



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name: PS/IS 238 THE ANNE SULLIVAN SCHOOL**

**DBN (i.e. 01M001): 21K238**

**Principal: HARLA MUSOFF-WEISS**

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

**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
HARLA MUSOFF-WEISS	*Principal or Designee	
ROSEMARIE FISICHELLI	*UFT Chapter Leader or Designee	
MARY KAYMAKCI	*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	
LEOBIGILDA TORRES	Member/ PARENT	
BERNADINO J. LOPEZ	Member/ PARENT	
JOSE LUIS ARIZA	Member/ PARENT	
GUADALUPE OREA	Member/ PARENT	
BROOKE MILLER	Member/ TEACHER	
ROBERT DACCHILLE	Member/ / TEACHER	
FRANCESCA GIVELEKIAN	Member/ TEACHER	
	Member/	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June, 2014 100% of the teachers will have received a minimum of 30 hours professional development to enhance teacher effectiveness in order to impact student achievement.

### 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.

It was determined through surveys and prior year observations, that professional development would reinforce instructional effectiveness and assist all pedagogues in meeting the 2013-2014 citywide instructional expectations in addition to understanding the teacher evaluation system.

### 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

##### A. Professional Development

1. Provide professional development to reinforce the staff's understanding of the 2013-2014 citywide instructional expectations.
  - To develop and deliver rigorous instruction, including effective questioning /discussion
  - To organize the school to meet the needs of all students and staff members
  - To identify and compensate for the gaps in classroom practices
  - To Integrate the Common Core instructional shifts in Math and ELA into all content areas where/when appropriate
  - To explain the implementation of the new evaluation system for teachers.
  - To promote a systemic understanding of the instructional focus of the school, *citing evidence in writing & speaking to support an opinion and/or argument*, adhering to the grade appropriate standards.
2. Provide professional development to expand the teachers' understanding of the newly adopted city approved CCLS-aligned programs in Math and ELA to best meet the needs of all students.
3. Provide professional development to support the utilization of the following school wide programs meant to promote parent involvement, student enrichment and targeted instruction:
  - Engrade
  - Achieve
  - IXL Math
  - Brain Pop

##### B. STEM Training

##### C. Leadership Academy for Technology and Math

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

1. Administrators, Teachers, Data Specialist, Staff Developer, CFN 605, Achievement Coach, outside resources

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

1. All major content areas in K-8 will utilize Engrade
2. Classroom observations will demonstrate the staff's understanding/implementation of the city's instructional goals.
3. Students' performance tasks ,assessments and class work will show an alignment to the newly adopted programs and a targeted focus on citing evidence.
4. Lesson plans will reflect an implementation of the city's instructional goals

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

1. September 2013-June 2014

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

1. Professional Development will be offered during the following time periods:
  - Days when schools are open but students are not in attendance
  - Faculty conferences
  - Summer 2013 professional development opportunities
  - Extended day –the 50 minute inquiry period
2. Coverage for teachers attending the STEM and Leadership Academy
3. Formation of targeted study groups formed to support staff members as determined by formal/informal observations.

**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 need to support parents will continue to be met through the following:

- Conferences
- PTA meetings
- Newsletters
- School leadership meetings
- Translators
- Progress Reports
- Parent Workshops
  - Understanding the Common Core Learning Standards in Math & ELA
  - ARIS
  - Accessing & Understanding Engrade
  - Nutrition & Health
  - Fire Safety
  - Attendance
  - Parent connection for Achieve 3000

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

Conceptual consolidation

**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, there will be a decrease of 19 students (20%) in grades 4-8, performing at a Level 1 on the 2014 State ELA exam.

**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.

There is a need to decrease the number of students performing at a Level 1 on the NYS ELA exam. Of the 230 students presently enrolled at PS 238 who took the 2013 ELA exam, 41.3% (95) scored a Level 1.

**Instructional Strategies/Activities**

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

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

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

**A . Professional Development**

1. Provide professional development to reinforce the staff's understanding of the 2013-2014 citywide instructional expectations.
    - To develop and deliver rigorous instruction, including effective questioning /discussion
    - To organize the school to meet the needs of all students and staff members
    - To identify and compensate for the gaps in classroom practices
    - To Integrate the Common Core instructional gaps in Math and ELA into all content areas where/when appropriate
    - To explain the implementation of the new evaluation system for teachers.
    - To promote a systemic understanding of the instructional focus of the school, *citing evidence in writing & speaking to support an opinion and/or argument*, adhering to the grade appropriate standards.
  2. Provide professional development to expand the teachers' understanding of the newly adopted city approved CCLS-aligned programs in ELA (i.e. Expeditionary Learning & Core Knowledge) to best meet the needs of all students.
  3. Provide professional development to support the utilization of the following school wide programs meant to promote parent involvement, student enrichment and targeted instruction:
    - Engrade
    - Achieve
    - Brain Pop
- A. Inquiry/Instructional teams will focus on citing evidence in content areas**  
**B. Provide 30 hours of afterschool instruction for those students who received 1's and low 2's, and did not attend summer school.**  
**C. Provide a teacher-mentoring program for new teachers and/or teachers new to our school**  
**D. Internet Cafe**  
**E. 15-20 hours of PBL (Project Based Learning) for 5<sup>th</sup> grade students**

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

3. Administrators, Teachers, Data Specialist, Staff Developer, CFN 605, Achievement Coach, outside resources

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

1. Informal and formal observations focusing on areas of instructional strategies which were targeted by professional development sessions.
2. On going assessment/analysis/comparison of student achievement to the city's initial performance assessment
3. Achieve performance reports
4. Long-term Enrichment projects
5. Pre & Post tests of students involved in the after school tutoring program
6. Results of the 2014 NYS ELA exam

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

1. September 2013-June 2014

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

1. Scheduling professional development opportunities and study groups
2. Summer 2013 professional development opportunities
3. Teachers' schedules reflect Achieve programming
4. Coverage for teachers attending CCLS aligned Expeditionary Learning & Core Knowledge
5. Staff & funds to support after school programs

6. Staffing for the Internet Café

**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 need to support parents will continue to be met through the following:

- Conferences
- Extended conversations with families of students who scored a Level 1 or Level 2 on the 2013 State Common Core Exam.
- PTA meetings
- Newsletters
- Progress Reports
- School leadership meetings
- Participation with their Pre K children in a variety of classes promoting the development of their child's gross motor skills .
- Translators
- Parent Workshops
  - Understanding the Common Core Learning Standards in Math & ELA
  - ARIS
  - Accessing & understanding Engrade
  - Nutrition & Health
  - IXL Math
  - Fire Safety
  - Attendance
  - Parent connection for Achieve 3000
  - Cook shop

x

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

Conceptual Consolidation

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

By June 2014, there will be a decrease of 9 students (11%) in grades 4-8 , performing at a Level 1 on the 2014 State Math exam .

**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.

There is a need to decrease the number of students performing at a Level 1 on the NYS Math exam. Of the 235 students presently enrolled at PS 238 who took the 2013 NYS Math 34.9% (82 ) scored a Level 1.

**Instructional Strategies/Activities**

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

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

**A. Professional Development**

1. Provide professional development to reinforce the staff's understanding of the 2013-2014 citywide instructional expectations.

- To develop and deliver rigorous instruction, including effective questioning /discussion
  - To organize the school to meet the needs of all students and staff members
  
  - To identify and compensate for the gaps in classroom practices
  
  - To Integrate the Common Core instructional shifts in Math and ELA into all content areas where/when appropriate
  
  - To explain the implementation of the new evaluation system for teachers.
  
