Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: P.S. 255 BARBARA REING SCHOOL

DBN (*i.e. 01M001*): 22K255

Principal: KELLY L. MCCANN

Principal Email: KMCCANN5@SCHOOLS.NYC.GOV

Superintendent: DR. RHONDA D. FARKAS

Network Leader: JULIA BOVE

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
Kelly L. McCann	*Principal or Designee	
Diane Gibbons	*UFT Chapter Leader or Designee	
Joan Louie	*PA/PTA President or Designated Co-President	
Jennifer Bennett	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Cara Prager	Member/ Elected UFT	
Danielle Eldin	Member/ Elected UFT	
Agnes Shapiro	Member/ Elected UFT	
Cindy Victor	Member/ Elected UFT Para	
Tea Koshadze	Member/ Elected Parent	
Nevila Ymeri	Member/ Elected Parent	
Sarah Miller	Member/ Elected Parent	
Ilke Aydin	Member/ Elected Parent	
Raquel Bueono Garcia	Member/ Elected Parent	
Ruba Rubah	Member/ Elected Parent	
	Member/	
	Member/	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

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

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 75% of students in grade 1 will improve by .5 as measured by the NYC ELA Performance Assessment.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
• The 2013 NYS ELA item analysis reveals that students struggle to use textual evidence to write responses on extended response questions requiring details from multiple texts. • Baseline data collected from on-demand writing pieces, demonstrates that students need additional support responding to text-dependent questions. • The Citywide Instructional Expectations prioritize instructional shifts that require students to ground reading, writing, and discussion in evidence from the text. • GE Foundation school visit evaluation of our implementation of the Common Core

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. All teachers in grades K and 1 will implement a minimum of 2 Common Core aligned tasks with embedded opportunities to assess student progress in meeting grade specific standards in ELA by June 2014. 2. We will support teachers in grades K-5 in using effective instructional strategies to facilitate a variety of lessons that support Common Core Curriculum through professional development opportunities. 3. Create a shared expectation for student performance by developing Common Core aligned rubrics for assessing grade specific ELA standards.
B. Key personnel and other resources used to implement each strategy/activity
1. K and 1 classroom teachers will use Common Core aligned tasks created by grade level teams 2. Instructional Coach, Vertical Planning Team, Professional Development Team and ELA Ambassadors will work during common planning time to create school-wide strategies to turn-key to all teachers 3. Administration, Instructional Coach, Vertical Planning Team, Professional Development Team and ELA Ambassadors will establish norms for grading procedures. Teachers will participate in creating vertically aligned rubrics.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Schedule shared planning time for teacher teams to provide peer-to-peer support as teacher implement instruction aligned to the Common Core Learning Standards. Analyze results of performance tasks 2. Utilize the Framework for teaching to identify and replicate highly effective teaching practices and utilize the data collected from the needs analysis survey and personal professional goals to plan professional development. 3. Encourage teachers to play an active role in their professional growth by accommodating requests to participate in external professional development. Develop leadership capacity among staff by utilizing teacher leaders to provide professional development and support.
D. Timeline for implementation and completion including start and end dates
1. Collect baseline data by October 2013 and reassess student performance in February 2014 and May 2014. 2. Beginning in September 2013 teachers will receive ongoing professional development on academic language and Common Core Learning Standard Shifts 3. Beginning October 2013 teachers will receive ongoing professional development on Data Driven Instruction. A scoring team will be assembled and teachers will utilize NYC created rubrics.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Common planning time for teachers to develop units of instruction that, align with instructional outcomes of performance tasks built into the school day. 2. Professional Development Team: Identify instructional areas of need and target professional development to support instruction and professional development time integrated throughout daily schedules to support teachers. Outside staff development, including but not limited to, Generation Ready and teachps255.com: On-line resource library to support teachers with instructional needs. ELA Ambassadors: Professional support given by CFN 602 in the area of ELA. Attending teachers are responsible for turn-keying the presented information to teachers. Team will meet at common preparation times throughout the school day.

3. Vertical Team Meetings: Ensure alignment of instructional targets across all grade levels. Meetings occur during school hours. Neverware: Technology upgrade to provide teachers and students with support when implementing technology into planning, projects and activities.

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).

Regularly scheduled SLT, Annual Title 1 Parent Meeting, PA allow for parents to play and active role in the school community
Curriculum Conferences and Parent Teacher Conferences will provide opportunities for teachers and parents to collaborate and meet the needs of individual students
Parent Workshops and meetings on ARIS, Common Core Learning Standards, Grades 3-5 ELA test prep will enable parents to become familiar with expectations for their children.

Budget and Resource Alignment

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

x	**Tax Levy**	**x**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**

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

Parent involvement, After School Programs, Common Core Learning Standards aligned programs and tasks, Historical Society, Professional Development
Reading Street, Fountas and Pinnell ipads, Raz Kids technology Website subscription, Brain Pop technology subscription

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, 75% of all students in grade 3 will improve by .5 as measured by the NYC Math Performance Assessment.

Comprehensive Needs Assessment

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

- Baseline data collected and results of the fall Common Core- aligned performance task show that students are having difficulty applying mathematical concepts to solve problems requiring multiple steps and/or explain mathematical reasoning.
- The Citywide Instructional Expectations prioritize constructing viable arguments and modeling with mathematics to solve complex problems across all grade levels
- GE Foundation school visit evaluation of our implementation of the Common Core

Instructional Strategies/Activities

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

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

1. All teachers in grades K-5 will implement a Common Core aligned task after each unit of study with embedded opportunities to assess student progress in meeting grade specific standards in Mathematics by June 2014.
2. Support teachers in grades K-5 in using effective instructional strategies to facilitate a variety of lessons that support Common Core Curriculum through Professional Development opportunities
3. Create a shared expectation for student performance by developing Common Core aligned rubrics for assessing grade specific Mathematic Standards.

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

1. Grade 3 classroom teachers will use Common Core aligned tasks created by grade level teams
2. Instructional Coach, Vertical Planning Team, Professional Development Team and Math Ambassadors will work during common planning time to create school-wide strategies to turn-key to all teachers
3. Administration, Instructional Coach, Vertical Planning Team, Professional Development Team and Math Ambassadors will establish norms for grading procedures. Teachers will participate in creating vertically aligned rubrics.

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

1. Schedule shared planning time for teacher teams to provide peer-to-peer support as teacher implement instruction aligned to the Common Core Learning Standards. Analyze results of performance tasks

2. Utilize the Framework for teaching to identify and replicate highly effective teaching practices and utilize the data collected from the needs analysis survey and personal professional goals to plan professional development.
3. Encourage teachers to play an active role in their professional growth by accommodating requests to participate in external professional development. Develop leadership capacity among staff by utilizing teacher leaders to provide professional development and support.

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

1. Collect baseline data by October 2013 and reassess student performance in February 2014 and May 2014.
2. Beginning in September 2013 teachers will receive ongoing professional development on academic language and Common Core Learning Standard Shifts
3. Beginning October 2013 teachers will receive ongoing professional development on Data Driven Instruction. A scoring team will be assembled and teachers will utilize NYC created rubrics.

