we are using

the CMP3 Math Program. CMP3 also offers many different entry points for the ELL students to be successful. The Math Department differentiates instruction and uses flexible grouping to assist our ELLs.

Science – Our Science program is a hands-on exploratory program taught in English. The program consists of a combination of Harcourt Science textbooks and FOSS Kits. The children work in small groups to confirm or revise their hypothesis to a scientific problem. Inquiry and critical thinking skills are at the core of our program. ELLs work in small flexible groups. Vocabulary is emphasized and realia is used to assist ELLS in comprehending the content.

Social Studies – Social Studies content is delivered in English. Primary sources are used to help our ELLs interpret and comprehend the concepts. Vocabulary is also emphasized. Textbooks are used along with simulations, pictures, Readers’ Theatre, maps, globes, and other hands-on documents to assist ELLs in comprehending the content.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
The ESL teacher, the classroom teacher and the parents collaborate on the students proficiency in their native language as well as in English. Interpreters are also used to communicate with the student to determine their proficiency in their native language. The conversations along with the teachers’ review of student work and performance during oral presentations determine whether a student should be evaluated in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The teachers administer periodic assessments to monitor the progress of the students. They also use their logs to track how the students are progressing in each of the four modalities. The teachers then meet to discuss and collaborate on developing action plans and goals for the students.
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).

Plan for SIFE – SIFE students are provided with the extra help they need because of their interrupted schooling through AIS services. In the elementary grades we offer Leveled Literacy Intervention (LLI), Quick Reads, Wilson, and Great Leaps. In the Middle School we offer the Rewards Program. Additionally, we provide classes in our after-school Title III ESL program. We also encourage them to attend the Extended Day program where the ELL students can receive additional intensive small group instruction. Peer tutoring is also available for additional support.

Plan for English Language Learners in US school less than 3 years (newcomers) - Based on our extensive and long-term experience

as ESL teachers, we developed programming accommodations for our newly arrived beginning level English Language Learners.

We have found that in order for these children to succeed, it is essential that they receive double periods of ESL services in a pullout model for their first year in this country. This enables the student to develop oral language skills in a friendly, non-threatening small group environment. It is also important for these students to acquire the literacy skills they need to function in

their regular classroom. These skills are best developed through small group instruction. We monitor the scores from the NYSESLAT

as well as the Periodic Assessments and provide AIS to those students not making adequate progress. In order to provide additional instructional support to our English Language Learners, a Title III grant provides funds for implementing an after school

ESL program twice a week. We prepare our ELLs for the NYS ELA by using effective practices in ELA instruction and ESL instruction.

We emphasize vocabulary development and we don’t simplify text but rather "amplify" text. ew York State Standards. Academic rigor, Accountable talk, setting clear expectations and use of graphic organizers are fundamentals upon which we base our ESL program. English Language Learners who have reached proficiency are given extra reading and writing help from our A.I.S. specialists and reading program. Articulation between classroom teachers, ESL teachers, and A.I.S. specialists and administration is on-going. This articulation helps monitor the continued success of ELL students who reach proficiency.

Students who reach proficiency on the NYSESLAT for the first year are encouraged to participate in our Extended Day program. Our Middle

School students also attend the Title III after-school ESL program.

Plan for ELLs Receiving Service 4-6 years – This group of ELLs is mandated to attend our extended day program. In addition, they receive intensive small-guided reading instruction focusing on skills and strategies at their instructional reading level by the ESL teacher in grades K-2 and in the content areas in grades 3-8. Additionally, A.I.S. is provided for these students and monitored in six-week cycles. Students who do show progress are re-evaluated for another A.I.S. program.

Plan for Long Term English Language Learners (completed 6 years) - Our plan for long term English Language Learners is to encourage them to participate in after-school AIS programs. Participation in our school's AIS programs, such as, Wilson, Quick Reads, and Leveled Literacy Intervention (LLI) is mandated. Pupil Personnel Team evaluations may be requested by classroom teachers and service providers. The Pupil Personnel Team in conjunction with the classroom teacher identifies learning problems that the child may have and suggests remediation/AIS to ensure the student's progress. The progress of the child is tracked by a case manager and is revisited in six-week cycles. The ELL component of Reading Street Program (grades K-5) and Literature Program (grades 6-8) is helpful in aiding these children to reach the standards in English Language Arts.