  - To promote a systemic understanding of the instructional focus of the school, *citing evidence in writing & speaking to support an opinion and/or argument*, adhering to the grade appropriate standards.
2. Provide professional development to expand the teachers' understanding of the newly adopted city approved CCLS-aligned programs in Math (i.e. Connected Math 3 & Go Math) to best meet the needs of all students.
  3. Provide professional development to support the utilization of the following school wide programs meant to promote parent involvement, student enrichment and targeted instruction:
    - Engrade
    - IXL Math
    - Brain Pop

**A. STEM Training**

**C. Leadership Academy for Technology and Math**

**D. Inquiry/Instructional teams will focus on mathematical fluency K-8**

**E. Additional math support- 3 days a week**

**F. Internet Café**

1. **G. Provide 30 hour of afterschool instruction for those students who received 1's and low 2's, and did not attend summer school.**

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

3. Administrators, Teachers, Data Specialist, Staff Developer, CFN 605, Achievement Coach, outside resources

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

- a. Informal and formal observations focusing on areas of instructional strategies which were targeted by professional development sessions.
- b. On going analysis/comparison of student achievement to the city's initial performance assessment
- c. Pre & Post tests of students involved in the after school tutoring program
  1. Results of the 2014 NYS Math exam

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

1. September 2013-June 2014

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

1. Scheduling professional development opportunities and study groups
2. Teachers' schedules reflect Achieve programming
3. Coverage for teachers attending CCLS aligned Connected Math & Go Math
4. Staff & funds to support after school programs
5. Staffing for the Internet Café
6. Summer 2013 professional development opportunities

**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 need to support parents will continue to be met through the following:

- Conferences
- Extended conversations with the families of students who scored a Level 1 or Level 2 on the 2013 Common Core State Exam
- PTA meetings
- Newsletters
- Progress Reports
- School leadership meetings
- Participation with their Pre K children in a variety of classes, promoting the development of their child's gross motor skills
- Translators
- Parent Workshops
  - Understanding the Common Core Learning Standards in Math & ELA
  - ARIS
  - Accessing & understanding Engrade
  - Nutrition & Health
  - Cook shop
  - IXL Math
  - Fire Safety
  - Attendance
  - Parent connection for Achieve 3000

**Budget and Resource Alignment**

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

**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.
<b>By June 2014, there will be an increase of 16 (30.2 %) students in grade 4 achieving at or above 50% of the possible 24 points in the sub-score category <i>Writing from Sources</i>.</b>

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Based on the current year's enrollment, only 10 (18.9%) of the 53 students, who took the 2013 NYS CC ELA exam in grade 3, achieved more than 50% of the possible points in the sub-score category, <i>Writing from Sources</i> identified by the Item Skills Analysis Tool,

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

<b>A. Professional Development</b>
<ol style="list-style-type: none"> <li>1. Provide professional development to reinforce the staff's understanding of the 2013-2014 citywide instructional expectations.           <ul style="list-style-type: none"> <li>▪ To develop and deliver rigorous instruction, including effective questioning /discussion</li> </ul> </li> </ol>

- To organize the school to meet the needs of all students and staff members
  - To identify and compensate for the gaps in classroom practices
  - To Integrate the Common Core instructional shifts in Math and ELA into all content areas where/when appropriate
  - To explain the implementation of the new evaluation system for teachers.
  - To promote a systemic understanding of the instructional focus of the school, *citing evidence in writing & speaking to support an opinion and/or argument*, adhering to the grade appropriate standards.
2. Provide professional development to expand the teachers' understanding of the newly adopted city approved CCLS-aligned programs in ELA (i.e. Expeditionary Learning & Core Knowledge) to best meet the needs of all students.
  3. Provide professional development to support the utilization of the following school wide programs meant to promote parent involvement, student enrichment and targeted instruction:
    - Engrade
    - Achieve
    - Brain Pop
- A. Inquiry/Instructional teams will focus on citing evidence in content areas**
- B. Provide 30 hour of afterschool instruction for those students who received 1's and low 2's, and did not attend summer school.**
- C. Internet Café**
- D. Provide a teacher-mentoring program for new teachers and/or teachers new to our school**

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

1. Administrators, Teachers, Data Specialist, Staff Developer, CFN 605, Achievement Coach, outside resources

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

1. Informal and formal observations focusing on areas of instructional strategies which were targeted by professional development sessions.
2. On going assessment/analysis/comparison of student achievement to the city's initial performance assessment
3. Achieve performance reports
4. Long-term Enrichment projects
5. Pre & Post tests of students involved in the after school tutoring program
6. Results of the 2014 NYS ELA exam

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

1. September 2013-June 2014

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

1. Scheduling professional development opportunities and study groups
2. Summer 2013 professional development opportunities
3. Teachers' schedules reflect Achieve programming
4. Coverage for teachers attending CCLS aligned Expeditionary Learning
5. Staffing for the Internet Café
6. Staff & funds to support after school programs

**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 need to support parents will continue to be met through the following:

- Conferences
- Extended conversations with the families of students who scored a Level 1 or Level 2 on the 2013 Common Core State Exam.
- PTA meetings
- Newsletters
- School leadership meetings
- Participation with their Pre K children in a variety of classes, promoting the development of their child's gross motor skills
- Translators
- Progress Reports
- Parent Workshops
  - Understanding the Common Core Learning Standards in Math & ELA
  - ARIS
  - Accessing & understanding Engrade
  - IXL Math
  - Nutrition & Health
  - Fire Safety
  - Cook shop
  - Attendance
  - Parent connection for Achieve 3000

**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	x	Title IIA	x	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.									
Conceptual Consolidation									

**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.

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

1.

***Strategies to Increase Parental Involvement***

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

***Budget and Resource Alignment***

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

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

## Academic Intervention Services (AIS)

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

### Description

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>▪ Internet Café</li> <li>▪ Thinking Maps</li>   <li>▪ Pebbles Go</li>   <li>▪ Achieve3000</li>   <li>▪ Discovery Education</li>   <li>▪ Brain Pop</li>   <li>▪ Talent Pool</li> <li>▪ SRA</li>   <li>▪ Zoom In</li> <li>▪ Reading Eggs</li>   <li>▪ Core Knowledge (skills section)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Small group instruction</li> <li>▪ School wide instruction</li>   <li>▪ Whole class instruction K-2</li>   <li>▪ Individual, small group and whole class instruction</li> <li>▪ Individual, small group and whole class instruction</li> <li>▪ Individual, small group and whole class instruction/assessment</li> <li>▪ Small group</li> <li>▪ Small group</li>   <li>▪ Small group (3-8)</li> <li>▪ Small group/individual instruction (Pre K-1)</li> <li>▪ Small group</li> </ul>	<ul style="list-style-type: none"> <li>During the school day               <ul style="list-style-type: none"> <li>▪ During the school day and for use after school</li> <li>▪ During the school day and for use after school</li> <li>▪ During the school day and for use after school</li> <li>▪ During the school day and for use after school</li> <li>▪ During the school day and for use after school</li> <li>▪ During the school day</li> <li>▪ During the school day &amp; extended day</li> <li>▪ During the school day</li> <li>▪ During the school day</li> </ul> </li> <li>During the school day</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>▪ Math push-in (3 days a week)</li> <li>▪ Thinking Maps</li>   <li>▪ Regents Test Prep</li>   <li>▪ IXL math</li>   <li>▪ Discovery Education</li>   <li>▪ Brain Pop</li>   <li>▪ Internet Cafe</li> </ul>	<ul style="list-style-type: none"> <li>▪ Small group /individual instruction</li> <li>▪ School wide instruction</li>   <li>▪ Small group/individual instruction</li>   <li>▪ Individual &amp; guided instruction</li>   <li>▪ Small group/whole class instruction</li>   <li>▪ Small group /individual instruction</li>   <li>▪ Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>During school day               <ul style="list-style-type: none"> <li>▪ During the school day and for use after school</li> <li>▪ During the school day &amp; extended day</li> <li>▪ During the school day and for use after school</li> <li>▪ During the school day and for use after school</li> <li>▪ During the school day and for use after school</li> </ul> </li> <li>During the school day</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>▪ Regents Test Prep</li>   <li>▪ Thinking Maps</li>   <li>▪ Achieve 3000</li> </ul>	<ul style="list-style-type: none"> <li>▪ Small group /individual instruction</li>   <li>▪ School wide instruction</li>   <li>▪ Individual/small group[/whole class instruction</li> </ul>	<ul style="list-style-type: none"> <li>During the school day and extended day               <ul style="list-style-type: none"> <li>▪ During the school day and for use after school</li> <li>▪ During the school day and for use after school</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Discovery Education</li> <li>▪ Brain Pop</li> </ul>	<ul style="list-style-type: none"> <li>▪ Small group/whole class instruction</li> <li>▪ Small group /individual instruction</li> </ul>	<ul style="list-style-type: none"> <li>▪ During the school day and for use after school</li> <li>▪ During the school day</li> </ul>
<b>Social Studies</b>	<p>ESL Push-in</p> <ul style="list-style-type: none"> <li>▪ Thinking Maps</li> <li>▪ Achieve 3000</li> <li>▪ Discovery Education</li> <li>▪ Brain Pop</li> </ul>	<ul style="list-style-type: none"> <li>▪ Targeted assistance</li> <li>▪ School wide instruction</li> <li>▪ Individual/small group[/whole class instruction</li> <li>▪ Small group/whole class instruction</li> <li>▪ Small group/individual instruction</li> </ul>	<ul style="list-style-type: none"> <li>▪ During the school day and extended day</li> <li>▪ During the school day and for use after school</li> <li>▪ During the school day and for use after school</li> <li>▪ During the school day and for use after school</li> <li>▪ During the school day</li> </ul>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>• Guidance Counselors</li> <li>• School Psychologist</li> <li>• Social Worker</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students are seen on a scheduled basis and as needed from Pre-K to 8<sup>th</sup> grade by service providers.</li> <li>▪ College and Career Readiness Club</li> </ul>	<ul style="list-style-type: none"> <li>▪ Scheduled basis or at-risk during the school day</li> <li>▪ Scheduled during the school day</li> </ul>

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

F. All elements of the *All Title I Schools* section must be completed\*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>▪ All vacancies are posted on the Open Market Department of Education Website as well as being posted throughout local schools.</li> <li>▪ Teachers who are new to our school community are given assistance by administrators, staff developer and data specialist</li> <li>▪ Teachers are surveyed to gather feedback in order to provide targeted professional development</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All professional development is based on teacher feedback, focused on student assessments, aligned to the 2013-2014 Citywide Instructional Expectations, and targeted to enhance student instruction in order to meet/exceed the expectations of the CCLS.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The needs of our students are addressed on an individual as well as a group basis. Many of our students are still feeling the affects of Hurricane Sandy. As we did last year, we shall distribute fleece running suits, blankets and shirts to these students. Additionally, through the Office of Substance Abuse, our SAPIS coordinates many programs including but not limited to the following: Violence Prevention Through Conflict Resolution and Peer Mediation, Drug Prevention, Crisis Intervention and Social and Emotional Development.

**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.).
Our assistant principal in collaboration with the Pre-K family assistant, organize transitional meetings for the parents of our Pre-K students .Kindergarten teachers inform parents of the instructional expectations of the articulating grade.

**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.
Teachers are scheduled for regular inquiry meetings where curriculum is adapted and benchmarks added as needed based on teacher observation and assessment..

**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).
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## **Parent Involvement Policy (PIP) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

### **Grading Policy for Grades K-2**

- **40% Unit assessments**
- **15% Homework**
- **10% Quizzes**
- **25% Class work (Participation)**
- **10% Fluency (Conventions, Content area vocabulary)**

### **Grading Policy for Grades 3-8**

- **40% Unit assessments**
- **15% Homework**
- **10% Quizzes**
- **30% Class work (Participation)**
- **5% Fluency (Conventions, Content area vocabulary)**

## **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 treat the teachers in my school with respect & encourage other students to do the same
  - understand the grading policy
  - try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

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

## Part I: School ELL Profile

### A. School Information

District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>238</b>
School Name <b>The Anne Sullivan School</b>		

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

Principal <b>Harla Musoff Weiss</b>	Assistant Principal <b>Joann Acuna</b>
Coach <b>Regina Pizza</b>	Coach <b>Janet Halperin</b>
ESL Teacher <b>Tricia Nakleh</b>	Guidance Counselor
Teacher/Subject Area <b>Yididah Nadel</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Gwendolyn Wright</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>6</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>4</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>503</b>	Total number of ELLs	<b>132</b>	ELLs as share of total student population (%)	<b>26.24%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained	1													1
Push-In	2	2	2	2	2	2	2	2	2					18
<b>Total</b>	3	2	2	2	2	2	2	2	2	0	0	0	0	19

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	132	Newcomers (ELLs receiving service 0-3 years)	92	ELL Students with Disabilities	48
SIFE	0	ELLs receiving service 4-6 years	33	Long-Term (completed 6+ years)	7

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	92		20	33		22	7		6	132
Total	92	0	20	33	0	22	7	0	6	132

Number of ELLs who have an alternate placement paraprofessional: 7

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	14	14	3	9	12	6	3	2					71
Chinese	3	1	0	1	1	1	0	1	1					9
Russian	2	2	2	1	2	1	3	2	3					18
Bengali	0	0	0	0	0	0	0	0	1					1
Urdu	3	3	2	1	1	1	1	1	2					15
Arabic	0	1	1	0	0	0	0	0	1					3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	0	0	2	0	0	1	2	0	1					6
Other	1	1	2	1	1	1	0	1	1					9
<b>TOTAL</b>	17	22	23	7	14	17	12	8	12	0	0	0	0	132

## 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)	13	2	4	3	1	11	7	4	10					55

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	7	8	2	6	2	0	0	2					27
Advanced (A)	4	13	11	2	7	4	5	4	0					50
Total	17	22	23	7	14	17	12	8	12	0	0	0	0	132

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	5			14
4	5	2			7
5	9	1			10
6	6	1			7
7	4	0			4
8	5		3		8
NYSAA Bilingual (SWD)		1		25	26

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	7	1	2		1				11
4	1		5						6
5	7	2	3		1				13
6	6		1						7
7	4		1						5
8	8				2				10
NYSAA Bilingual (SWD)							26		26

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0			1	6				7
8	3		4		1		2		10
NYSAA Bilingual (SWD)							8		8

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
We use the Fountas and Pinnell (F&P) assessment to determine the early literacy skills of all students, including ELLs. This data will assist teachers in implementing appropriate instructional plans for their students, allowing them to differentiate and target specific areas of literacy deficiencies, as well as other related areas. This assessment data drives guided reading groups, as well as RTI (Response to Intervention) groups, enabling teachers to hone in, more specifically, on students' individual needs. The Fountas and Pinnel reading assessment is administered to students in grades K-8, three times yearly. The data is input into the Reading Tracker system, enabling teachers and administrators to monitor student reading performance and progress. The Reading Tracker system presents the data in chart and graph format, allowing for easier student grouping and more selective differentiation of instruction. The beginning of year (BOY) F&P assessment reveals that the majority of our ELL students read below grade level.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The LAB-R results for Kindergarten reveal that the majority of students on this grade level are beginners. Most of these students have been placed in the self-contained ESL Kindergarten class. The results of the 2013 NYSESLAT reveal that the majority of our ELL students in grades one, two and four have progressed to the advanced level. We have very few students who remain in the ESL program in grade three. Those remaining students are divided among the proficiency levels. We have a large beginner-level population in grades five, six and eight. Our grade seven ELLs are comprised of 50% beginners and 50% advanced.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The RNMR (NYSESLAT Modality Report) is not available as of September 2013.
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?a.) ELLs that were administered state exams in their native languages did not meet proficiency, which leads us to believe that these students are deficient in both L1 (their native language) and L2 (English). For specific information on patterns across proficiencies and grades, please see the response to Question #2 in this section.  
b.) The results from the ELL Periodic Assessment allow us to analyze student proficiency in the modalities of listening, reading and writing. The data is used by school leadership and teachers to inform English language instruction, allowing us to hone in on specific areas of deficiency. Furthermore, these assessments are often a good predictor of student NYSESLAT performance. Additionally, this data is a consideration in the formation on Response to Intervention (RTI) groups.  
c.) From the Periodic Assessments, we are learning that the majority of our ELLs show overall growth in English proficiency between the initial, fall administration and the final administration, given in the spring. As a result, we have a clearer understanding of our ELL students' strengths and weaknesses before the NYSESLAT administration in the spring. Please note that the Periodic Assessment is only administered in English.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Our school uses multiple data sources to inform RTI instruction, allowing us to group students according to their instructional needs and levels. The data sources include, but are not limited to Fountas and Pinnell reading levels, Core Knowledge and Go Math assessment data, classroom assessment data, as well as student performance on state exams. Our RTI program enables us to determine whether students are benefiting from an instructional program within a reasonable time and build more effective instructional programs for students who are not benefiting. In addition, we continually monitor student data throughout the school year to determine if RTI instruction needs to be adjusted or modified, allowing us to compare the efficiency of different forms of

instruction and design more effective, individualized instructional programs for the purpose of increasing educational opportunities for ELL students.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Students' first language development is considered in instructional decisions by including the importance of cross-cultural facts and ideas. In so doing, native language materials are provided, enhancing lessons with students' knowledge of their own respective languages and cultures. This fosters, not only cross-cultural education, but tolerance and respect amongst our ELL population. Some of the educational techniques utilized include, pairing ELL students with common native languages, as well as other various languages so they may acquire an eclectic knowledge for all cultures.
  7. For dual language programs, answer the following:
    - a. How are the English-proficient students (EPs) assessed in the second (target) language?
    - b. What is the level of language proficiency in the second (target) language for EPs?
    - c. How are EPs performing on State and City Assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of our program for ELLs by looking at student data. The NYSESLAT, given every spring, determines students' progress and current proficiency levels in the modalities of listening, speaking, reading and writing. In looking at the most recent NYSESLAT data, we have compared our overall results to the Title III Annual Measurable Achievement Objectives (AMAO) for ELLs. The first Title III AMAO is the annual increases in the number or percentage of ELLs making progress in learning English. Unfortunately, this year, we are at a disadvantage, since the NYSESLAT Modality Report (RNMR) is unavailable. We are unable to determine students' progress on the 2013 NYSESLAT exam. The second Title III AMAO is the annual increases in the number or percentage of ELLs attaining English language proficiency. For the 2012-2013 school year, the AMAO target or goal for schools in New York State was 13.7%. Of the 139 ELLs who took the NYSESLAT, 19 students scored at the proficient level. This means that 13.7% of our total ELL population tested out. We met our target. Please note that the most recent AYP data for ELLs has not yet been released by the state.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
The initial identification of potential ELLs begins at the point of enrollment. A Home Language Identification Survey (HLIS) is given, in the appropriate language. A certified ESL teacher conducts an informal interview, with the assistance of an interpreter, if necessary. If it is determined that a student speaks little to no English, the Language Assessment Battery-Revised (LAB-R) is administered by an ESL teacher. Beginning in February of 2014, the LAB-R will be replaced by the NYSITELL exam. If a student scores at the beginner, intermediate or advanced level, the student is considered an ELL. If the student scores at the proficient level, the student is not an ELL. If a Spanish-speaking student is identified as an ELL, they are also given the Spanish Lab exam, in order to determine language dominance, within ten school days.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
After the initial screening and the administration of the LAB-R to the appropriate students, Entitlement Letters are distributed to those students identified as ELLs. In addition, parents of ELLs receive an invitation to an ELL Parent Orientation Meeting, which is held within ten school days of student's admission. The meeting is replete with a comprehensive question and answer session, as well as the viewing of the ELL Parent Information Video. The video is tailored to the unique languages spoken by the attending

parents and explains all three program options available to their children. Subsequent to viewing the video, parents are able to ask extensive questions of the ESL personnel, regarding any concerns they may have to their children's placement in an English language program, including Transitional Bilingual Education, Dual Language, as well the Free Standing English as a Second Language Program. The fully-certified ESL staff, in conjunction with the Parent Coordinator and bilingual translators, periodically conducts these informative ELL Parent Orientation Meetings, throughout the school year, as new ELLs enroll in our school. This is done to ensure that ELL Parents are well informed of the program choices available to their children. After the meetings have been conducted, and parents have indicated their program choice on the Parent Program Selection Form, their choice is input on the ELPC screen in ATS. This screen allows the ESL staff to track and monitor the program choices made by the parents of our ELL students. To that end, we are able to track the number of parents who have selected Transitional Bilingual Education and Dual Language Programs for their children. At this time, a minimal number of parents have chosen these options for their children. If the need for one of these programs should arise, we will notify the parents, with the assistance of our Parent Coordinator and bilingual translators.

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

After the initial screening and subsequent LAB-R testing, entitlement letters are given, in the appropriate home languages, to newly enrolled ELL students. These letters inform parents that their children have been identified as English Language Learners and are entitled to an English Language Program. Copies of these letters are maintained in a file in the main office. Subsequently, at our ELL Parent Orientation Meeting, the Parent Survey and Program Selection Forms are distributed to the parents. After viewing the informative ELL parent video, the parents fill out the form, with the assistance of the ESL staff, Parent Coordinator, and bilingual translators present at the meeting. These parent meetings are conducted periodically, throughout the school year, in order to ensure that all Parent Survey and Program Selection Forms are filled out and returned. The Program Selection Forms are attached to students' Home Language Forms, and the original forms are kept in students' cumulative records. Our ESL staff are responsible for the distribution and collection of these letters and forms. Copies are maintained, in a file, by the ESL teachers.

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

After determining students' entitlement for an English language program, we send entitlement letters, in the appropriate home language, to the homes of newly-enrolled ELLs. Additionally, we invite parents to an orientation meeting where they receive information in their home language, explaining the program options available to them. They also view an informative video in their home language. Translators are provided at the meeting. After reviewing the parents' responses on the Parent Survey and Program Selection Forms, students are placed in the program aligned with the parents' choice. The parent choices are input into the ELPC screen in ATS within 20 days of admission. Subsequently, Placements Letters, in the appropriate home language, are distributed to the newly-enrolled ELLs, in order to notify parents that their children have been placed in an English Language Program. The placement of all of our ELL students in an ESL program is in line with the parent choices indicated on the Parent Survey and Program Selection form. If parent demand for a bilingual program increases, we will create a program and notify parents who have selected that program. Continued Entitlement letters, in the respective home languages, are also distributed to students who do not score at a proficient level on the NYSESLAT, and will continue to receive English language services. The ESL staff are responsible for the distribution of all of these letters, and copies are maintained in the main office.

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

All ELLs are assessed annually, using the New York State English as a Second Language Achievement Test (NYSESLAT). This assesses students' proficiency levels in speaking, listening, reading and writing, and determines if they should continue receiving ESL services. In order to ensure the exam is administered to all of the appropriate students, using the correct testing grade band, the ESL coordinator works with the school testing coordinator to set aside a testing timeline. All students whose names appear on the RLER for NYSESLAT are administered the exam. Our testing team keeps a log of any students who may have been absent for one or more of the sub-tests of the NYSESLAT in order to ensure that these students receive a make-up exam with the testing window.

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. 

After reviewing parent responses on the Parent Program Selection Forms for the past few years, we have determined that 100% of our parents have chosen for their children to be placed in a freestanding English as a Second Language program. The program model, Freestanding ESL, which is offered at our school, is aligned with the parent requests indicated on the Parent Survey and Program Selection Forms. This has been the trend in parent choice for the past several years. We keep track of these trends by distributing, collecting, copying and maintaining Parent Survey and Program Selection forms. The ELPC function in ATS allows us to track this data, as well.

## **Part V: ELL Programming**

### **A. Programming and Scheduling Information**

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    1. a.) In an effort to target the diverse needs of our ELL population, we are utilizing various teaching organizational models. At the elementary school level, the ESL teachers target literacy, using a combination of push-in and pull-out modes of instruction. In addition, we have a self-contained Kindergarten ESL class, taught by a certified ESL teacher. In our middle school, ESL is predominantly taught through a push-in model, whereby the ESL and content-area teachers engage in collaboration and team teaching. The middle school ESL teacher co-teaches in the content area of social studies. The sixth grade ELL students receive ESL instruction through the content area of English Language Arts; this subject is taught by a certified ESL teacher, with additional support provided by another certified ESL teacher. Common Core Learning Standards are addressed and reviewed. Classroom teachers work in collaboration with the ESL teachers to develop data-driven instruction, embedded with ESL strategies. Through collaborative inquiry, ESL teachers meet with classroom teachers on a regular basis to share ESL strategies that will benefit all students. This maximizes the literacy-content connection.
    1. b.) All students in Kindergarten through eighth grade are grouped heterogeneously in their classrooms. However, during pull-out ESL instructional periods, students are grouped homogeneously, according to their proficiency levels. This ensures an optimum environment for specific differentiated instruction by the ESL educators.
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)?
    2. We are fortunate to have six certified ESL teachers, ensuring that all ELL students receive the mandated number of instructional minutes, as per CR Part 154. All students at the beginning and intermediate proficiency levels receive at least 360 minutes of ESL instruction weekly. The advanced students receive at least 180 minutes per week. All students, regardless of ELL status or proficiency level, receive at least 360 minutes of ELA instruction per week, which is well beyond the stipulated amount, as outlined in CR Part 154.
    2. a.) Explicit ESL instruction is delivered within the elementary school through the push-in/pull-out model to groups of students depending on their level of proficiency. Students who are advanced, receive 180 minutes per week of ESL instruction with alternating push-in and pull-out services. Students who are at the beginning or intermediate level receive 360 minutes of ESL instruction per week. Within the sixth grade, a certified ESL teacher teaches ELA using ESL strategies and methodologies to a group of ELLs and F-ELLs, with additional support provided by another certified ESL teacher. In grades five through eight, ELL students receive 360 minutes of ELA instruction. Native language supports are available for all students in the form of glossaries, dictionaries, translators, and pairing of students with common native language.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

During the ESL push-in model, content area instruction is amplified through the use of leveled alternate texts, sentence deconstruction, vocabulary ladders, illustrations, classroom computers, SmartBoards, as well as authentic hands-on materials and manipulatives. Content is taught through collaborative team teaching and small guided, differentiated groups. Academic language development is fostered through differentiated activities, individualized to meet the specific needs of all students. During pull out periods, teachers focus on building academic language and Tier II vocabulary, as well as ELA skills and test-taking strategies, aligned to the Common Core Learning Standards. Teachers use data from classroom assessments, performance assessments and State Exams, in order to target specific areas of deficiency and meet the needs of individual students.

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

All newly enrolled ELLs, who speak Spanish, are administered the Spanish LAB during the same testing window as the LAB-R. This is done to determine the language dominance of these ELLs.

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

The Common Core Learning Standards address the four modalities of English acquisition. All of our curriculum, unit plans, as well as assessments, are aligned to these standards, thus, all instruction addresses the four modalities of listening, speaking, reading and writing. Our ELL students participate in ongoing units of study, in all subject areas. These units of study contain comprehensive assessments, at all levels, allowing us to appropriately evaluate their progress in the four modalities of English acquisition.

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).

6 a.) Our instructional plan for SIFE (Students with Interrupted Formal Education) students includes building a supportive environment that responds to the immediate social, cultural and linguistic needs of the students. Bilingual staff members, in addition to ESL teachers, support the students. SIFE students are partnered with peers or classmates who can support and further integrate them into their grade and school community. In order to help them accelerate and catch up to their peers, they are grouped with newcomer students during ESL instruction, and provided with remedial instruction, wherever necessary. The Common Core curriculum is adapted so that students learn critical material in a way that is effective, accessible and age-appropriate. Students are provided with intensive literacy and language instruction which stresses the five components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. This increases student access to literacy-rich environments and print materials, increasing language development and proficiency.

6 b.) Newcomers who have been enrolled in our school for less than three years comprise roughly 70% of our total ELL population. It is therefore necessary to implement a rigorous academic ESL program, ensuring that students develop both BICS, Basic Interpersonal Communication Skills, and CALP, Cognitive Academic Language Proficiency in an accelerated manner. For those students who have less than one year of English language instruction, language is introduced through the use of pictures, illustrations, visual clues, graphic organizers and TPR (Total Physical Response). Language development is encouraged through the use of music, recorded books, and art projects. Listening stations are utilized so that students may listen and read concurrently. Every effort is made to bring the students' home language and culture into the classroom, by using various materials in their native languages. As students progress beyond their first year of English acquisition, instruction is scaffolded and individually tailored to equip students to meet the academic rigor and challenges facing them in their classrooms, on high stakes exams, and in life. Using reading strategies to increase student comprehension is a major instructional component to ensure language development and acquisition. Other teaching strategies include; the use of pictures, role play, dramatization, manipulatives, questioning techniques, Big Books, read aloud, shared and guided reading, as well as small group instruction. A key instructional technique is the establishing of routines and rituals through repetition, in order to promote effective thinking and learning amongst our students. Our reading and writing instruction is highly rigorous, utilizing academic language and multiple alternate texts to supplement vocabulary and literacy instruction. This ensures that ELLs, who may not understand the academics through the use of regular texts, grasp the content and meaning from the various alternate texts and authentic materials infused by ESL teachers into content area instruction.

Language development includes listening, speaking, reading, and writing in cognitively demanding lessons that are scaffolded to increase student learning of both language skills and content. The content area is derived from the grade-level expectations and curriculum in the mainstream classroom. Lessons are focused on the essential ideas taught in depth using higher- order thinking skills. A critical component of the lesson is strategy instruction. Metacognitive strategies are selected for their use in learning specific lesson content as well as their transferability to other concepts. Students are explicitly told the name of the strategy, why using it will assist their learning, and how to use it within the lesson context and across other curriculum areas.

English Language Learners in grades 3-8 must take the New York State ELA exam after one year of English language instruction. These students receive rigorous ELA instruction during the school day, as well as during our extended day program, where

students are grouped according to level of proficiency. In order to ensure our ELL students are prepared for high-stakes exams, test-taking strategies are introduced and reinforced throughout the school year.

In addition, beginner level English Language Learners in kindergarten are assigned to a special program, during extended day, with a licensed music teacher, where they increase language proficiency through music appreciation.

6. c.) For students who have been in ESL for four to six years, the academic instruction builds upon the solid foundation laid in previous years of English language development. We focus on further developing students' cognitive academic language and vocabulary development. Tier II and III vocabulary is infused throughout proficiency levels in all grades and content areas. The use of alternate texts, the formation of word ladders, word chains, and vigorous vocabulary activities enhances students' academic language acquisition and proficiency. Academia is highly promoted through hands-on activities and the use of manipulatives. To that end, realia, texts, vivid illustrations and visuals promote critical thinking and inferencing, which ultimately motivates students to ask skilled questions, promoting further academia.

6. d.) The aforementioned instructional approaches, in conjunction with additional language supports, are utilized with our Long-Term ELLs. While our Long-Term ELL population is minimal, these students receive more personalized attention and differentiated instruction in an effort to help them attain English language proficiency. These students are given more time on task and are provided with additional instructional time during the school day and during our extended day program. Instruction for long-term ELLs has a strong foundation in literacy, writing and academic vocabulary development.

6. e.) ELLs who attain proficiency on the NYSESLAT exam continue to receive instructional support, in the content areas, during the ESL push-in periods. Continuing transitional support focuses on maintaining and enhancing students' academic language and overall proficiency. Classroom teachers give those former ELLs extra attention and provide differentiated materials and activities to meet their diverse needs. In addition, former ELLs continue to receive testing accommodations on exams for two years after attaining proficiency on the NYSESLAT.

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 department works in close collaboration with the special education teachers to design effective educational plans tailored to meet the specific needs of ELLs in special education. The IEP (Individualized Education Program) goals, as well as specific language needs, are targeted when planning instruction for these ELLs. Amongst the academic strategies utilized may include, but are not limited to; the use of manipulatives, hands-on activities, books on tape, native language material and support, and big books for shared reading. Making text connections and setting up cooperative learning groups where lower-functioning students are paired with more advanced students, are excellent tools for fostering student interaction, comprehension and self-awareness.

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

The ESL team works closely with the School Assessment Team in order to develop IEP goals and recommendations for ELL-SWDs. This ensures that we meet the diverse needs of this population, within the least restrictive environment. ESL teachers work with classroom teachers, as well as collaborative teacher teams in order to design appropriate curricular and instructional plans and units of study for our ELL-SWDs. ESL program scheduling ensures that these students receive ESL support during reading and math instruction.

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

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

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

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

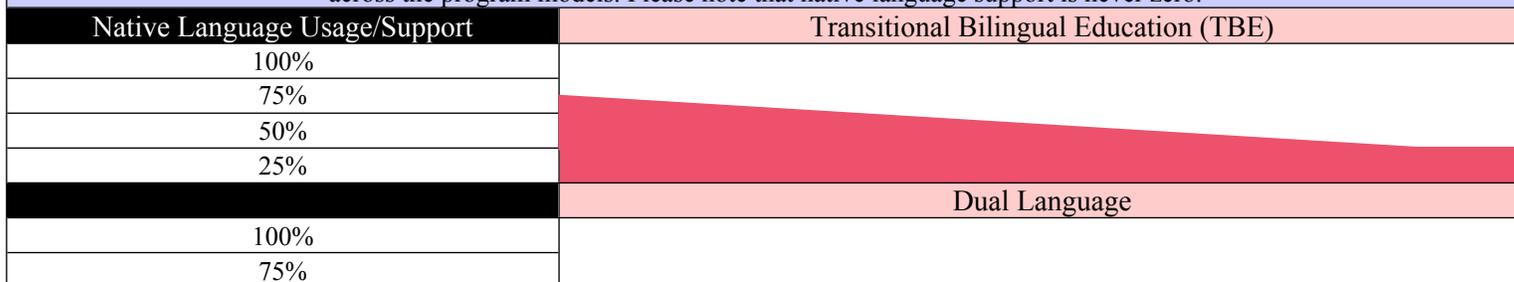
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

#### Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.

As a result of the interrogation of multiple data sources, we identify those students, including ELLs, who require targeted intervention. In conjunction with our RTI (Response to Intervention) program, we provide small group instruction, tailored to meet the specific individual needs of our students, in all content areas of deficiency. In some cases, students who are on one grade level, may benefit from skills and strategy instruction from a lower grade level. Skills, such as phonemic awareness, segmenting, chaining, blending, to name a few, are infused into daily RTI instruction, to ensure that these students will reach their grade level expectations within a reasonable amount of time. Fountas and Pinnell assessment data allows us to formulate additional, appropriate, differentiated literacy groups. This, in turn, allows for more individualized, guided instruction, tailored to the specific needs of the students, ensuring that they, too, reach their appropriate grade level expectation, within a reasonable amount of time. The same strategies are utilized, with regard to mathematics intervention. Student data allows for more individualized, guided instruction, tailored to the specific deficiencies of students. Small group intervention allows for greater differentiated instruction of the mathematical skills needed to bring the students up to their grade level, within a reasonable amount of time.

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

English Language Learners comprise 26% of our total school population, disseminated in every class. All teachers are aware that they are all responsible for tailoring instruction to meet the needs of these students. At the elementary level, we are using the Core Knowledge program to build both content and language development in all students. The program is divided into two strands; a listening and learning strand, and a skills strand. The skills strand predominantly deals with phonetics and the skills necessary for proper language development. The listening and learning strand deals with various genres, literary elements, as well as academic vocabulary. From an ESL standpoint, both the skills strand and the listening and learning strand provide students with the tools necessary to become proficient readers and writers. In grades three through eight, Expeditionary Learning focuses on deeper study of various genres, together with their intrinsic elements, skills, and literary strategies in order to meet the needs of all students, including ELLs, in both content and language development. For grades K through five, we are using Go Math, and for the upper grades, we are using Connected Math. Both of these programs are aligned to the CCLS and contribute to the content and language development of our ELLs. Our science and elementary classroom teachers implement a science curriculum that is aligned to the CCLS, and greatly contributes to ELL knowledge in both content and language development. All of the aforementioned programs come equipped with built-in ongoing periodic assessments, which monitor student performance and progress. Assessment data is continually monitored and reviewed for proper placement of students, in differentiated instructional groups.

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

For the 2013-2014 school year, we are implementing a variety of new instructional programs that are aligned to the Common Core Learning Standards. For English Language Arts, in the early childhood grades, we will be utilizing Core Knowledge. For grades three through eight, we are utilizing Expeditionary Learning. In addition, new math programs are being implemented at all grade levels. For grades K through five, we are using Go Math, and for the upper grades, we are using Connected Math. As the NYSESLAT exam will be adapted to meet the challenges of the CCLS, we will be purchasing and utilizing new NYSESLAT preparation materials from Attanasio and Associates Publishing. In addition, we are using a new online guided reading program, Raz Kids, to improve students' reading skills.

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

In a continued effort to implement a curriculum that is fully aligned to the Common Core Learning Standards, we are phasing out several programs that did not meet the rigor of these standards. These programs have been replaced with a more academically rigorous curriculum, as described in the previous question. The discontinued programs are: Treasures, Foundations, Voyager, Imagine It, Ramp Up, Reading Eggs, Math Connects and Everyday Math.

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

Our ELL students are fully integrated in the mainstream classes, and are afforded equal access to all school-wide programs. They receive supplemental services, which include an extended day program. These supplemental services are provided in small group settings utilizing specific ESL strategies, which address explicit deficiencies among students. A conscious effort was made, in programming and scheduling, to provide additional instructional support to ELL students at the beginning and intermediate level of English language proficiency, during the extended day program. A majority of these students are grouped with licensed ELL teachers.

Our school offers a wide array of extracurricular activities, which include dance, art, music and cooking. Our vibrant art program is taught by a seasoned teacher, and is available to both general and special education students. In addition, decadent cooking and life-skill classes are taught in our, state-of-the-art culinary kitchen. Our music program teaches students to use various instruments, including, but not limited to, the recorder, drums and guitar. We have an extensive music program for all students in grades K-2, involving the use of musical instruments, as well as extensive plays and songs, supporting our goal of language development. In addition to the aforementioned, our dance, art and music departments work in tandem to develop an extensive theatrical production, incorporating a major portion of the student body. All ELLs are fully represented in all programs offered in our school.

We are continuing to implement the Studio in a School program, which is offered to students in grades Pre-Kindergarten and Kindergarten. This exciting program offers students the opportunity to create exciting, hands-on art projects, with the assistance of professional artists. We are also continuing and expanding our Cook Shop program, which allows students to explore the foundations of nutrition and healthy eating. This is offered to all students in grades Pre-K through five. In addition, we are embarking on a partnership with the Brooklyn Botanical Garden for the 2013-2014 school year. Through this partnership, students in grade three will participate in an ongoing study of botany, using a hands-on approach.

We are currently implementing an after school program for English Language Learners in grades two through eight. All ELLs in these grades have been invited to take part in this program, through parent letter correspondence sent home. The program will focus on language and literacy development. In addition, we will be running a simultaneous program, in ELA and math, for students in grades three through eight, who fell into the lowest third, citywide, on the the New York State ELA and math exams.

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

We are using the following instructional materials for English Second Language (ESL) instruction:

- Core Knowledge
- Expeditionary Learning
- Go Math
- Math IXL
- Connected Math
- Raz Kids
- Pebble Go
- Getting Ready for the NYSESLAT, Attanasio and Associates
- Primary Sources, Teacher Created Materials
- More True Stories, Longman
- Oxford Picture Dictionary, Oxford University Press
- Word by Word Picture Dictionary, Longman
- Side by Side English, Longman

The Core Knowledge program is being introduced to students in grades K - 2. The program consists of two strands: the Listening and Learning Strand and the Skills Strands. The Listening and Learning Strand consists of listening activities, vast vocabulary extension, dramatic play, photos, and extensive literary prose in various genres. Each grade level focuses on multiple domains, which include an extensive variety of topical genres, fostering voluminous language development in the four modalities of listening, speaking, reading and writing. The second strand, the Skills Strand, focuses heavily on reading readiness strategies, including; phonemic awareness, letter, sound and word recognition. The program utilizes the paramount strategies of chaining, segmenting, and blending to foster literacy development.

The Expeditionary Learning program is being introduced to students in grades three through eight. The program focuses on various genres, providing extensive information on areas studied. Students learn "close reading" strategies, at all grade levels, including finding the gist, using context clues, citing evidence, making inferences, paying attention to vocabulary and being able to respond to text-dependent questions in the domains studied. The program exposes the students to higher-level thinking, which

will further assist in college and career readiness.

Our school uses technology at its highest form with the innovative use of SmartBoards, classroom computers and individual laptops to supplement classroom instruction in various content-areas. Most of our classrooms are equipped with state-of-the-art SmartBoards, enabling all students to be engaged, while interactively visualizing instruction.

We will continue to utilize the BrainPop website, which offers short, engaging cartoon clips that explain topics covering math, science, grammar, geography, history, and writing. The videos have accompanying activities to reinforce the skills and strategies introduced in the videos. Additionally, we will utilize BrainPop ESL, which provides short video clips, aimed at developing and enhancing language skills in English Language Learners.

Our school also utilizes the Achieve 3000 computer-based reading program. Students in grades two through eight participate in this research-based program, which provides high-interest, content-based articles, which are available in many different reading levels. The program has the ability to assess and monitor student progress and provides students with reading-level appropriate material. Articles are accompanied by reading comprehension questions, as well as math activities. Teachers can utilize the program to build units of study, as well.

We will continue to partner with the Cook Shop organization for this school year. This program, utilized with students in Pre-Kindergarten through grade five, teaches children where food comes from, how it is grown, and how it is produced. Our parents have been invited to participate in a parallel adult Cook Shop program, in which they utilize the same ingredients that their children are using in their classrooms. While the children prepare cold dishes with these ingredients, the adults prepare hot dishes in our kitchen classroom.

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

We utilize students' native language by pairing beginners with more advanced students who share a common native language. In addition, we use bilingual dictionaries, word-to-word glossaries, and audiotapes and CDs to foster native language use. Age and grade-appropriate Native Language Arts books that support the Core Curriculum are utilized, wherever possible. We also sponsor multicultural activities, food festivals, and performances to enhance knowledge of all cultures. We involve parents of various linguistic backgrounds in our many school activities, as well.

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

All students, including ELLs, are placed in grade and age-appropriate classes with their peers. Materials are age appropriate, and are used to build capacity and comprehension, appropriate to the grade level of the students. In addition to the resources mentioned above, we also use a variety of technology-based programs that are age and grade appropriate, including; Pebble Go, BrainPop Jr., BrainPop, BrainPop ESL, Achieve 3000, and Discovery Education.

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.

Continuing students, including newcomer ELLs, receive reading packets at the end of June. These packets contain a suggested list of grade-appropriate texts that students are encouraged to read over the summer, in preparation for the upcoming school year. While we make every effort to support our ELLs during the summer, new students typically enroll at the beginning of the school year. It is therefore difficult to assist newly enrolled ELLs before September. New ELLs who enroll throughout the school year are immediately placed in the appropriate classes, and are provided with the mandated services. In addition, all ELL students are required to participate in our extended day program, where they receive additional instructional support in the necessary modalities.

18. What language electives are offered to ELLs?

At present, we do not offer language electives at our school.

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)?

N/A

## C. Professional Development and Support for School Staff

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

1. The professional development plan for all school personnel, including teachers of ELLs, will focus on the 2013-2014 Citywide Instructional Expectations. Our school administration, in conjunction with our staff development team, will be providing Professional Academy staff development sessions, based on the eight citywide instructional focuses. These sessions will take place after school, as well as on selected Mondays, specifically delineated for staff development purposes. The topics to be addressed include, but are not limited to the following:

- Evidence in Argument
- Student-to-Student Discussion
- Collaborative Learning
- Productive Struggle
- Language Development
- Multiple Entry Points
- Using Assessing and Advancing Questions
- Connecting Learning to Experience

Additional Professional Development is provided by our Network ELL Support Liaison, on an ongoing basis.

2. All teachers, including those of ELLs, have received extensive training on the CCLS, over the course of the past few years. In a continuing effort to align instruction to the CCLS, our school is implementing a variety of new math and ELA programs. (Please see our response to question #11 in the previous section for specific programs.) All staff members involved in the implementation of these new programs, have attended multi-day professional development workshops, ensuring they are well-equipped with the skills and strategies necessary to implement the new programs. There will be continuous training sessions throughout the school year, in order to support the teaching staff in the successful implementation of new CCLS-aligned curriculum. All ELL personnel involved in the implementation of these programs attended these training sessions, as well, in an effort to support our ELLs to meet the challenges of the CCLS.

3. In an effort to ease the transition from elementary to middle school, students in grades five and six are nested in their individual classrooms, where their departmentalized content area teachers provide instruction. In addition, students in grade five are invited to an orientation, along with their parents, in which they receive information about various instructional and extracurricular programs that will be available to them as they transition from elementary to middle school. Our staff developer, in conjunction with our school guidance counselor periodically take our eighth grade students on field trips to local high schools, in order to prepare them for the high school experience.

4. All new teachers receive a minimum of 7.5 hours of ELL training, and new special education teachers receive 10 hours of ELL training. These trainings will be provided by the ESL staff, as well as by our network ELL compliance liaison, and will take place over the course of the school year. Topics to be addressed include, but are not limited to; the ELL identification process, LAB-R, NYSESLAT and ELL Periodic Assessments, language development strategies, scaffolding instruction for ELLs, building academic language and use of word ladders, and RTI instruction for ELLs, and unpacking the CCLS for ELLs. Attendance sheets are maintained for all participants and are kept in a file in the main office, for our records.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Parent involvement in our school, includes recruiting efforts to involve all parents, including those of our ELL students, as volunteers. We also include parents as participants in school decisions, governance, and advocacy through councils, leadership committees, organizations and workshops.

Parent orientation meetings for ELL students are held in the fall, and at intervals throughout the year as new children arrive. These meetings are designed to educate, inform and enlighten parents about the various programs offered to their children at our school. To this end, parents are shown informative videos in their appropriate home languages. In addition, a parent survey and program selection form letter is distributed in the appropriate languages, outlining the different programs available for ESL instruction. Parents are also provided with information regarding state standards, assessments, and school expectations.

Parent workshops are held periodically, throughout the school year, in order to keep parents informed of important information regarding new programs, curriculum, and the Common Core Learning Standards. To further encourage parent participation and involvement in their children's education, computer stations have been set up for parental use. Staff members are on hand to coach and explain how to access their children's test performance data. In addition, parent-teacher conferences are held twice a year, giving parents an opportunity to speak directly with their children's teachers and school administration. This affords them the ability to get involved in their child's education and stay abreast of important ongoing, as well as future events, involving their children.

2. We are continuing our partnership with the Cook Shop program for the 2013-2014 school year. This program, utilized with students in Pre-Kindergarten through grade five, teaches children where food comes from, how it is grown, and how it is produced. Our parents have been invited to participate in a parallel adult Cook Shop program, in which they utilize the same ingredients that their children are using in their classrooms. Parent participants receive recipes and food to prepare at home with their children.

3. We evaluate the needs of the parents by analyzing the results of the home language survey, and the Learning Environment Survey. Our School Leadership Team also involves parents by discussing important issues that have an impact on our school community. Our Parent Coordinator also surveys our parents to assess their needs.

4. Upon looking at the data, we determined that we have a significant ELL population. A large ELL population brings a significant number of non-English speaking parents. The need to support parents will be met through the following: conferences, PTA meetings, newsletters, School Leadership meetings, parent orientation meetings, individual parent teacher conferences, and frequent parent memos. We anticipate that these efforts will help parents become more productive in their everyday lives, more comfortable in their community interaction and more involved in their children's academic achievement.

## E. Additional Information

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

## Part VI: LAP Assurances

**School Name: The Anne Sullivan School**

**School DBN: 21K238**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Harla Musoff Weiss	Principal		11/15/13
Joann Acuna	Assistant Principal		11/15/13
Gwendolyn Wright	Parent Coordinator		11/15/13
Tricia Nakleh	ESL Teacher		11/15/13
	Parent		1/1/01
Yididah Nadel	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
Regina Pizza	Coach		11/15/13
Janet Halperin	Coach		11/15/13
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

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

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

DBN: 21K238 School Name: Anne Sullivan 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**

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

Based on the various home languages, gathered by the ESL teachers from the respective Home Language Survey Forms, we assess the written translation and oral interpretation needs of the parent population. To that end, we furnish most important documentation and school notification letters in the respective native languages, ensuring that all parents are provided with appropriate and timely information in a language they can understand. Staff members who are bilingual, aid in both oral and written interpretation and translation as needed.

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.

Based on our home language demographics and student population, we have determined our school's written translation and oral interpretation needs. There are currently more than 500 students enrolled in our school. A large percentage of our school community speaks a language other than English. More than half of our parent population is Spanish-speaking. The rest of the parents speak various languages, such as, but not limited to; Chinese, Russian, Urdu, Arabic, Bengali and Albanian. It is therefore necessary to disseminate information in the appropriate alternate languages. In addition, bilingual interpreters are always available to assist in oral translation when needed. Our school community is well-aware and greatly informed about the needs of our parent population, as well as the importance of utilizing bilingual interpreters, when necessary.

## Part B: Strategies and Activities

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

In order to adhere to Chancellor's Regulation A-663, we work to ensure that parents receive information in their preferred language. At the onset of the school year in September, and periodically throughout the school year, parent orientation meetings are conducted, replete with bilingual interpreters in the respective native languages of our school's parent population. Our in-house school staff and parent volunteers provide written translation and oral interpretation services. Our parent coordinator works diligently to ensure that parents are apprised of necessary information, as it relates to the students and the school community at large. Parents are invited to participate in the Parent Teacher Association and the School Leadership Team, and are encouraged to partake in various orientation meetings and workshops throughout the school year, on a multitude of topics. It is at these meetings and workshops, when parents receive additional information about their child's education, including the School Safety Plan. Interpreters are available at these meetings to ensure our LEP parents are afforded access to important information.

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

As indicated in Part A; staff members and parent volunteers who are bilingual, aid in oral interpretation of any important information which parents need to be made aware of. In addition, the parent coordinator is a strong advocate for parents, and works to ensure that parents are provided with any necessary oral interpretation services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

P.S. 238 is committed to ensuring that our parents have a meaningful opportunity to participate in and have access to programs and services critical to their child's education. As per the Chancellor's Regulation A-663, we provide translation and interpretation services that assist parents in communicating effectively with teachers, administrators, and other school personnel. School personnel are utilized when performing these translations and interpretations. Our staff includes speakers of all of the major home languages spoken within our school population. Parental notification letters are provided in students' home languages, as well as in English. Interpreters are always available throughout the school year, be it during school registration, parent-teacher meetings, parent-orientation meetings, or any other impromptu meetings that a parent may wish to have during the school day. These interpretations may take place both in-person and or over the phone, as we strive to ensure that all parents are well informed and empowered to make the necessary decisions regarding their children's education.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <u>P.S./I.S. 238</u>	DBN: <u>21K238</u>
Cluster Leader: <u>Jose Ruiz</u>	Network Leader: <u>Wendy Karp</u>
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 type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: <u>Supplemental Services During School</u>
Total # of ELLs to be served: <u>47</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input 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: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers:

## 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: For the 2012-2013 school year, we will be hiring a part-time, certified ESL teacher to provide supplemental support services to ELLs in grades three through eight, during the school day, three days per week. This teacher will work Per Diem for 64 instructional days and the service provided will be above and beyond the mandated ESL service. This teacher will provide push-in support to ELL classes in grades five through eight, assisting students in their development of effective reading strategies in the content areas. The primary focus of this additional support will be literacy development in the mathematics classroom. We will be purchasing supplemental materials to be used during these push-in periods. The materials, Curriculum Associates Ready NYS CCLS Math, provide rigorous instruction on the Common Core Learning Standards, using a proven-effective, gradual release approach that builds student confidence. The program works to prepare students for more complex assessment items with interim assessments and full length practice tests to ensure student success on the New York State Mathematics Assessment.

Our rationale for focusing on the content area of mathematics stems from the analysis of student performance and progress data from the 2012 New York State exams. The data reveals that less than half of our total student population performed at proficiency on the NYS Math exam, with an average student proficiency of 2.99. In addition, only 18.2% of our ELL population scored at or above proficiency on the exam. It is therefore necessary to provide additional support to our students to ensure increased progress and proficiency rates on the exam.

Additionally, the instructor will assist in the implementation of our Internet Café program during the lunch periods, for ELL students in grades three through eight. The Internet Café program helps students to develop research skills through the use of technology, in an effort to move our students towards college and career readiness. Students will learn fact-finding, note-taking and outlining skills, while honing their researching craft.

## Part C: Professional Development

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

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

Begin description here: For the 2012-2013 school year, we will be continuing our Professional Academy series. The program will be offered to staff members responsible for delivery of instruction and services to ELLs. The staff developer and coaches will provide the ongoing professional development sessions to vertical and horizontal teacher teams, for a minimum of two one-hour sessions that will meet after school, during the months of January, February and March. The focus of these sessions will be designing

### Part C: Professional Development

coherent instruction for ELLs, questioning and discussion techniques, and using assessment to inform ELL instruction. These informative sessions will assist teachers in building capacity to better equip our ELL population to meet the expectations of the Common Core Learning Standards.

For the 2012-2013 school year, we have purchased the PD 360 Professional Development program. This online-based program offers informational videos on a multitude of educational subjects, including many ELL-related topics. This online community of educators allows for collaboration and the sharing of valuable ideas and best practices. All school-based pedagogical staff will participate in this program on an ongoing basis throughout the school year during planning and inquiry sessions. Supervisory personnel will recommend videos to staff members, based upon informal and formal observations, in order to enhance teachers' professional practice. PD 360 allows educators to receive differentiated Professional Development, depending upon their particular areas of need, expertise and interest.

New teachers will meet the mandated 7.5 hours of ESL Professional Development through intensive PD sessions that will be provided by the ESL staff. There will be two- half day sessions, which will meet during the school day, during the month of December.

### 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:

For the 2012-2013 school year, we will be continuing our participation in the Cool Culture program. This program, which will be offered to all parents of ELLs, partners with over 90 of New York City's best-known cultural institutions to offer students and their families free access to museums, botanical gardens and zoos. This enriching program provides parents with the tools to steward the education of their children. Cool Culture directly engages families in the learning and language development process through experiential opportunities. The ESL Department will work in conjunction with our Parent Coordinator to ensure our ELL parent community is informed about this exciting opportunity.

In addition to Cool Culture, we will be offering informational workshops to our parent community on an ongoing basis throughout the school year. We are continuing our partnership with the Cornell University Cooperative, which provides parent workshops on health and nutrition. These workshops will be facilitated by Ms. l'Asia Allen from the Cornell University Cooperative, and will be held on Tuesday mornings from October though December. Additionally, we will be providing health workshops to parents, in conjunction with Health Plus American Groups Real Solutions. The facilitators vary from session to session. Workshops will be held monthly from December until June. Finally, we will be continuing our partnership with Cook Shop for Families, in conjunction with the Food Bank of New York City. These monthly sessions will focus on nutrition, and will be held From January though June. They will be facilitated by our Parent Coordinator, Gwendolyn Wright.

**Part E: Budget**

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

Allocation Amount: \$16884

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