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

1. Common planning time for teachers to develop units of instruction that align with instructional outcomes of performance tasks that is built into the school day.
2. Professional Development Team: Identify instructional areas of need and target professional development to support instruction and professional development time integrated throughout daily schedules to support teachers. Meetings occur during the school day. Outside staff development, including but not limited to, Generation Ready and teachps255.com: On-line resource library to support teachers with instructional needs. Math Ambassadors: Professional support given by CFN 602 in the area of Math. Attending teachers are responsible for turn-keying the presented information to teachers.
3. Vertical Team Meetings: Ensure alignment of instructional targets across all grade levels. Meetings occur during the school day. Neverware: Technology upgrade to provide teachers and students with support when implementing technology into planning, projects and activities

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).

Regularly scheduled SLT, Annual Title 1 Parent Meeting, PA allow for parents to play and active role in the school community
Curriculum Conferences and Parent Teacher Conferences will provide opportunities for teachers and parents to collaborate and meet the needs of individual students
Parent Workshops and meetings on ARIS, Common Core Learning Standards, Grades 3-5 Math test prep will enable parents to become familiar with expectations for their children.

Budget and Resource Alignment

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

x	**Tax Levy**	**x**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**

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

After School Programs, Math AIS Teacher, Touch Point Math for K, 1, and MR Students, Common Core aligned Envisions Math

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, 75% of students in grade 5 will improve one performance level in the area of providing evidence in argument when expressing a point of view as measured by the NYC ELA Performance Assessment.

Comprehensive Needs Assessment

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

- Beginning of year benchmark assessment and MOSL selection indicated a need for improvements in providing evidence in argument.
- Text complexity as reflected in the Common Core Learning Standards.
- Evidence gathered in administrative and Network walkthroughs identified evidence in argument as an area in need of improvement.
- Trends in student performance show that the majority of students need work on providing evidence in argument when expressing a point of view

Instructional Strategies/Activities

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

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

1. All teachers in grades K-5 will implement Common Core aligned tasks with embedded opportunities to assess student progress in meeting grade specific standards in ELA by June 2014.
2. Support teachers in grades K-5 in using effective instructional strategies to facilitate a variety of lessons that support Common Core Curriculum through Professional Development opportunities.
3. Create a shared expectation for student performance by developing Common Core aligned rubrics for assessing grade specific ELA Standards.
4. Utilize Webb's Depth of Knowledge to ensure rigorous and high order thinking questions are used to challenge students' thinking.

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

1. Grade 3 classroom teachers will use Common Core aligned tasks created by grade level teams
2. Instructional Coach, Vertical Planning Team, Professional Development Team and Math Ambassadors will work during common planning time to create school-wide strategies to turn-key to all teachers
3. Administration, Instructional Coach, Vertical Planning Team, Professional Development Team and Math Ambassadors will establish norms for grading procedures. Teachers will participate in creating vertically aligned rubrics.
4. All teachers will engage in Professional Development to increase questioning skills

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

1. Schedule shared planning time for teacher teams to provide peer-to-peer support as teacher implement instruction aligned to the Common Core Learning Standards. Analyze results of performance tasks
2. Utilize the Framework for teaching to identify and replicate highly effective teaching practices and utilize the data collected from the needs analysis survey and personal professional goals to plan professional development.
3. Encourage teachers to play an active role in their professional growth by accommodating requests to participate in external professional development. Develop leadership capacity among staff by utilizing teacher leaders to provide professional development and support.
4. Utilize the Framework for teaching to identify use of effective critical thinking questioning.

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

1. Collect baseline data by October 2013 and reassess student performance in February 2014 and May 2014.
2. Beginning in September 2013 teachers will receive ongoing professional development on academic language and Common Core Learning Standard Shifts
3. Beginning October 2013 teachers will receive ongoing professional development on Data Driven Instruction. A scoring team will be assembled and teachers will utilize NYC created rubrics.
4. Beginning October 2013 teachers will begin receiving feedback on improving their questioning techniques. The will receive ongoing professional development to support their needs.

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

1. Common planning time for teachers to develop units of instruction that, align with instructional outcomes of performance tasks. Meetings occur during school hours.
2. Professional Development Team: Identify instructional areas of need and target professional development to support instruction and professional development time integrated throughout daily schedules to support teachers. Meetings occur during school hours. Outside staff development, including but not limited to, Generation Ready and teachps255.com: On-line resource library to support teachers with instructional needs. Professional support given by CFN 602 in the area of ELA. Attending teachers are responsible for turn-keying the presented information to teachers.
3. Vertical Team Meetings: Ensure alignment of instructional targets across all grade levels. Meetings occur during school hours. Neverware: Technology upgrade to provide teachers and students with support when implementing technology into planning, projects and activities
4. Professional Development Team: Identify areas of need and target professional development to support questioning and classroom discussion and professional development time integrated throughout daily schedules to support teachers.

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).

Regularly scheduled SLT, Annual Title 1 Parent Meeting, PA allow for parents to play and active role in the school community
Curriculum Conferences and Parent Teacher Conferences will provide opportunities for teachers and parents to collaborate and meet the needs of individual students
Parent Workshops and meetings on ARIS, Common Core Learning Standards, Grades 3-5 test prep will enable parents to become familiar with expectations for their children.

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Parent Involvement, Afterschool Programs, Common Core Learning Standards aligned program and performance assessments.											

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	Comprehension, Fluency, critical thinking, test taking skills, providing evidence in argument when expressing points of view	Small group and one-to-one	During the school day and after school
Mathematics	Solving word problems, multi-step problems, explanation of thinking, justification of answers	Small group and one-to-one	During the school day and after school
Science	Performance- conducting experiments Hypothesis- conclusion	Small group work	After school hours
Social Studies	Integrated in ELA instruction	Small group and one-to-one	During the school day
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Crisis intervention counseling	Small group and one-to-one	During the school day

Title I Information Page (TIP)

For Schools Receiving Title I Funding

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
In order to attract highly qualified teachers, student teachers and student observers are welcomed and trained in our school. To retain our highly qualified teachers we provide ongoing professional development, both in house as well as out. Various opportunities to turnkey and engage in inter-visitation with coach, and in order to expand teacher's capacity and meet their individual needs. In order to nurture highly qualified teachers time will be allotted for collaboration in an effort to foster a professional learning community. Teacher teams are created by grade, subject and subgroup.

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).
Professional Development Team: Identify instructional areas of need and target professional development to support instruction Professional development time integrated throughout daily schedules to support teachers Outside staff development, including but not limited to, Generation Ready Ps255teachers.weebly.com: On-line resource library to support teachers with instructional needs 95% of teachers: Professional support given by CFN 602 in the area of Math and ELA. Attending teachers are responsible for turn-keying the presented information to teachers. Vertical Team Meetings: Ensure alignment of instructional targets across all grade levels Neverware: Technology upgrade to provide teachers and students with support when implementing technology into planning, projects Professional Development offered by the office that writes the Citywide Instructional Expectations. Created an Instructional Coach position to ensure that we are providing a rigorous education aligned to the Common Core.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Allocated funds will be used to provide materials for students to ensure they receive access to resources needed to move their education forward without interruption of learning. Identified students will be monitored and supported on an ongoing basis.

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.).
1.Pre-K teachers attend PD sessions addressing Common Core Learning Standards and Shifts in ELA and Math. 2.Pre-K grade leaders attend vertical team meeting. 3. Pre-K teachers engage in curriculum planning to ensure skills and strategies required in Kindergarten are scaffolded properly.