Plan for English Language Learners identified as having special needs - Our English Language Learners with special needs are given individualized differentiated work. The use of repetition and questioning techniques, Tiered Vocabulary, visual representations and Wilson delivery are only a few of the methods used to deliver instruction to our ELLs with special needs.

They

would also be grouped according to their ability level rather than grade level when possible. A push-in model appears to benefit many of our IEP students best.

Plan for former ELLs- We have data spreadsheets which keep track of our former ELL students. These students are provided support by automatically being mandated for the tutorial sessions provided by the school. They are also included in the Academic Intervention Services which are provided during the school day and they are automatically invited to any of the test-prep academies provided during the school year.

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?

The ESL teachers generate a list of students from the NYC Dept. of Education Student Special Service Detail Information Report. This list contains the names of all the ELL-SWDs. The ESL teachers then group the students by grade and by content area, depending on their grade-level. Next, they organize a schedule for each group of students based on the NYS CR Part 154 mandated number of units. Then, they cross reference their schedules with the other mandated service providers (OT, PT, Speech, etc.) to ensure there aren't any scheduling conflicts. Once the schedules are finalized, they are then reviewed by administration to ensure all mandated requirements are met.

Teachers of ELL SWD students collaborate with ESL teachers to acquire ESL strategies and practices. They also attend workshops focused on ELL strategies in order to better prepare themselves for their students. They use visual cues, graphic organizers, guided small group instruction, Tiered Vocabulary, choral reading and speaking, Reader's Theater, realia, repetition, vocabulary development strategies and scaffolded questioning techniques to provide access to academic content. They also use the ELL Intervention Resources from the Reading Streets Literacy Program and the ELL components of the Rigby Literacy program. During the math periods, the teachers use a wide variety of math manipulatives, and scaffolded ELL math activities from the Envision Math and Everyday Math Programs.

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

We provide many opportunities for our ELL-SWDs to spend time with non-disabled peers. Our ELL-SWDs eat lunch and participate in recess along side their non-disabled peers. Additionally, they take the same school trips and participate in the same school performances. Our ELL-SWDs are also offered the same after-school opportunities as their non-disabled peers. Lastly, we focus on providing mainstream opportunities for our students in specific content areas. This requires a lot of collaboration on the part of the ESL and classroom teachers. Through the process of collaboration they can design curriculum maps, lesson plans and differentiated activities which meet an individual student's needs. During the collaborative process they also can determine time-frames and schedules which will yield the most effective instruction and mastery of content.

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:	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0

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

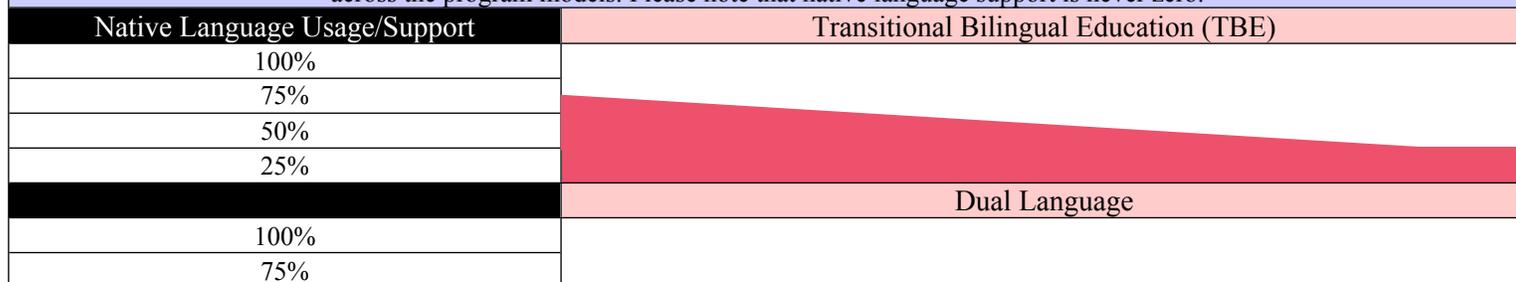
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.

The Beginners, Intermediate, and some Advance students require additional pull-out instruction in ELA, Math and the content areas. Lessons are scaffolded in ELA, math and the content areas during these pull-out periods, using various materials such as teacher made materials, picture dictionaries, graphic organizers, charts and posters. All instruction is in English. Advance students who are approaching proficiency require more push-in support during ELA, math and content areas. Conferencing, guided practice and study sheets for reading and math assist them in their learning.

We have also brought in an outside provider- Urban Advantage- to conduct lessons with our ELL students. The program works with both the classroom teachers to collaborate on lessons which incorporate the arts and building language acquisition and it also works with the students.

Since our ELL students come from diverse linguistic and cultural backgrounds, native language is minimally utilized to aid in comprehending math, ELA and other content areas. Our school focuses on the TESOL methodology, not Transitional Bilingual or Dual Language. As a result, native language intervention is rarely used. Occasionally, a native speaker is asked to translate specific content vocabulary, or language dictionaries and computer applications on iPhones are used for translating a student's home language to English. During assessments/testing we use translators or translated materials.

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 provides students with the mandated requirements for ELLs. Additionally, we provide sheltered instruction in all content areas, using ESL materials and teacher made materials to scaffold lessons. Furthermore, the Extended Day program and after school assist the students in English development, specifically in vocabulary, grammar, reading, and writing. The NYSESLAT and state exam scores indicate that our students have benefited from the pull-out and push-in model, as well as instruction after school.

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

We will consider expanding the Urban Advantage Program as well as the ESL Academy. By expanding the programs we could reach more ELL students and build on professional development for the teachers.

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

At this time we do not have any programs or services which will be discontinued because the programs and services we have in place are successful.

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 offered extended day services Mondays and Wednesdays, from 2:20-3:10, to address literacy skills in the content areas. On Wednesdays and Thursdays, from 3:15-4:45 and 2:25-3:55, respectively, our school offers afterschool to address ESL for students of all proficiency levels. The afterschool programs include soccer, basketball, arts, cooking and drumming. Each program is offered once a week. Our ELL students also participate in our Rhythm Stompers Dance team and Broadway Junior Drama Club.

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

Our school uses the Rigby program, "On Our Way to English," for ESL instruction, during small group instruction or during after school. This program includes books for read aloud, leveled reading books for guided and independent reading, grammatical instruction, phonics and vocabulary posters, graphic organizers to assist students with writing, and worksheets to extend grammar and writing lessons. The Smart board is often used during lessons to provide students with other modalities for learning.

Additionally, websites such as starfall.com, bogglesworld.com, brainpop.com are used to scaffold lessons, as well as extend concepts. Also, the Ready Gen program and Envision Math are also materials used for ELLs at our school.

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

Dictionaries and glossaries in native languages are given to support our students in ESL. Peers and paraprofessionals are also called upon when translation is necessary.

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

Picture dictionaries are used for the primary grades, while glossaries are used for the upper grades. For lower grades, more picture support is needed to assist students with vocabulary development. Graphic organizers are often used for the upper grades when writing narratives and expository essays, while lower grades are required to illustrate events and label, before writing 1 or more

sentences to explain an event.

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.

ELL students who enroll before the start of the school year are encouraged to seek community help for language and cultural lessons (e.g. libraries, social networks). During the school year, newly enrolled ELLs are encouraged to attend Extended Day with an ESL teacher, as well as attend the ESL after school program, two times per week. During pull-out sessions, newly enrolled students receive sheltered instruction to assist in their learning. Also, during push-in instruction, lessons are scaffolded and materials are given to help students receive the support needed.