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.
Vertical Team, Inquiry Team, and Professional Development Team are included in all decision making for assessments. PD Team creates a PD plan focusing on Data Driven Instruction to ensure teachers are utilizing assessment data to target student needs.

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).

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

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

Part I: School ELL Profile

A. School Information ⓘ

District 22	Borough Brooklyn	School Number 255
School Name Barbara Reing School		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Kelly McCann	Assistant Principal Susan Ehrlich and Iris Nikas
Coach Ana Mandelbaum	Coach type here
ESL Teacher Donna Jacobs, Naira Vaganyan	Guidance Counselor type here
Teacher/Subject Area Philip Konig	Parent type here
Teacher/Subject Area type here	Parent Coordinator Beth Rocco
Related Service Provider type here	Other Dolores Watford, Test. Coord.
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	875	Total number of ELLs	139	ELLs as share of total student population (%)	15.89%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	4	2	2	2	4	4								18
SELECT ONE														0
Total	4	2	2	2	4	4	0	0	0	0	0	0	0	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	139	**Newcomers (ELLs receiving service 0-3 years)**	132	**ELL Students with Disabilities**	20
SIFE	0	**ELLs receiving service 4-6 years**	7	**Long-Term (completed 6+ years)**	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ⓘ

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	132	0	14	7	0	6	0	0	0	139
Total	**132**	**0**	**14**	**7**	**0**	**6**	**0**	**0**	**0**	139
Number of ELLs who have an alternate placement paraprofessional: 10										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2	1	1	3	1								9
Chinese	4		1	3		1								9
Russian	7	8	11	6	4	4								40
Bengali														0
Urdu		4	1		4	4								13
Arabic	1	4			2	2								9
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	1				1									2
Other	15	10	12	7	7	6								57
TOTAL	**29**	**28**	**26**	**17**	**21**	**18**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**139**

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)	24	12	8	11	8	5								68

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	4	6	3	7	4								**25**
Advanced (A)	4	12	12	3	6	9								**46**
Total	**29**	**28**	**26**	**17**	**21**	**18**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**139**

NYSESLAT Modality Analysis														
Modality Aggregate	**Proficiency Level**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Listening /Speaking	**B**													
	I													
	A													
	P													
Reading/ Writing	**B**													
	I													
	A													
	P													

NYS ELA					
Grade	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Total**
3	10	4	2	0	16
4	12	11	1	0	24
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		**Level 2**		**Level 3**		**Level 4**		**Total**
Grade	English	NL	English	NL	English	NL	English	NL	
3	7		12		4		0		23
4	5		7		9		6		27
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)	0								0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		0		10		16		27
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

   Our school uses a variety of tools to assess the early literacy skills of our ELLs. These include using data from the LAB-R, NYSESLAT, and Fountas and Pinnell. Fountas and Pinnel scores provide teachers with a student's independent reading and instructional levels. These are used to differentiate instruction and provide on-level texts for each student. Students are tested three times a year and their data is collected by administration. Students can be tested even more frequently if a teacher feels that it is necessary.

   The ELL's in our school fall into a wide range of literacy levels, as follows:

   In Kindergarten - zero to D

   In 1st Grade- A to G

   In 2nd Grade- A to I

   In 3rd Grade- A to N

   In 4th Grade- A to O

   In 5th Grade- A to S

   We also use teacher-generated assessments which are aligned with the Common Core Standards. This data also assists teachers with student group placement. It provides an understanding of individual students' needs, their levels of proficiency, and their strengths and weaknesses. This data also assists in generating our school's instructional plan by identifying at-risk students early and providing scaffolding and support which address students' needs. This includes flexible grouping, AIS instruction, RtI intervention, and extra curricular programs which help anchor classroom instruction.

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

   The data patterns across proficiency levels reveal that students first become proficient in Listening and Speaking while Reading and Writing are acquired at a later and slower rate. Students in the early years, Kindergarten, First, Second, become proficient quickly in Listening and Speaking. Proficiency in Reading and Writing corresponds to age and grade levels. In the upper grades, Third, Fourth, Fifth, proficiency is determined by prior educational experience and the level of literacy in the native language.

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)

   Recognizing patterns across NYSESLAT modalities helps our school drive instruction through the intervention of leveled readers, ESL texts, and ESL teaching strategies, such as the use of realia in the classroom, that address our students' needs. The AMAO tool is used to identify and target possible at-risk ELL students. This data enables teachers to develop an instructional plan, early on, that provides increased scaffolding to help augment the targeted students' English language proficiency .

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. The NYSESLAT is used at the end of the school year to measure adequate progress in English language acquisition. The only way to exit the ESL program is by showing proficiency in all four modalities on the NYSESLAT.

The following is the NYSESLAT 2013 Analysis by grade:

In Kindergarten: 24 Beginners, 1 Intermediate, 4 Advanced

In First Grade: 8 Beginners, 4 Intermediates, 12 Advanced

In Second Grade: 8 Beginners, 6 Intermediates, 12 Advanced

In Third Grade: 11 Beginners, 3 Intermediates, 3 Advanced

In Fourth Grade: 8 Beginner, 7 Intermediates, 6 Advanced

In Fifth Grade: 5 Beginners, 4 Intermediates, 9 Advanced

Data shows that students in lower grades have greater numbers entering at a beginning level with fewer students scoring at an intermediate or advanced level. As the grade levels increase, students acquire greater proficiency. Thus, numbers of students at a beginning level decrease, consisting mostly of newcomers. Data shows that, beginning in the third grade, students struggle more with gaining proficiency in Reading and Writing. Data patterns show that most ELL students have learned to decode by second grade but are

unable to achieve proficiency due to lack of vocabulary. Teachers working with ELL students emphasize academic vocabulary in addition to test taking skills. Instructional decisions incorporate the use of non-fictional materials as well as culturally significant literature to increase vocabulary and background knowledge. Instruction addressing the multiple intelligences by use of audio, tactile and visual aids is also implemented.

The following is an analysis of the NYS ELA results of our ELL students:

In Fourth Grade: 10- level 1, 4- level 2, 2 - level 3, 0 – level 4

In Fifth Grade: 12 – level 1, 11 – level 2, 1 – level 3, 0 – level 4

Data shows that most ELLs still require additional support services from the ESL program. Most of the students scored on levels 1 and 2. Developing Reading and Writing skills will be our on-going focus.

The following are the results of the NYS Math test:

In Fourth Grade: 7 – level 1, 12- level 2, 4 – level 3, 0 - level 4

In Fifth Grade: 5 – level 1, 7 – level 2, 9 – level 3, 6 – level 4

While mastering computation skills, ELLs struggle to extract the appropriate information needed to solve word problems. Teachers focus on building ELLs' math vocabulary and connecting math with other content areas.

The following are the results of the NYS Science test:

In Fourth Grade: 1 – level 1, 0 – level 2, 10 – level 3, 16 – level 4

Science is a hands-on study. As such, the majority of the ELLs who took the Science Test last year scored on levels 3 and 4. Teachers will continue to develop science vocabulary and critical thinking skills using this ESL "hands-on" methodology.