18. What language electives are offered to ELLs?

Not Applicable.

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)?

Not Applicable.

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.

Our ESL students present a unique challenge for classroom teachers. Staff members who work with these students need ongoing professional development so that they can help the students achieve proficiency in English language, as well as, in all academic content areas. As educators, we must continuously reflect on our teaching and update our practices to meet the needs of our ELL students and focus on effective ways to help them reach their potential. In order to help our staff to become more sensitive to the needs of the ELL population and aiming at academic success, we provide the teachers with ongoing professional development throughout the year. The teachers attend various workshops that deal with a wide variety of topics and issues of which the following is a partial list:

- Guidelines and procedures for identifying and placing new English Language Learners
- Strategies and approaches to help classroom teachers enable ELL students to participate effectively in academic classroom activities
- Teaching critical thinking and study skills to ELL students
- Learning about the new initiatives/assessments such as ELAND and NYSITELL
- Deciphering the numbers and makes sense of the data

In addition, professional development/exploration of effective practices will be offered throughout the year during Inquiry team meetings, collaborative team meetings and after-school study groups.

Our school is a PreK-8 school. Many of our elementary students transition into our middle school from grade five. In grade five we

departmentalize for all major subjects to help prepare the students for middle school. Middle School eighth graders are offered to participate in a transitional summer school program at the College of Technology to assist them in making a smooth transition to High School.

Our staff is provided support to help our ELLs make these transitions. We offer ongoing professional development through faculty

conferences, grade level meetings, Inquiry work focused on ELL populations and professional development workshops provided by our Network Leaders.

Sustained professional development is ongoing throughout the school year. The Inquiry Team has conducted surveys to assess teacher needs. Based on the results of these surveys, professional development is provided by our ESL department and outside partnerships with Urban Advantage and our Network. The professional development touches upon a variety of topics; scheduling for ESL instruction- discusses how to create a schedule to ensure all of our students are being serviced according to mandates, identification- how to properly assess students to determine if they are ELL students, differentiation- the use of instruction techniques

to reach a varied ELL population (beginner, intermediate, advanced, SWD, etc.), compliance- understanding mandates and reports, etc. All agendas and time sheets from each of the professional development sessions are kept on file in chronological order by the principal. They are referred to when planning for future sessions and looking for follow-thru from the teachers in attendance of the sessions.

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?

Through the support services of the Family Assistants, the Parent Coordinator, the Parent Teacher Association, (P.T.A.), the ESL teachers, and various other school personnel, we have established a link between the school community and the parents. Provisions are always made to have interpreters at our parent workshops. In addition, parent notices are sent home in the various languages spoken by our students. Parents and family members are invited to share their culture and talents with the different classes. As mandated, at the beginning of each school year, the ESL staff provides the new ELL parents with an orientation workshop. At this workshop, parents learn about the different choices they can make regarding their children's education. Parent workshops are held during the year to provide parents with information about academic skills and requirements, assessments, testing, technology and other areas that help the parents assist their children to be successful learners.

Our ESL teachers serve as a resource to parents of ELL students. They facilitate workshops to the parents and also assist in the planning phase with other staff members who facilitate workshops. We are partnered with our local Public Library. It offers workshops for parents of ELLs as well other translation services.

The ESL teachers have conversations with parents during orientation, the P.T.A. conducts surveys on parent needs, and the results of the school environment survey are used to evaluate the needs of the parents. Parents are always welcome and are encouraged at all meetings to contact us. The Parent Coordinator also reaches out to parents daily.

Our parent involvement activities are aligned with the needs of the parents based on surveys and conversations with parents. Parents have requested workshops on technology, homework and testing. These topics will be addressed at morning meetings. Some evening meetings will be offered so the maximum number of parents can take advantage of these wonderful presentations.

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: The Alfred De B. Mason School

School DBN: 21K226

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sherry Tannenbaum	Principal		11/15/13
Hrysoula Niarhos	Assistant Principal		11/15/13
Nancy Albino	Parent Coordinator		11/15/13
Kalyani Subramaniam	ESL Teacher		11/15/13
	Parent		1/1/01
Jill Barone	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Denise Tsekouras	Guidance Counselor		11/15/13
	Network Leader		11/15/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 21K226 School Name: The Alfred De B. Mason School

Cluster: 6 Network: 605

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

Part A: Needs Assessment Findings

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

1) We use a variety of data to assess our school's written translation and oral interpretation needs. Our primary source of data is extracted from the Home Language Aggregation report from our ATS system. The Home Language Aggregation Report identifies the predominant languages spoken in our building. We also use the Preferred Spoken Language and the Preferred Written Language from ATS to determine which languages are predominant in our school. Other sources are the HLIS , Student Registration Form and the Emergency Card. In addition to these reports, each classroom teacher sends an informal survey to the parents to indicate with which language they prefer to communicate. This survey is sent home yearly because parents many have changed their preference. After all of the data is aggregated a list is compiled and a copy is provided to the parent coordinator, the school secretaries and the school aides. Our data shows that we currently the following number of parents who prefer the following languages: 35 Arabic, 103 Chinese, 4 korean, 82 Russian, 185 Spanish, 33 Urdu, 6 Uzbek, 12 Polish, and 8 Albanian. We use teachers or paraprofessionals to translate written documents and to interpret during PTA meetings, school workshops, Parent-Teacher Conferences and IEP meetings. We also rely on the Translation and Interpretation Unit to assist with translating documents.

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.

We have a large ELL population in our school. Eighteen percent of our students speak English as their second language. The languages are as follows; Spanish, Russian, Chinese, Urdu, Polish, Korean, Uzbek and Arabic. This information was shared with the School Leadership Team first, and then it was shared with the rest of the staff at a faculty conference. The principal also shared this information during the first PTA meeting and asked the Parent Coordinator to share with parents during her workshops and informal meetings.

Part B: Strategies and Activities

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

Whenever possible we use translated documents posted on the Department of Education Website. The documents are official and therefore we preferred to use them. If a document is not available on the Department of Education Website, we have our staff members who speak and write in each of our most frequently spoken languages translate any written information which need to go home. In the event a translator is not available we use the Department of Education translating services to translate important information.

We also use Messenger. It is a program which sends out messages to all of our parents in the school. A message is spoken in English and the program automatically translates it into other languages. The program is designed to allow us the liberty to select different languages each time we use the program. We are also able to match families with a specific language, so that each family is hearing the message in their preferred language.

These various efforts helps us to ensure all of our parents' needs are properly addressed in their preferred language based on the Home Language Aggregation Report. We can suitably inform our parents about their child, the school policies and upcoming events.

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.

We provide oral interpretation for the parents of our students. The parents of students are in our building and interacting with our staff on a daily basis, so we have built relationships with the parents. Due to this fact, our school staff is our primary source for oral interpretation of important information. We are fortunate to have a diverse ethnic faculty which can orally interpret this information. The faculty members are both teachers and paraprofessionals who are knowledgeable in instruction, planning, and student behavior. Additionally, our Parent coordinator speaks Spanish fluently. By providing our parents interpreters who know their children, it creates a comfortable and safe environment for our students' parents. We also use the Messenger Program to disseminate messages to our parents in their preferred language.

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>.

We inform our parents of the languages which can be interpreted in the building by having a list posted in the main lobby. We also have a card which Safety Agents can use to help parents identify which language they speak. Additionally, we have brochures about the expectations for each grade level in a variety of languages in the main lobby. Any other documents we need to distribute we download from the Department of Education Website. If the documents are not available on the website, then we use the Translation and Interpretation Unit or our faculty members to translate important documents. These documents include but are not limited to; the Bill of Parent's Rights and Responsibilities, lunch forms, documents containing student specific information; documents discussing a child's education services, performance, conduct and discipline; documents explaining school expectations. We also monitor our Home Language Aggregation Report regularly to track any changes, patterns or trends with specific languages. This allows us to be better prepared for our parents.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: The Alfred De B. Mason School	DBN: 21K226
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 45
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 3
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our ELL Academy runs on Wednesdays from 3:15 P.M. to 4:45 P.M. and on Thursdays from 2:25 P.M. to 3:55 P.M. The program began on Wednesday, November 6, 2013 and is scheduled to run through the end of May 2014.