All tests are given in the English language. However, the ELLs are permitted to use bilingual word-to-word dictionaries except for ELA and NYSESLAT. Oral and written translations in the ELL's native languages are provided to ensure an accurate measurement of students' knowledge in core subjects. This includes Math, Science, and Social Studies tests. ELLs provided with these translations are more confident and fare better on state tests. Data also shows that ELLs who attended school in their native countries and are literate in their native language faired better on tests given in that language than on tests given in English.

b. Our school selected to participate in giving Periodic Assessments to our ELLs in grades 3-5. Periodic Assessments are given twice a year, in the fall and in the spring. Our school uses the results of the ELL Periodic Assessments to predict student outcomes, analyze trends, and drive rigorous instruction. Trends are identified and discussed in teacher teams, both horizontally (on the same grade level) and vertically (across the grades). Classroom instruction and small group instruction are modified to address areas of concern. ESL teachers provide Professional Developments to classroom teachers who require additional scaffolding techniques to enhance their teaching skills.

c. From the results of the Periodic Assessments, the school is learning that ELLs in the upper grades require varied instructional strategies in reading comprehension and grammar. New ELLs are encouraged to express themselves in their native language, orally and in written form, in order to increase their participation in literary activities. This augments their self-esteem and validates them as contributing members of the academic community.

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*.)

Students are selected from a list of those who did not achieve proficiency on the ELA. Our school then implements one-on-one and small group instruction to reach these at-risk students. In addition to collaboration with the classroom teacher, frequent assessments, aligned with the Common Core Standards, are administered to guide instruction for ELLs and ensure that the students' needs are being met. These results determine if the student needs additional support or can transition back to the core group. As emphasis is placed on vocabulary development, culturally appropriate texts are incorporated into instruction whenever possible in order to inspire and accelerate students' acquisition of necessary literary skills. ELL students are discussed bi weekly at Inquiry Team meetings. Data is obtained from classroom teachers on current levels of understanding and progress. This data is compiled from classroom tests, frequent formative assessments, teacher observation and classroom work. Data is analyzed for common trends and a language plan focused on language and literacy is then formed and implemented. Students are provided with small group instruction by the classroom teacher and/or out of classroom service providers. Frequent check-ins are performed to monitor progress by the teacher and ELL teacher and then reported back to the Inquiry team. If more support is needed then Tier 2 strategies are implemented.

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

To make sure that a child's second language development is considered in instructional decisions, the ESL classroom library includes dual language texts, stories from various cultures from around the world, bilingual dictionaries, websites, translations, glossaries These ttexts are available for use by mainstream teachers. During instructional time, new students especially, are paired according to their native languages to facilitate communication and encourage writing.

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.).

The success of our program for ELLs is evaluated in a variety of ways. Foremost are the results of the NYSESLAT exam and the number of students exiting the program. This is in addition to the number of ELLs moving from one proficiency level to the next. Next, are the results of state exams, such as the ELA, Math, and Science, as well as Periodic Assessments. Then there are the results from individual teacher generated assessments including informal tasks such as oral and written reports and class projects. These evaluations determine areas of weakness and help teachers tailor teaching methods and strategies to meet the needs of our students. Complying with a task, making progress in all four modalities, and finally scoring proficient on the NYSESLAT are all indicators of the success of our program.

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.)

1. When a new student with a possible language other than English is admitted to school, the secretary calls a licensed, trained ESL teacher and a translator, if necessary, to conduct an informal oral interview with the student and the parent. An HLIS is administered by the ESL teacher. This initial identification of the ELL/LEP student, along with LAB-R testing, is completed within 10 days of enrollment. The Spanish LAB is administered to those students whose HLIS indicates that Spanish is the primary language used in the home. The results are used to measure the student's performance in Spanish as well as to determine language dominance. The test is administered by Donna Jacobs, a Spanish proficient licensed ESL teacher. LAB-R testing is administered by fully licensed ESL pedagogues Donna Jacobs and Naira Vaganyan. The Spanish LAB is administered by ESL pedagogue, Donna Jacobs. The NYSESLAT is used at the end of the school year to measure a student's progress. Data is collected from test results to drive instructional practices.

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.

2. Newly admitted ELLs are tested within the first ten days of their arrival and their parents are invited to attend an orientation session where they become informed, in English and their native languages, of the different programs offered (Transitional Bilingual, Dual Language, Freestanding ESL). ESL teachers, Donna Jacobs and Naira Vaganyan, along with the parent coordinator, Beth Rocco, provide all necessary information to ensure that parents understand all three program choices. Bilingual personnel are especially provided for this session to ensure that parents unsderstand all three program choices. Time is allocated for parents to ask questions and express any concerns they might have. The parent coordinator at our school works together with the ESL teachers and provides families with assistance in placement. Notices, video presentations, booklets, and parent surveys are given in the home languages of parents and students. A phone call is made to each individual parent who was unable to attend the orientation and the options are explained over the phone in their native language or arrangements are made for a one-on-one meeting. The Parent Choice form and Parent Survey are then distibuted for the parent to complete. Forms are collected before the twentieth day of admittance and the Parent Choice information is entered into our data system.

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].)

3. Entitlement, Non-Entitlement, Non-Entitlement/Transition, and Continued Entitlement letters are completed by the ESL teachers and hand delivered to each individual student. The letters are returned to the classroom teachers who give them back to the ESL teachers for review and placement. The letters are copied and the original is placed in eachi student's CUM. Lists of students who received letters are kept and maintained on file in the ESL office. If a Parent Choice form or Parent Survey is not returned, the ESL teacher or the classroom teacher meets with the parent before or after school to ensure that the letter is received and that the parent understands the importance of making their independent choice and having on file their evaluation of the orientation. As soon as all forms are returned, parent choices are entered on the ELPC portion of the ATS to ensure parental equity in deciding which programs would best suit their child's needs.

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.

4. To date, we have not had sufficient requests to open a bilingual classroom i.e. fifteen students on a grade or two consecutives grades. As such, students who do not reach a proficient level on the LAB-R, are placed in a push in or pull out program which follows the parental choice majority. In addition to utilizing the DOE translation services, we have in-house translators due to the diversity of our staff. Our school ensures that parental communication is made available in our students' home languages.

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.

To ensure that all sections of the New York State English as a Second Language Acievement Test (NYSESLAT) are administered to all ELLs each year, parents of ELL students are continually informed of the testing dates beginning with the first parent orientation meeting. Accurate lists of NYSESLAT eligible students are continually generated and updated throughout the year and especially during the testing period. If a student should become ill or injured during the testing period, alternate arrangements are immediately implemented to accommodate the student's needs. If a student is absent for one or more LAT subtest, the test is administered with a corresponding group upon the student's return. If this is not possible, the subtest is administered individually. There is also and LAT make-up test period during which an absentee can be tested. The testing coordinator works with ESL teachers to ensure compliance.

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.

6. The results of the parents' surveys for the last few years have shown that the Freestanding ESL model has been the preferred program that our parents select. Less than 5% of parents select a transitional or bilingual program for their children. In addition to the forms, a check list is maintained by the ESL teachers with students' names, forms completed, and dates when they were returned to ensure school compliance in regard to our parents' requests, should numbers for a transitional or bilingual program increase. As of November 2013, all parents of newly identified English Language Learners requested a free-standing ESL program as their first choice. The program models offered at our school are fully aligned with our parents' requests based on the data collected from the parent surveys. The parents who selected the transitional or bilingual model were given the names of the schools within New York City who offered these programs. These choices are kept on a special file and will be monitored so that a transitional or bilingual class could be opened should the number of requests warrant such an action.

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. Our ELL students receive freestanding ESL and all ELLs are taught by licensed, certified ESL teachers. ESL-entitled students (including special education students identified as ELLs) are served in the push-in/pull-out models. In the push-in model, the ESL teacher works with ELLs in collaboration with regular classroom teachers to provide language acquisition and scaffolding. In the pull-out model, the ELLs spend the majority of their day in all-English content instruction but are brought together from various classes for English language acquisition-focused instruction given by an ESL certified teacher. All students participating in the above models receive instruction based on their LAB-R or NYSESLAT scores.

b. Our ELL students are given instruction in heterogeneous groups by grade.

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. Currently, out of 139 ELLs, 68 are at the beginning level, 25 are intermediate and 46 are advanced. As per CR Part 154 mandates, Advanced ELLs receive instruction four periods a week (180 minutes) of ESL instruction, and Beginners and Intermediate ELLs receive instruction eight times per week (360 minutes) of ESL instruction. As per CR Part 154 mandates, Advanced ELLs receive one unit (180 minutes) of English Language Arts (ELA) instruction. Mainstream content teachers, as well as ESL teachers, use ESL methodologies during instruction to provide a learning classroom environment in which LEP/ELL students can effectively acquire academic content knowledge. ESL teachers incorporating the push-in/pull-out model plan carefully with general education teachers to ensure curricular alignment. Both programs use ESL methodologies and follow the Common Core Standards. Students on each of these levels are taught listening, speaking, reading and writing. Because individual students vary on each level, teachers cover all modalities but according to the group, may emphasize or spend additional time on a specific modality where one group may need some extra support. Certain patterns have been noticed in proficiency levels in the four modalities of the language acquisition. The beginners tend to require extra assistance in speaking. Intermediate students need help in reading comprehension. Writing is the focal point for advanced students.

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.

3. The methods of instruction used by teachers include sheltered approach, scaffolding, modeling, TPR (Total Physical Response), the Natural Approach, the Holistic Experience Approach - instructional models are developed to meet the academic needs of ESL students in content areas and assist ELLs in acquiring grade-appropriate language skills necessary for academic success and in meeting the demands of the Common Core Learning Standards. Flexible grouping enables students with different proficiency levels to utilize their skills to the best of their abilities. While providing push-in/pull-out services, collaboration between ESL and classroom teachers continues, as well as extensive staff development for all teachers on strategies for teaching ELLs. This supports the learning process and is very beneficial for the academic improvement of ELLs. All classrooms in the school have a print-rich environment that helps to improve academic language development. All ESL and content-based materials are on appropriate levels for ELLs. The purchase of hands-on manipulatives for beginning ELLs is ongoing and up-to-date. All newcomers are being provided with additional listening materials to help acclimate and provide survival skills in their first years in the country. Our school is providing intervention services in literacy (reading and writing), extra support in small group instruction during the school day, individualized instruction during the extended day, in addition to the mandated ESL instruction, to help our ELLs make adequate progress in their learning. Instruction is differentiated according to students' needs as well as ELL subgroups. ELL groups are initially formed by using data from the NYSESLAT and the LAB-R. The instruction is further differentiated based on data from Fountas and Pinnell, and other formal assessments, in addition to teacher observations and student portfolios.

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

4. ELLs with Spanish as their native language are appropriately evaluated using the Spanish LAB test. Students with languages other than Spanish are not evaluated in their native languages, outside of the initial interview, since we currently only use

Freestanding English as a Second Language program.

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

5. Throughout the year, ELLs are appropriately evaluated in all four modalities of English language acquisition using formal and teacher generated tools and materials. Assessment in Speaking and Listening includes but is not limited to evaluation of how students engage in a range of discussions, builing on each other ideas, evaluation of how students ask and answer questions about information from a speaker, as well as their reports on a topic or text or how they recount an experience or give an oral presentation. Assessment in Reading includes but is not limited to how students use context clues to determine the meaning of words and phrases, how they compare and contrast themes, settings, and plots, and how they ask and answer questions to demonstrate their understanding of a texts. Assessment in Writing includes but is not limited to evaluation of how students write opinion pieces on topics or texts, supporting a point of view and on how students develop their writing by planning, revising, and editing, as well as ongoing self-editing of a benchmark writing piece. Students' progress is regularly recorded and the data is used to drive instruction.

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. Currently, there are no SIFE students in our school. In the event there will be such a student, an instructional plan will be designed for this student based on the scoring data to differentiate instruction. It will be based on the student's levels and needs. Should this student have special needs, a full time bilingual paraprofessional would be assigned to assist the student. Our goal will be to meet both the academic and socio-emotional needs of our SIFE students.

b. Our plan for ELLs in US schools for less than 3 years is first to acclimate them to their new surroundings and emphasize survival skills. This includes everyday language and conversational skills. Our instructional plan includes familiarizing students with the letters and sound system of English and building vocabulary and academic skills.

c. Our plan for ELLs in US schools for 4-6 years is to increase literacy, specifically in the areas of reading and writing. We increase their exposure to classical literature, a wide variety of genres, and authors. ELLs are being taught to make connections between content-based instruction and current global events. Afterschool Math, Reading, Science, and NYSESLAT Test Prep programs are designed primarily to meet the needs of ELLs who require additional support. Teachers increase levels of text complexity across grade levels to ensure that students are prepared to become college and career ready.

d. Currently, there are no long-term ELL students in our school, however, if in the future we receive long-term ELLs, we will use data to specifically target each student's weakness in order to drive our instruction to increase the student's literacy to grade level or above.

e. ESL professionals are always in collaboration with the classroom teacher to provide extra support materials and instructional techniques to assist former ELLs in remaining on course towards achieving English language excellence. Former ELLs are provided with test accommodations including time extensions, separate locations and /or small group administration, bilingual glossaries and dictionaries, simultaneous use of English and other available language editions, oral translations, and other appropriate support. In addition, ESL teachers conduct monthly professional development sessions where classroom teachers can have concerns regarding former ELLs addressed.

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?

7. Bilingual paraprofessionals are assigned to ELL-SWDs whose IEP mandates bilingual instruction. Our school ensures that all students, including SWDs identified as ELL students, receive the appropriate state mandated allotment of instructional time in the English language. Students' records are continuously updated and maintained. Teachers of ELL-SWDs use a variety of instuctional strategies and grade level materials that provide both access to academic areas and accelerate English language development. These include differentiated instruction, scaffolding, pre-teaching, using Total Physical Response, making fiction/non-fiction connections, developing test vocabulary, as well as higher order thinking skills. Teachers also use realia that addresses the multiple intelligences and ensures that ELL-SWDs continue to develop their academic strengths.

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?

8. Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of our ELL-SWDs within the least restrictive environment. The criteria used the ELL-SWDs in ICT classes include recommendations on the IEP, Teacher

evaluations, and School Assessment Team reviews. Teachers incorporate recommendations and mandates on the ELL-SWDs' IEPs into daily instruction. Interventions include but are not limited to: AIS, Counseling, Related Services, Parent Conferences to Develop an Action Plan, Collaboration with Community Agencies, SETTS, Targeted Instruction, One to One Bilingual Paraprofessionals, School Assessment Team, Inquiry Team, Differentiated Instruction, Student Assessment Analysis, After School Programs for ELL-SWDs, Extended Day, Title I Push-In/Pull-Out Programs for ELA and Math, AIIP Reading Intervention, RtI, Donors Choose Program, New York Historical Society Program, Ballroom Dancing, Creative Movement, Education in Dance, trips to various cultural institutions, neighborhood walks, and others.

Courses Taught in Languages Other than English

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

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

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

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

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

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

	Beginning	Intermediate	Advanced

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

   9. In compliance with the State mandated content area testing schedule, ELL students take the following state tests: Math (3rd, 4th, and 5th graders), and Science (4th graders). ELLs who have been in the system for more than one year are mandated to take the NYS ELA test (grades 3, 4, and 5). Since the majority of our ELL students are newcomers with less than three years of services, the majority of them scored at levels 1 and 2. Our school continues to provide all necessary support to all our ELL students so that all of them will score on level 3 or higher.

   We continuously implement intensive after-school academic intervention programs for ELLs in grades 3-5 concentrating on math, reading, science, and test-taking strategies. The programs are designed to help ELLs who are required to take citywide and state content area tests. Our after-school programs run from October through May. The materials we use are SRA Reading Laboratories, Smart Boards, Math Expressions (by Houghton Mifflin), Think-Alongs (reading comprehension books by Steck-Vaughn), ESL Series (by Scott Foresman), Cornerstone (by Pearson Longman), Getting Ready for the NYSESLAT (training for upcoming NYSESLAT test by Attanasio and Associates, Inc.), as well as LeapPad Learning System (by LeapFrog Enterprises, Inc.), various educational computer programs, etc. A vast supply of materials and programs is available to our students in the school library.

   The LEP students, including students identified with special needs, who have not met the Common Core Standards in reading, writing, listening and speaking are provided with intervention services at the school level including but not limited to AIS, Parent Conferences to Develop an Action Plan, Targeted Instruction, School Assessment Team, Differentiated Instruction, Inquiry Team, Student Assessment Analysis, Title III After School Programs for ELLs, Extended Day, Title I Push-In/Pull-Out Programs for ELA and Math, AIIP Reading Intervention, Books on Tapes, Author Visits, Read-Alouds, Grammar & Writing Program by Scott Foresman, Making Meaning by Developmental Studies Center, and others.

   We use native language dictionaries and bilingual personnell to support the native language connection. Within each ESL group, teachers have students research each other's countries and write paragraphs describing what they found most interesting. Students also bring in artifacts and food from their native countries to share with each other. International fairs, feasts, and trips are organized throughout the year, including an annual Pow Wow and an International Thanksgiving Feast schoolwide.

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

    10. The greatest marker of the success of our program is revealed in the number of ELLs exiting the program via the NYSESLAT exam and in the number moving from one level to the next in language acquisition. Our rate of students achieving proficiency for Spring 2013 was 31.7%

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

    ELL Parent Workshops will be incorporated with our school's Parent Association meetings to increase attendance. Teacher professional development meetings for teachers of ELLs has been increased to monthly sessions.

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

    12. Currently, our Creative Arts afterschool program has been discontinued due to budget cuts. Also the Studio in a School Program completed its contract and has been discontinued.

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

    13. Parents of ELL students are informed of up-coming school programs and updated on their start. All our ELLs are afforded equal access to all school programs. Translations and interpretations are offered for all notices sent home with our students.

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

    14. Instructional materials, including technology, are used to support ELLs. Our school uses curricular, instructional, and scheduling flexibility to meet the needs of our ELLs. These materials include but are not limited to: content area texts, vast variety of reading resources, educational computer programs, classroom libraries, dual language texts, bilingual dictionaries and glossaries, etc.

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

    15. Native language support is delivered to ELLs in our Freestanding ESL program through the use of dual language texts, bilingual dictionaries and glossaries, as well as pairing with other students with the same native language. Ten bilingual paras are currently assisting our ELL-SWDs. Our multilingual staff members assist students and their parents with translation services and

DOE Translation and Interpretation Unit staff is regularly used on an as needed basis. Translators are provided for all content based state test.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
    16. All required service support and resources correspond to ELL's ages and grade levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
    17. Our school assists newly enrolled ELL students before the beginning of the school year by offering Title III Summer School Program to those in need. Students learn math and reading as well as acclimate to the American culture by participating in class trips all around the New York City, including trips to city museums and other areas of interest. For new ELLs who enroll throughout the school year, extended day groups are formed to address the challenges they face.
18. What language electives are offered to ELLs?
    18. Currently, language electives are not offered to ELLs in 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. Professional development is an important key to the success of our academic program. To address this need our school offers a comprehensive PD schedule in ESL methodology for all teachers. All ESL teachers, as well as mainstream teachers with ELLs, will participate in monthly staff development activities, grade conferences and faculty meetings designed to improve their delivery of instruction.

2. Certified ESL teachers will conduct a minimum of 71/2 hours (general education) of state-mandated ESL staff development or 10 hours (special education) ESL training for faculty. Emphasis is placed on giving teachers of ELLs support as they engage their students in reaching the Common Core Learning Standards. ESL materials and recourses are provided to those classroom teachers who have ELLs.

The PD sessions will cover but are not limited to the following list of topics:

* Using Data to Drive Instruction - October, 2013
* Keeping ELLs in Mind - November, 2013
* Teaching Reading and Writing using ESL Methodologies - December, 2013
* Using Classroom Glossaries and Dictionaries - January, 2014
* Differentiating Instruction for ELLs - February, 2014
* Scaffolding Language and Learning - March, 2014
* Content Area Instruction and Assessment for ELLs - April, 2014
* Sharing Best Practices - May, 2014

3. Our school provides a PD to the fifth grade teachers in making sure that their students, especially the ELLs, understand the different types of routines and environments they will be exposed to in the middle school as compared to elementary school. The fifth grade teachers understand that the students need to be taught the vocabulary they may encounter in the middle school, as well as necessary life skills. At the PD the teachers are provided with suggestions and recommendations on how to assist ELLs as they transition from elementary to middle school. Assistance is also given to fifth grade teachers in completing middle school applications. The school guidance counselor, the parent coordinator, and ESL teachers help the teachers ensure that the parents understand the application process and their options.

4. These sessions will be held during the first school period which has been reserved for school-wide professional development. Additional sessions will be held at various times in accordance with teachers' schedules. Agendas and attendance records are kept on file with the school's staff developers, as well as with the ESL teachers. These are maintained as evidence of meeting the requirements. During our Professional Development sessions, trends are identified and discussed in teacher teams, both horizontally (on the same grade level) and vertically (across the grades) which provides our staff with the support needed to assist ELLs as they transition from one school level to another. Teachers are provided with a form to identify student weaknesses and to share best practices which will foment student improvement. Our school secretaries receive professional development on in-service days. Our school parent coordinator attends ELL professional development provided by the Department of Education throughout the year.

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. Our parent coordinator, in collaboration with ESL teachers, stress the importance of parent involvement and provide all available resources on how parents can help their children achieve both academic success and improve language proficiency in English. It is also important that parents understand the mandates regarding instruction, testing and materials that affect our ELL population. Parents receive information about on-line homework resources, homework help line "Dial-A-Teacher" available in many languages, as well as assistance at our local library. P.S.255 strives hard to include all parents in school activities. We strongly encourage parents of ELLs to assist the school community as Searning Leaders. Having a reassuring hand to help a newcomer in their native language to adjust to their new surrounding is an asset beyond value. Our school currently has 12 bilingual learning leaders speaking Russian, Spanish, Georgian, Turkish, and Urdu. Our school also conducts hands-on parent workshops such as Science, Math, and Holiday Crafts Noght, where parents can network with each other, make new friends, and enjoy a learning experience with their children. Other services provided to ELL parents include translations and interpretations at all Parent Association meetings and workshops by parents and staff members.

2. Our school partners with other Community Based Organizations such as FDNY, Historical Society, Sea, Air, and Space Museum, Pencil Pals, and other. Our parent coordinator ensures that our ELL parents receive timely notifications about free ESL classes given at libraries and other schools in the district. Learning Leader workshops, where materials and translations are available in other languages, are provided to volunteer parents who wish to assist ELL students in our school.

3. During the parent orientation meeting, parent workshops, and parent association meetings, we stress the fact that our parent coordinator, Beth Rocco, is available to act as school liason to address any concerns parents may have. Our parent coordinator also ensures that New York City Department of Education brochures addressing parental rights, as well as special education, are available to parents. Translation and/or interpretation of all school correspondence is also made available. Our Parent Coordinator strives to make our ELL parents feel comfortable in coming to her for assistance in navigating the New York City public school system.

4. An annual survey is sent to all parents in our school to determine areas of concern. A series of ESL content area workshops, specifically designed for parents of ELLs, are conducted to better inform them about content area curricula and the exams their children must take. Workshops also focus on educating the parents about school policies, as well as school "survival skills".

2013-2014 Parent Workshop Schedule:

Topic	Date	Time	P/D provider
School Survival Skills: Strategies for Navigating School Structures.	10/16/13	8:30 - 9:45	2 ESL teachers and the parent coordinator
Reading and Literacy Connection: Strategies for success on the NYSESLAT and ELA tests.	11/20/13	8:30 – 9:45	2 ESL teachers and the parent coordinator
Math: Using manipulatives/concrete examples to solve word problems.	1/15/14	8:30 – 9:45	2 ESL teachers, and the parent coordinator
Arts and Writing: Ideas for enhancing artistic abilities in children.	2/26/14	8:30 – 9:45	2 ESL teachers, and the parent coordinator
Test Prep: What to expect and how parents can support student success on tests.	3/19/14	8:30 – 9:45	2 ESL teachers, and the parent coordinator

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: P.S. 255		School DBN: 22K255	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kelly McCann	Principal		1/28/14
Susan Ehrlich Iris Nikas	Assistant Principal		1/28/14
Beth Rocco	Parent Coordinator		1/28/14
Donna Jacobs Naira Vaganyan	ESL Teacher		1/28/14
	Parent		
Philip Konig	Teacher/Subject Area		1/28/14
	Teacher/Subject Area		
Ana Manderlbaum	Coach		1/28/14
	Coach		
	Guidance Counselor		
	Network Leader		
Dolores Watford	Other Test. Coordinator		1/28/14
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 22K255 **School Name:** P.S.255 Barbara Reing School

Cluster: Jose Ruiz **Network:** Julia Bove

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

Part A: Needs Assessment Findings

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

According to the information provided on the HLISs, ATS reports, and parental surveys, the primary language spoken by the parent of each student enrolled in the school is determined by school personnel at the time of admission.
There are 139 ELLs at PS 255 with 15 different home languages. Data shows that out of the total number of ELLs, 40 speak Russian, 25 - Uzbek, 15 - Chinese, 13 - Urdu, 10 - Georgian, 9 - Arabic, 9 - Spanish, 8 - Tadzhik, 5 - Ukrainian, 2 - Albanian, 1 - Latvian, 1 - Bulgarian, and 1- Armenian.
Using this data, the school provides appropriate and timely language assistance to all non-English speaking parents in their native language. This helps parents to effectively communicate with teachers, guidance counselors, school nurse, parent coordinator, and other school staff regarding critical information about their children's education. In addition, our school posts notices in many languages to inform parents of the availability of translation services if 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.

ELL pedagogues review students' Home Language Identification Surveys, the ATS data, as well as information from the initial interviews with the ELL parents to determine our school's written translation and oral interpretation needs. Currently, our ELLs and their parents speak over 15 different languages. Increasingly, our school is receiving students and parents of less common languages, specifically Georgian, Tadzhik , and Uzbek. Our non-English speaking parents require translation and/or interpretation of all school communication in order to best ensure their children's academic success.
Current information of the primary home language is maintained and updated in the ATS and on the students' emergency cards. School staff is aware of the languages of our ELLs and all services available to effectively communicate school information with our families. Providing translations and making parents aware that translations for school notices are available has helped fascilitate communication

between home and school.

Part B: Strategies and Activities

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

P.S. 255 provides written translations of all forms available from the NYC DOE. These include but are not limited to translated versions of Home Language Identification Forms, The ELL Parent Brochures, Parent Surveys, Program Selection Forms, and Parent Notification Forms. ELL pedagogues, in conjunction with the Parent Coordinator, ensure timely provision of translated documents to parents by determining, at time of admission, their linguistic needs. Our multi-cultural/multi-lingual staff are able to provide written and oral assistance in over 15 languages in Russian, Spanish, Greek, Cantonese, Mandarin, Croatian, Creole, Turkish, Albanian, Arabic, Ukrainian, Italian, Urdu, Bengali, Hindi, Armenian, Hebrew, and Lithuanian. Parents may also bring their own interpreter, if they so choose. Communication forms sent home have a special notification alerting parents to the availability of translation services. Our school currently has 12 bilingual learning leaders speaking Russian, Spanish, Georgian, Turkish, and Urdu, who assist in providing translation services. Staff members also regularly use the DOE over-the-phone interpretation services.

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.

Our school's 12 bilingual learning leaders, speaking Russian, Spanish, Georgian, Turkish, and Urdu, also assist in providing interpretation services to our non-English speaking parents. Multi-lingual staff members, our bilingual learning leaders, as well as our parent volunteers are readily available to assist during formal and informal parent interviews, parent-teacher conferences, parent association meetings, and informal parent-teacher meetings. These resouces are also available for oral translations of non-essential written communications from the school. Staff members also regularly use the DOE over-the-phone interpretation services if an in-house translator is not available.

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 255 is responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at: http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Responsiblities.htm.
Our school has posted, in a conspicuous location at the primary entrance to our school, a sign in each of the most prominent covered languages, indicating the availability of interpretation services.
Our school's safety plan contains procedures for ensuring that parents in need of language services are not prevented from reaching the school's administrative offices solely due to language barriers.
P.S.255 follows the procedures outlined on the DOE's Translation and Interpretation Unit website in order to meet the translation and interpretation requirements set forth in regulation A-663.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S.255 Barbara Reing School	DBN: 22K255
This school is (check one): ☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☒After school ☐Saturday academy ☐Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ☒K ☒1 ☒2 ☐3 ☒4 ☒5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 8 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 5

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: Title III Supplement Program Funding Funding by Title III helps provide intensive small group ESL/content area instructional programs, on-going professional development for teachers and programs that promote strong parental involvement. In order to focus on specific needs of our significant ELL population, Title III funding supplement afterschool program have been designed for ELLs in grades K-5. It is supported by CR PART 154 with supplementary services to the new ELLs and at risk ELLs. The program will consist of the after school academic intervention in Math, Reading, ESL, and test-taking strategies. The program is also designed to help ELLs who are required to take city-wide and state tests. Parents are notified about this program by letters in English. Translations are available in parents' home languages. Our school ensures that our ELL students reach their maximum potential in English language acquisition. Currently, out of 131 ELLs, 46 are at the beginning level, 37 are intermediate and 48 are advanced. As per CR Part 154 mandates, Advanced ELLs receive instruction four periods a week (180 minutes) of ESL instruction, and Beginners and Intermediate ELLs receive instruction eight times per week (360 minutes) of ESL instruction. Students on each of these levels are taught listening, speaking, reading and writing. Because individual students vary on each level, teachers cover all modalities but dependent on the group may emphasize or spend additional time on a specific modality where one group may need some extra help. Certain patterns have been noticed in proficiency levels in the four modalities of the language acquisition. The beginners tend to require extra assistance in speaking. Intermediate students need help in reading comprehension. Writing seems to be the focal point for advanced students. The classes will be taught in English with support for the students' native language provided by bilingual dictionaries, books, and online resources. The classes will be conducted by ESL pedagogues and licensed teachers using ESL methodology. The methods of instruction used by teachers include sheltered approach, scaffolding, modeling, TPR (Total Physical Response), the Natural Approach, the Holistic Experience Approach - instructional models developed to meet the academic needs of ESL students in content areas and assist ELLs in acquiring grade-appropriate language skills necessary for academic success. The following materials will be used to support ELLs during the after-school academic programs: • Cornerstone, reading series by Pearson Longman - AIIP Reading Grade 3; • Common Core ELA State Standards by Perfection Learning;

Part B: Direct Instruction Supplemental Program Information

- Getting Ready for the NYSESLAT, test prep books by Attanasio & Associates, Inc. –

  NYSESLAT Test Prep Grades K-5;

- Bilingual Dictionaries by Hippocrene Books, Inc. – to be used by students during all after- school programs as needed;

- ELL K-5 Classroom Library - to be used by students during all after-school programs as needed;

- Write Source Textbooks by Great Source Education Group (Houghton-Mifflin) - AIIP Reading Grades 3, 4, and 5;

- Reading Strategies and Math Advantage New York by Kaplan - AIIP Reading Grades 3, 4, and 5

Part C: Professional Development

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

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

Begin description here: Professional development is an important key to the success of our academic program. To address this need our school offers a comprehensive PD schedule in ESL methodology for all teachers. All ESL teachers will participate in monthly staff development activities, grade conferences and faculty meetings designed to improve their delivery of instruction.

Our school provides PD to the fifth grade teachers in making sure that their students, especially the ELLs, understand the different types of routines and environments they will be exposed to in the middle school as compared to elementary school. The fifth grade teachers understand that the students need to be taught the vocabulary they may encounter in the middle school, as well as necessary life skills. At the PD the teachers are provided with suggestions and recommendations on how to assist ELLs as they transition from elementary to middle school. Assistance is also given to fifth grade teachers in completing middle school applications. The school guidance counselor, the parent coordinator, and ESL teachers help the teachers ensure that the parents understand the application process and their options.Certified ESL teachers will conduct 7 ½ hours (general education) of state-mandated ESL staff development (10 hours special education) ESL training for faculty.

ESL materials and recourses are provided to those classroom teachers who have ELLs.

The PD sessions will cover but are not limited to the following list of topics:

- Teaching Reading and Writing using ESL Methodologies – December 5, 2012

Part C: Professional Development

- Using Classroom Glossaries and Dictionaries – December 20, 2012
- Differentiating Instruction for ELLs – January 3, 2013
- Scaffolding Language and Learning – January 17, 2013
- Content Area Instruction and Assessment for ELLs – February 7, 2013

These sessions will be held during the first school period which has been reserved for school-wide professional development. Additional sessions will be held at various times in accordance with teachers' schedules. Agendas and attendance records are kept on file with the school's staff developers, as well as with the ESL teachers. These are maintained as evidence of meeting the requirements. During our Professional Development sessions, trends are identified and discussed in teacher teams, both horizontally (on the same grade level) and vertically (across the grades) which provides our staff with the support needed to assist ELLs as they transition from one school level to another. Teachers are provided with a form to identify student weaknesses and to share best practices which will foment student improvement. Our School Secretaries receive Professional Development on Election Day. Our school Parent Coordinator attends an ELL Professional Development that is provided by the Department of Education on an annual basis. Teachers attend in house PDs as well as PDs conducted by the DOE.

Part D: Parental Engagement Activities

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

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

Begin description here: Our parent coordinator, in collaboration with ESL teachers, stress the importance of parent involvement and provide all available resources on how parents can help their children achieve both academic success and improve language proficiency in English. It is also important that parents understand the mandates regarding instruction, testing and materials that affect our ELL population. Parents receive information about on-line homework resources, homework help line "Dial-A-Teacher" available in many languages, as well as assistance at our local library. Other services provided to ELL parents include translations and interpretations at all Parent Association meetings and workshops by parents and staff members.

Our school partners with other Community Based Organizations. Our parent coordinator ensures that our ELL parents receive timely notifications about free ESL classes given at libraries and other schools in the district. Learning Leader workshops, where materials and translations are available in other languages, are provided to volunteer parents who wish to assist ELL students in our school.

An annual survey is sent to all parents in our school to determine areas of concern. A series of ESL content area workshops, specifically designed for parents of ELLs, are conducted to better inform them about content area curricula and the exams their children must take. Workshops also focus on educating

Part D: Parental Engagement Activities

the parents about school policies, as well as school "survival skills".

2012-2013 Parent Workshop Schedule:

Topic	Date	Time	P/D provider
School survival skills:Strategies for Navigating School Structures.	10/28/12	8:30 - 9:45	2 ESL teachers and parent coordinator
Reading and Literacy Connection: Strategies for success on the NYSESLAT and ELA tests.	11/21/12	8:30 – 9:45	2 ESL teachers and the parent coordinator
Math: Using manipulatives/concrete examples to solve word problems.	1/23/13	8:30 – 9:45	2 ESL teachers, and the parent coordinator
Arts and Writing: Ideas for enhancing artistic abilities in children.	2/27/13	8:30 – 9:45	2 ESL teachers, and the parent coordinator
Test Prep: What to expect and how parents can support student success on tests.	3/20/13	8:30 – 9:45	2 ESL teachers and the parent coordinator

Our parent coordinator also ensures that New York City Department of Education brochures addressing parental rights, as well as other resources, are available to parents. Translation and/or interpretation of all school correspondence is also made available. Our Parent Coordinator strives to make our ELL parents feel comfortable in coming to her for assistance in navigating the New York City public school system.

Part E: Budget

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

Allocation Amount: $

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		