The program is comprised of four classes taught by three ESL certified teachers and one common branch teacher. The first class consists of first and second grade students who scored a beginner level on the NYSESLAT and/or LAB-R. The second class consists of third and fourth and fifth grade students who scored a beginner level on the NYSESLAT and/or LAB-R. The third class consists of third, fourth and fifth grade students who scored intermediate and/or advanced on their assessments. The last class consists of all middle school students who scored on any level. All of the classes deliver instruction in English.

The students invited to the ELL Academy are first and second grader ELL students who scored beginner or intermediate on the NYSESLAT and/or the LAB-R, as well as 3rd through 8th graders who scored either beginner, intermediate or advanced on the NYSESLAT and/or the LAB-R. They need vocabulary development to assist them in understanding the content and concepts taught in English during their classroom instruction. The goal of the after school program is to prepare the ELL students for success in their grade level content.

The teachers use a myriad of materials to address our ELL students' needs. They use leveled texts to provide vocabulary instruction, decoding strategies and comprehension strategies. They also use NYSESLAT test prep materials to expose the students to the format of the assessment. The materials are grade level and age appropriate for each of the students regardless of their mastery level in English. We provide scaffolding in each level in order to prepare them for the assessment they will be taking in the end of the year. The students are assessed on a baseline assessment and then provided lessons which are scaffolded based on their placement. The teachers use their data and logs to guide their instruction for our ELL students.

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

Part C: Professional Development

- name of provider

Begin description here:

Part D: Parental Engagement Activities

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

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

Begin description here: Our focus is to provide our parents opportunities to understand their children. In addition to the Parent Orientation held during the beginning of the year, we offer a variety of parent workshops throughout the school year. These workshops are facilitated by the ESL teachers, non-ESL teachers and the Parent Coordinator. The workshops cover many different topics. They are as follows; Understanding the Common Core Learning Standards, Looking at the new curriculum, How to Help Your Child, Literacy Night, Understanding your ELL child, Game Night, The five key areas of reading, to name a few.

The workshops are held at various times in order to accommodate our parents' diverse time schedules. Workshops are held during the school day and can last from an hour to two hours. We also offer workshops in the evenings. These workshops can last an hour to two hours as well. The topic of the workshop dictates the timeframe allocated for the workshop.

We use a variety of ways to notify parents of upcoming events and workshops. We begin by reviewing data to assess our parents' interpretation needs. Our primary source of data is extracted from the Home Language Aggregation report from our ATS system. We also use the Preferred Spoken Language and the Preferred Written Language from ATS to determine which languages are predominant in our school.

The data has indicated that the following languages are the most frequently spoken languages in our school as: English, Spanish, Russian, Chinese, Urdu, and Arabic. We have translators for parents who speak Spanish, Urdu, Russian, Arabic, Greek and Chinese. The Russian translators can also translate Polish and the Chinese translator can translate both Mandarin and Cantonese.

Whenever possible we use translated documents posted on the Department of Education Website. The documents are official and therefore we prefer to use them. If a document is not available on the Department of Education Website, we have our staff members who speak and write in

Part D: Parental Engagement Activities

each of our most frequently spoken languages translate any written information which need to go home. In the event a translator is not available we use the Department of Education translating services to translate important information.

We also use Messenger. It is a program which sends out calls to all of our parents in the school. The message is spoken in English and the program automatically translates it into other languages. The program is designed to allow us the liberty to select different languages each time we use the program. We are also able to match families with a specific language, so the each family is hearing the message in their preferred language. These various efforts helps us to ensure all of our parents’ needs are properly addressed in their preferred language based on the Home Language Aggregation Report. We can suitably inform our parents about their child, the school policies and upcoming events.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL		