



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

School Name: **P.S. 257 - MAGNET SCHOOL OF THE**  
**PERFORMING ARTS**

DBN (i.e. 01M001): **14257**

Principal: **BRIAN LEAVY DeVALE**

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

Superintendent: **ALICJA WINNICKI**

Network Leader: **CYNTHIA FELIX**

**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
Brian Leavy De Vale	*Principal or Designee	
Lisa Berman	*UFT Chapter Leader or Designee	
Silvia Lopez	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Elizabeth Santiago	Member/ SLT Chairperson/Teacher	
Joanne Stafford	Member/ Teacher	
Melvin Martinez	Member/ Assistant	
Ivonne Rivera	Member/ Parent	
Jessica Soto	Member/ Parent	
James McCoy	Member/ Parent	
Monica Tejada	Member/ Parent	
	Member/	

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

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

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

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

***By June 2014, 60% of students in grades 3 – 5 will read and comprehend grade-specific informational/expository texts, including history/social studies and science, proficiently as measured by our teacher made checklists and unit-customized rubrics reflective of the Common Core State Standards.***

### 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.

According to our school's academic needs, rigorous reading instruction is planned for and delivered daily to our upper grade students during the regular instructional school day for 45 minutes. Using a Balanced Literacy model, teachers will incorporate Guided Reading, Shared Reading, Independent Reading, Conferencing, Read Aloud and Book Clubs to push stamina, comprehension and fluency. Additionally, third grade classroom teachers will utilize the McGraw Hill Reading Wonders Program through whole-group instruction to supplement the reading workshop. Using Macmillan/McGraw-Hill Reading Wonders Program "Leveled Readers", an intervention model has been provided for students who are currently below the academic standards for Literacy implemented by the state. Using this program, the skills focused on are Decoding, Fluency, and Comprehension.

### 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

***During pull-out sessions, the Special Education Teacher Support Services (S.E.T.S.S.) provider will deliver small group instruction utilizing a combination of "Wonder Works" intervention program, Wilson Language, the research-based S.R.A. Reading Laboratory Program, and other multisensory instructional strategies.***

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

1. Classroom Teachers, SETSS teacher, and Related Service Providers

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

1. Rubrics, Progress Checklists, Student Goal Setting Sheets, Fountas & Pinnell Running Records, formative assessments, Wilson Language Foundations Program and SRA Reading Laboratory embedded assessments.

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

1. September 2013 – June 2014

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

1. ***Classroom teachers will provide all students in need of remediation will be serviced through the Mandated Morning Tutorial Program. This program runs for 37.5 minutes three times per week from Monday through Wednesday (from 8:53 a.m. – 9:30 ½ p.m)***

### 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).

Presentations at PTA Meeting  
Ongoing Parent Workshops

### Budget and Resource Alignment

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

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

The Federal, State, and city program, for which our school presently receives allocations, are as follows: Tax Levy (TL), Title I, IDEA /IEP, AIS, Title III, Universal Pre-K, Contracts for Excellence, United States Department of Education Magnet Grant and school wide fundraisers. These allocations are utilized to fund during and after school programs. These programs provide instruction, academic intervention, and enrichment for our students. Funds are used to pay staff salaries, instructional supplies and/or equipment for our students. These allocations are used to provide professional development, Pre-K, teacher inquiry teams, Leadership Team, Parent Coordinator, and most importantly provide instructional materials and equipment for our students. The coordination and integration of our city, state, and federal resources ensure effective

realignment of these resources to improve instruction and student learning in line with the CCSS.

## **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, a minimum of 55% of our English Language Learners in grades K-5 will improve their vocabulary skills, as evidenced by an increase of at least one level on the New York State English as a Second Language Achievement Test (NYSESLAT) to be administered in April through May.***

### **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.

***This need was generated to improve vocabulary skills in grades K-5 with a noticeable improvement on both standardized tests (Gr. 3-5) and assessments (K-2) in alignment to CCSS.***

### **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. Rigorous, daily literacy instruction will be planned for and delivered in all monolingual and bilingual classrooms.
2. As a pull-out model, the English As a Second Language (ESL) liaison will provide 1-2 mandated instructional periods during the school day using the McMillan McGraw-Hill Treasure Chest Program for English Language Learners and Continental's New York ELLs for the 2014 NYSESLAT Achievement Test through small-group instruction (i.e. guided reading, strategy lessons, individual conferencing). Based on the Student Individualized Education Plan (I.E.P.) goals, the Special Education Teacher Support Services (S.E.T.S.S.) provider will target instruction to meet the students' specific academic needs.
3. Students in all grades that fall into this target group will be invited to attend English As a Second Language (ESL) afterschool program. This program will be held two times per week for 1.5 hours. In addition to grade-specific groups, there will also be a separate group servicing Newcomer Students (S.I.F.E.) and students with an Individualized Education Plan (I.E.P.).

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

1. Classroom Teachers, ESL teacher, SETSS teacher, and Related Service Providers
2. Classroom Teachers, ESL teacher
3. ESL Classroom Teachers

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

1. In class assessments will be used to assess student progress in monolingual and bilingual classrooms.
2. McMillan McGraw-Hill Treasure Chest Programs for English Language Learners embedded assessments and Continental's New York ELLs for the 2014 NYSESLAT preparation material will be used to evaluate student progress.
3. Administrators will meet with teachers to ensure that progress is being made and that resources are appropriate.

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

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

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

1. No additional programmatic details or resources needed.

- No additional programmatic details or resources needed
- All students in need of remediation will be serviced through the Mandated Morning Tutorial Program. This program runs for 37.5 minutes three times per week (8:53 a.m. – 9:30 ½ a.m.).

**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).

- Presentations at PTA Meeting
- Ongoing Parent Workshops

**Budget and Resource Alignment**

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

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

As a Title I SWP school conceptual consolidation allows us to combine federal and local funds (FSF/Tax Levy, Title I, Title IIA, Title III to support teacher per-session, the purchase of instructional materials and professional materials.

**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, a minimum of 30% of our students in grades K-5 will increase their sophistication in all aspects of language use, from vocabulary and grammar to the development and organization of ideas, as measured by standardized formative assessments (teacher made assessments) and unit-customized writing rubrics reflective of the Common Core State Standards.***

**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.

***This need was generated in order to increase our school's standardized testing scores and other school assessments based on the CCSS. Speaking, Listening, and Writing performance skills were also considered as a needs assessment.***

**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**

- Rigorous writing and word study instruction is planned for and delivered daily to our early childhood students during the regular instructional school day for one hour and 15 minutes. This includes Modeled Writing, Shared Writing and Independent Writing. Additionally, classroom teachers will utilize the McGraw-Hill Reading Wonders Program and the Benchmark Writer's Workshop Program and through whole-group instruction to supplement the writing workshop. Using Macmillan/McGraw-Hill Reading Triumphs Program for Grades K - 2, an intervention model has been provided for students who are currently below the academic standards for Literacy implemented by the state. Using this program, the skills focused on are Decoding, Fluency, and Comprehension.
- During the regular instructional school day, the Benchmark Writer's Workshop writing units of study will be utilized as the heart of our teachers' instruction. Through the writing workshop, and small group instruction (i.e. targeted strategy lessons, conferencing), teachers will model the use of writing mechanics according to the standards for their particular grade. In addition, during the regular school day, the S.E.T.S.S. teacher will provide additional writing instruction via small group instruction and individualized assistance.
- All students in need of remediation will be serviced through the Mandated Morning Tutorial Program. This program runs for 37.5 minutes three times per week from

Monday through Wednesday from (8:53 a.m. – 9:30 ½ a.m.).

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

- 1. Classroom Teachers, SETSS teacher, and Related Service Providers
- 2. Classroom Teachers, SETSS teacher, and Related Service Providers
- 3. Classroom Teachers, SETSS teacher, and Related Service Providers

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

- 1. Formative assessments, conference logs, Progress Checklist, Peer/Self Assessments, Teacher Created Assessments, Unit Specific Rubrics
- 2. Formative assessments, conference logs, Progress Checklist, Peer/Self Assessments, Teacher Created Assessments, Unit Specific Rubrics
- 3. Formative assessments, conference logs, Progress Checklist, Peer/Self Assessments, Teacher Created Assessments, Unit Specific Rubrics

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

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

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

- 1. Macmillan/McGraw-Hill Reading Triumphs program,
- 2. No additional resources or programmatic details needed
- 3. No additional resources or programmatic details needed

**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).

- Presentations at PTA Meeting
- Ongoing Parent Workshops

**Budget and Resource Alignment**

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

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

As a Title I SWP school conceptual consolidation allows us to combine federal and local funds (FSF/Tax Levy, Title I, Title IIA, Title III to support teacher per-session, the purchase of instructional materials and professional materials

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

***By June 2014, a minimum of 1% of students in grades 4 and 5 will improve their reading comprehension skills by moving from a Level 3 to a Level 4 as measured by the 3 – 8 New York State English Language Arts 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.

***This need was generated to improve our students' benchmark levels to grade level or above during independent reading time with a focus on comprehension. Although, our students are using successful decoding strategies, there is a need to improve reading comprehension in order to raise reading levels based on the CCSS.***

**Instructional Strategies/Activities**

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

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

*A. During the regular instructional school day, the McGraw-Hill Reading Wonders Program will be utilized as the heart of our teachers' literacy instruction. Through the Balanced Literacy components of the reading workshop, read aloud, and small group instruction (i.e. targeted strategy lessons) teachers will model how readers think critically about the texts they are reading. Teachers will weave test preparation strategies throughout the curriculum and daily instruction. A specific test preparation unit will be studied prior to the Standardized Test dates in order to provide our students with specific strategic-based test-taking skills. In addition, during the regular school day, the S.E.T.S.S. teacher will provide additional instruction via small group instruction in consultation with the classroom teachers.*

*B. All students in need of remediation will be serviced through the Mandated Morning Tutorial Program. This program runs for 37.5 minutes three times per week from Monday through Wednesday from (8:53 a.m. – 9:30 ½ a.m.).*

*C. Each student will be given a Raz-Kids account. This program will be used both at home and during the school day. This program is designed to improve both fluency and comprehension utilizing personalized electronic libraries. The program works on a point system and encourages our level 3 students to increase their reading level.*

*D. The Young Leaders Program is tailored to meet the needs of our academically advanced third, fourth and fifth grade students. The program meets one time a week for 2 hours. This program ensures that top performers, such as high level 3 students, are given the tools and skills necessary to elevate their reading comprehension through Book Clubs and Literacy Circles.*

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

1. Classroom Teachers, SETSS teacher, and Related Service Providers
2. Classroom Teachers, SETSS teacher, and Related Service Providers
3. Classroom Teachers, SETSS teacher, and Related Service Providers
4. Classroom Teachers, SETSS teacher, and Related Service Providers

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

1. Grades 3 -5: Periodic Assessments, formative and summative assessments, Fountas & Pinnell Running Records, Progress Checklists,
2. Classroom Teachers, SETSS teacher, and Related Service Providers
3. Raz-Kids
4. Student and teacher created assessments will be used

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

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

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

1. *The McGraw-Hill Reading Wonders Program*
2. No additional programmatic details or resources needed
3. Raz-Kids
4. No programmatic details or resources needed

**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).

- Presentations at PTA Meeting
- Ongoing Parent Workshops

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

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

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

### **Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• 37 ½ Minutes</li> <li>• Fountas and Pinnell Evaluation System/ Running Records</li> <li>• Guided Reading/Writing</li> <li>• Daily independent reading/writing</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> </ul> One-to-one tutoring	During the day Early morning
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• 37 ½ Minutes</li> <li>• Morning Math Games</li> <li>• Math Exemplars</li> <li>• Performance Based Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> </ul> One-to-one tutoring	During the day Early morning
<b>Science</b>	<ul style="list-style-type: none"> <li>• Science in the content area</li> <li>• 37 ½ Minutes</li> <li>• Blended option-Harcourt</li> <li>• Performance Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> </ul> One-to-one tutoring	During the day Early morning
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Social Studies in the content area</li> <li>• 37 ½ Minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> </ul> One-to-one tutoring	During the day Early morning
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ul style="list-style-type: none"> <li>• Speech</li> <li>• Occupational Therapy</li> <li>• Guidance Counselor</li> <li>• School Psychologist</li> <li>• Social Worker</li> <li>• SETTS Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> </ul> One-to-one tutoring	During the day Early morning

**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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).  
All teachers for the current school year are highly qualified. In order to remain as such, professional development is provided both on-site and off-site through a combination of school-based, Network, and Central initiatives offered during the year by experienced and knowledgeable personnel.

**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.).  
All Federal, State, and local funds are used consistent with the mandates as prescribed at each level of governance

**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.).  
Students in Temporary Housing are offered at-risk counseling by the school's guidance counselor. School supplies and uniforms are provided in order to make the transition from home to school easier.

**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.  
Administrators meet with teachers regularly so that all constituents are involved in decision making.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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

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

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

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

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

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

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>257</b>
School Name <b>type here</b>		

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

Principal <b>Mr. Brian Leavy DeVale</b>	Assistant Principal <b>Mr. Melvin Martinez</b>
Coach <b>Ms. Idalys Tolentino</b>	Coach <b>type here</b>
ESL Teacher <b>Ms. Angelica Maldonado</b>	Guidance Counselor
Teacher/Subject Area <b>Ms. Monica Tejada/ TBE 4</b>	Parent <b>Ms. Silvia Lopez, TA President</b>
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>6</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>3</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>601</b>	Total number of ELLs	<b>98</b>	ELLs as share of total student population (%)	<b>16.31%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	2	2	2	2	2	2								12
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out	2	2	2	0	2	2								10
SELECT ONE														0
<b>Total</b>	4	4	4	2	4	4	0	0	0	0	0	0	0	22

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	101	Newcomers (ELLs receiving service 0-3 years)	90	ELL Students with Disabilities	39
SIFE	5	ELLs receiving service 4-6 years	11	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	79	5		8	0		0	0	0	87
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	20	0		2	0		0	0	0	22
Total	99	5	0	10	0	0	0	0	0	109

Number of ELLs who have an alternate placement paraprofessional:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	15	20	5	12	10								75
Chinese	0	0	0	0	0	0								0
SELECT ONE														0
<b>TOTAL</b>	<b>13</b>	<b>15</b>	<b>20</b>	<b>5</b>	<b>12</b>	<b>10</b>	<b>0</b>	<b>75</b>						

\*EP=English proficient student

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	5	8	0	3	2								22
Chinese			1		1									2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	4	5	9	0	4	2	0	0	0	0	0	0	0	24

## Part III: Assessment Analysis

**Assessment Breakdown**

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	10	3	1	4	2									20

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)	10	15	4	7	6									42
Advanced (A)	15	7	4	4	6									36
Total	35	25	9	15	14	0	0	0	0	0	0	0	0	98

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	3	0	0	!Und
4	12	0	0	0	
5					
6					
7					
8					
NYSAA Bilingual (SWD)					

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

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

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)	12	3	3	5				
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.

The M.O.S.L (Measures of Student Learning) that our school uses to assess the early literacy skill of our ELLs are as follows: LAB-R, Spanish LAB, Fountas and Pinnell's running records, ELA Pre-assessment writing, ELL periodic assessment, Math baselines, and teacher created exams. We use the data from these exams to look for strands, and teach, or group students according to their individual needs. The data has shown that we need to focus on writing. Therefore, we have implemented the McGraw-Hill Reading and Writing Programs "Wonders" in Grades K-5. This program includes a phonics component. The data patterns across the proficiency levels has revealed that 90% of our ELLs pass the NYSESLAT within 3 years. Presently, we don't have any long term ELLs. In addition, 29% of our ELLs are in Special Education, and 10% have an IEP, but are not in a self-contained Special Education class.

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 for the LAB-R and NYSESLAT reveals that 58% of our students moved up one level in the NYSESLAT. 36% remained at the same level. Out of the 28 students that remained at the same level 33% did increase their raw score. The majority of students that didn't move up a level had difficulty with the writing modality. We hope to make further gains in all modalities, but especially in writing with our new McGraw-Hill Reading and Writing Programs, "Wonders."

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

The patterns across NYSESLAT modalities – reading/writing and listening/speaking inform and affect our school's instructional plans and decisions in many ways. The ELL, K-5, students that aren't making gains are placed in a mandatory A.I.S. (Academic Intervention Services). These are small classes which meet 5 days a week for 45 minutes. All of our kindergarteners through fifth graders will be invited to attend our ELL after-school program, as well as our summer school program. At this time all schools are unable to access the AMAO (Annual Measurable Achievement Objectives) because the RNMR is not available for modality breakdown.

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?

The patterns across proficiency and grades are as follows: Thanks to their education in our bilingual Pre-K class last year, many of our ELL kindergarten students either passed the 2013 LAB-R or scored intermediate/advance. The students that scored beginner are new immigrants, never attended pre-k, or are being observed for a possible learning disability. It has been a pattern that newcomers score beginner, and go up a level each year. Students that don't improve one or more levels yearly are placed in A.I.S. Our ELL registers have been declining with each subsequent grade. The student's that don't pass by the third grade are either newcomers, are receiving SETSS, or have been placed in Special Education. ELLs that take tests in English as compared to their native language. The ELLs that take the tests in English generally do better than those that take it in their native language. The results show that they are also not performing on grade level in their native language, and are being given further remediation. Our school leadership and teachers are using the results of the ELL Periodic Assessments to analyze the students' strengths and weaknesses, form small group instruction, and modify lessons and assessments accordingly. In the bilingual classes the students' native language is used to summarize lessons, in order to ensure that the student understands the lesson. In addition, they are being taught Native Language Arts 45 minutes a day.

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

Our school uses data to drive instruction for ELLs within the RtI framework as follows: Tier I – The teacher provides additional remediation, and reaches out to the parent for support. Tier II- If the child hasn't made the required gains, they are placed in an at-risk SETSS program for up to a year. Tier III- If satisfactory gains aren't made in Tier II, a request for an evaluation is made, and the student receives an IEP, and placed in SETSS. If it is found that they still aren't making the required gains, the student is recommended for Special Education.

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

We make sure that the child's second language development is considered in instructional decisions, by providing bilingual classes

from Pre-K to 5th grade. The child is taught the required amount of minutes of Native Arts, as well as a summary of all lessons in Spanish. Every effort is made to ensure that the child reaches grade level in all subjects.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our programs for ELLs , by the gains that we have made in our AYP, as well as their gains on class tests, and state tests.

## 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](#).)

At enrollment, all parents must fill out a HLIS (Home Language Identification Survey). A certified licensed pedagogue gives the parent and child an informal oral interview in English and the native language, and the formal initial assessment, and determines whether the child is an ELL. The ELL child is then administered the LAB-R. If the child doesn't pass the LAB-R, and speaks Spanish they are administered the Spanish LAB.
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.

At the Parent Orientation we explain both our Transitional Bilingual Education (TBE) and ESL programs, and offers the parents an opportunity to choose the instructional program that best meets the instructional needs of their child. The orientation class takes place within ten days of the students' enrollment in the New York City Educational system. When we encounter parents of new ELLs that speak another language other than Spanish, we offer an orientation in English, and the parents are invited to bring a native language translator (or a translator will be provided for the parent). Parents will also view a Parent Orientation video in their native language, and receive materials in their native language. At the orientation sessions, we review the State standards, assessments, school expectations and general program requirements for bilingual education and our freestanding ESL program. The parents are encouraged to attend the orientation, in order to make an informed decision when choosing either the English as a Second Language (ESL)) or Transitional Bilingual Education (TBE) Program for their child. The parents are offered informed that we don't have a Dual Language, or Freestanding ESL program, but that they can transfer to a school which offers these programs. An attendance sheet/log is kept on file in the ESL Room, which contains the parent's signature, and program choice.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

The school ensures that the Entitlement Letters, Parent Selection and Survey Forms, are received by the parent, by hand delivering them to the classroom teachers. The classroom teacher hand delivers the letter to the student's parent, and notifies the parent to contact the school with an alternative date if they cannot attend, and that in the event that the parent does not wish to attend, the form must still be returned within a week, with a program choice. If a form is not returned the default program for ELLs is Transitional Bilingual Education as per CR Part 154. The letter informs the parents of newly enrolled English language Learners (ELLs) of our two-hour Parent Orientation class, with materials, in their native language.
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.

The criteria and procedures that are followed to place identified ELL students in either the bilingual or ESL instructional program, is as follows: The parent chooses whether the child is placed in either a Monolingual Program, or a Bilingual Program at the time of enrollment. If the child doesn't pass the LAB-R, the parent is invited to the Parent Orientation within 10 days of enrollment. The orientation is either offered in their native language (or with a translator), with materials, and a video in their native language. At this time the parent decides on a permanent placement in either a Monolingual Program with an ESL pull-out Program, or a Bilingual Program. They are informed that if a choice is not made then the default program for ELLs is Transitional Bilingual Education as per CR Part 154.

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

The steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs is a follows: The RLER, RLAT, ROCL report for all bilingual classes, and the ESL teacher's Roster are reviewed to ensure that all eligible ELLs are tested. In addition, if a student is absent, the test is rescheduled and administered during the testing period.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  After reviewing the Parent Survey and Program Selection forms for the past few years the trend in program selection by parents has remained the same. The parents of newcomer ELLs, and of students that have never attended school choose the Bilingual Program. The parents of ELLs that attended our Pre-K Bilingual Program and score intermediate/advanced choose the Monolingual class with ESL pull-out. Most of our students who start out in our Bilingual Program tend to stay in the program, even after they pass the NYSESLAT. All of our program models are aligned with parent requests. We therefore, have Bilingual classes from Pre K to fifth grade, and two Special Education Bilingual bridge classes, for students from K to 5. Our registers for the bilingual classes are as follows: K – 13, 1st – 12, Bridge 2nd -3rd -15, Bridge 4th -5th -12. Our registers for the Special Education Bilingual classes are as follows: Bil. S.E K-3rd – 12, Bil. S.E – 3rd – 5th -11.

## 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])?

We have two program models for our ELLs. We have the Transitional Bilingual Program from Pre-K – 5th grade, including two Transitional Bilingual bridge classes for Special Education K-5th grade. We also have the ESL Pull-Out Program which services Kindergarten to 5th grade. Our Special Education ELLs in Monolingual classes are mainstreamed with the regular education students. All of our Bilingual and ESL classes are grouped heterogeneously 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)?

All of our seasoned Transitional Bilingual teachers are providing the number of hours of mandated instruction as follows:

	Beginning	Intermediate	Advanced
ESL	360 minutes per week	360 minutes per week	180 minutes per week
ELA			180 minutes per week
NLA	45 minutes per day	45 minutes per day	45 minutes per day

Our ESL teacher is teaching the mandated number of hours as follows:

	Beginning	Intermediate	Advanced
ESL	360 minutes per week	360 minutes per week	180 minutes per week

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.

In our TBE Program the content areas are taught in English with a summary in Spanish. In order to ensure that the Common Core Standards are being followed, the bilingual teachers meet with all monolingual teachers on their grade level weekly to write lesson plans.

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

We ensure that all Transitional Bilingual (TBE) ELLs are appropriately evaluated in their native language throughout the year by doing the following: First, when the student doesn't pass the LAB-R, the Spanish Lab is administered. The results of the Spanish LAB are used to plan instruction during the NLA period of instruction. Throughout the year the students are taught the required minutes of NLA and given teacher made tests in their native language, ensuring that they build their skills in their native language while acquiring the English language. Summaries of all English lessons are done in Spanish. Starting in the 3rd grade the TBE ELLs are administered the ELE (Spanish Language Arts test).

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

We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by doing the following: First, we make sure that we cover all four modalities in all of our class lessons, which are aligned to the Common Core Standards. We use formal and informal assessments, writing pieces, oral presentations, peers evaluating and rating each other, scaffolding. We administer the Periodic Assessment, evaluate the results, and modify our lessons as needed. In addition, we have had success using the Continental Press test prep materials. We will continue to use this workbook since it gives us many diverse activities to practice our Speaking, Listening, Reading, and Writing skills. This year the book has been updated and aligned to the Common Core Standards. It's use is essential in familiarizing the students with the types of questions, and learning the skills, that they will face on the NYSESLAT.

6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

We differentiate instruction for ELL subgroups by doing the following: Our TBE SIFE students are taught the skills that they are lacking in their native language (Spanish). When they become literate in Spanish, we can begin to teach them to read in English. During

this transition to the English language they are immersed in English as they listen to the content areas being taught in English, and given a summary, and guided instruction in Spanish. They receive the required 45 minutes of NLA per day. Our newcomers that have been in the country for less than 3 years are also immersed in English as they listen to the content areas being taught in English, and given a summary, and guided instruction in Spanish. They receive the required 45 minutes of NLA per day. Their computer, art, science, gym, library, dance, and music classes are taught in English. ELLs that are receiving service for 4-6 years, are given A.I.S. (Academic Intervention Service) 3 days a week for 37.5 minutes, or are receiving at-risk SETSS. Most of our 4-6 year ELLs are in Special Education, and are receiving all mandated services per their IEP goals. Presently, we don't have any long-term ELLs. The teachers of our former ELLs (in years 1 and 2 after testing proficient), are informed that their students are entitled to additional ESL instruction if needed. In addition, the student is entitled to the same ELL modifications for city and state tests.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

For our ELLs including our ELL-SWDs we will continue to use the Continental Press test prep materials, since it gives us many diverse activities to practice our Speaking, Listening, Reading, and Writing skills. This year the book has been updated and aligned to the Common Core Standards. Its use is essential in familiarizing the students with the types of questions that they will face on the NYSESLAT. In addition, we started using the McGraw-Hill Reading and Writing Programs "Wonders" for all students in Grades K-5. Both of these programs provide access to academic content areas and accelerate English language development.

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?

Our ESL ELL-SWD's that are in monolingual classes are mainstreamed with regular education. Every year our ESL teacher gives a group of bilingual students A.I.S to bring them up to grade level. Our TBE and ESL ELL-SWD's receive a myriad of services as needed, such as Bilingual or Monolingual SETSS, Speech, Psychologist, Sociologist, Counselor, or A.I.S. We also have monolingual OT, PT. The TBE teachers have teacher's assistants in their classrooms, to assist in instruction. In addition, the students are monitored daily and lessons modified accordingly in order to bring them up to grade level. Every year we have after-school NYSESLAT test prep classes for our K-5 ELLs. The classes are held two days a week, from 3:15 p.m. – 4:15 p.m., for approximately 5 months. Our ELLs that are strong in reading and writing, and weak in Math, are offered after-school Math test prep. Students that are doing well in all of the content areas are offered enrichment programs such as: piano, drama, choir, trumpet, dance, flute, and drums.

**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:			

### 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

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

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

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

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

### Native Language Usage and Supports

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



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.
- Our primary intervention program for ELLs taking the ELA this year is in writing. The data has shown that we need to focus on writing. Therefore, we have implemented the McGraw-Hill Reading and Writing Programs “Wonders” in Grades K-5. This program includes a phonics component. This year, we will continue to use the “My Math” K-5 program which contains modified lessons for ELLs. We began this program September 2012, and anticipate that our ELLs will continue to make greater gains in Math. All of our ELLs receive science in their classrooms, and in addition they have a science cluster to ensure that they master all of the science lessons. We have two science clusters. One concentrates on K-2 students. The other concentrates on grades 3-5. Social Studies is taught by all classroom teachers from grades K-5. Our teachers design month by month curriculum maps, by grade, in all subject areas, which must be followed. Therefore all ELLs are held to the same high standards as the rest of our students. All ELLs that are having trouble keeping up are assigned an A.I.S. group which meets M-W 8:53 – 9:30 a.m., or at-risk SETSS. We have 3 SETSS teachers, which includes 1 Bilingual SETSS teacher. Parents are informed throughout the year of their child’s progress.:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our previous programs have been very effective, as evidenced by the gains that our students make in content and language development. For the past 3 years we have used Continental Press’ “Getting Ready for the NYSESLAT. In September 2012 we started the My Math Program, K-5. In an attempt to continue to make greater gains we are always researching, and purchasing new programs.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we are implementing the McGraw-Hill Reading and Writing Programs “Wonders” in Grades K-5. The Wonders program contains modified lessons for ELLs. We will continue to use the “My Math” program. We anticipate greater gains for our ELLs, and monolingual students. In addition, we are using the new Continental Press “New York ELLs” workbook which is aligned to the Common Core Standards to prepare for the NYSESLAT and has excellent lessons in all four modalities.
12. What programs/services for ELLs will be discontinued and why?
- Our bilingual teachers have decided to discontinue the EL SOL program, and instead will use teacher made assessments.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We ensure that ELLs are afforded equal access to all school programs by sending all letters in both English and Spanish. A translator will be provided for other languages. All ELLs including ELL-SWDs are invited to attend all of our after-school programs (both remediation and enrichment).
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Math - My Math, Reading -Fountas and Pinnell – Running Records, “Our Wonders” Reading and Writing Program which has lessons for approaching students, on level, beyond, and ELLs; in phonics, vocabulary, guided reading McGraw-Hill, Language Arts Workbook, TBE and ESL– “Cancioneros Literacy Program,” Continental Press “New York ELLs, Treasure Chest, National Geographic Magazine, Scholastic Reader, Translation dictionaries, English and Spanish word walls. Technology – Smart boards, Elmo, Raz-kids, lap-tops, Internet access, National Geographic on-line lessons, Computer cluster and lab, PBS learning. Science – Harcourt Science K-5, School library, classroom libraries, multi-media, K-2nd: PBS Nature Videos, Britannica Videos, Scholastic videos, Sunburst for Smartboard, Science experiments. 3rd – 5th Science bundles, PowerPoint, thematic units, APE – Soccer Skills trip, Volleyball competition, Dance presentation
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The native language is supported in our TBE model by teaching the 45 minutes NLA period daily, Spanish word walls, translation dictionaries, Spanish classroom library, and Spanish summaries for English lessons. In our ESL model we also use translation dictionaries, and our ESL teacher is able to give a summary of the lesson when needed.
16. Explain how the required services support, and resources correspond to ELLs’ ages and grade levels?
- Required support services, and resources correspond to ELL’s ages and grade levels in the following manner: The students are placed in groups of students with similar abilities, and needs in order to ensure that their IEP goals are met.
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.

Before the beginning of the school year the following activities are available for ELLs: We have a walk-through for parents. In our ELL summer school program our ELLs participate in many culturally enriching trips. These lessons focus on the content areas. Our culminating activity is a feast for the students, teachers, administration, ELL Network leaders, and parents. The students perform 2 songs, and 2 dances. ELLs from PS157, and PS120, always participate.

18. What language electives are offered to ELLs?

N/A

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.

Our professional development plan for all ELL personnel at the school is the following: All of our staff, including teacher's of ELL students attend weekly grade meetings in order to plain instruction for all students including modifications for the ELL students. Our principal and ESL teacher receive all notifications from OELL (Office of English Language Learners) regarding workshops for teachers of ELLs. The teachers are informed of any appropriate workshops, and are given the option to attend. Our teachers will continue to turnkey information from workshops that they have attended.

We will continue to invite our ELL network personnel to give workshops for teachers of ELLs on the Common Core Standards, as well as have our grade leaders give workshops for teachers of ELLs.

The support that we provide ELLs is to invite all neighborhood Middle School deans to our school. They educate us on their school's programs, and their students put on a show which showcase the different fun and educational activities which are offered at their school. In addition, our students take trios to the middle schools.

In January we will start our 7.5 hours for regular education teachers, and 10 hours for special education teacher training in compliance with Jose P.

## 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?

Our ELL parental involvement is as follows: Our PTA president is the parent of former ELLs. Therefore, we have a strong tie to the ELL parents in our school. Research has shown that when parents are involved in their child's school, their child experiences a higher level of academic achievement. Consequently, we involve our parents in school activities in a myriad of ways. Ms. Brenda Jusino, our excellent parent coordinator, helps the parents with all issues. Translations are provided in all workshops, and meetings are conducted in the languages of the parents. The parental community is very much involved with our Parent Teacher Association. The parent coordinator holds monthly parent meetings. All parents of English Language Learners (ELLs) and Special Education students are invited to participate in all programs. Throughout the year, we conduct workshops during the day, evenings, and weekends in order to increase the participation of working as well as non-working parents. Teachers conduct Parent classes to help them prepare their children for the Standardized math, English Language Arts (ELA), Science and New York State English as a Second Language Achievement Test (NYSESLAT). Lead teachers organize the Young Leaders Program yearly. Since May of 2008 our Young Leaders have been accompanied by their parents and various school chaperones on memorable trips such as our nation's capital. In Washington, D.C., the students and their parents learned about US history and government. Our parent members, of The Parent Teacher Association (PTA), coordinate Fundraising activities for our school; such as the annual picture sale, candy sales, and the annual pumpkin sale. The PTA continues to help with the making of costumes for our annual school performances and accompanies our students on culturally-enriching trips sponsored by our school. Our teachers will continue to offer computer and ESL classes for parents of English Language Learners (ELLs). Our parents are invited to our special luncheons for specific occasions such as: the annual Parent Teacher Recognition Day, Hispanic Heritage Month, and Black History Month. Parents can be seen daily helping out throughout the school. Our staff, as well as outside professionals, offer our parents workshops throughout the year that provide parents parenting tips, as well as ideas on how to support their students with their schoolwork.

Our school partners with the following agencies or Community based Organizations which provide workshops or services to ELL parents. The Public School 257 community has established strong partnerships with various community-based organizations: Woodhull Hospital North Brooklyn Asthma Alliance Initiative, Boricua College, La Marqueta – Moore Street Market, Eastern District YMCA, Bushwick Hylan YMCA, Passport to Brooklyn. Educational partnerships have been established with Boricua College, New York University, and the Center for Integrated Teacher Education (C.I.T.E.) to promote the advancement of aspiring teachers, and provide them with professional development. Business partnerships have also been established with the Business Improvement District of Graham Avenue who sponsors many activities such as our Three Kings Parade. Public School 257 has recently been awarded numerous, diverse grants from Congresswoman Nydia Velazquez, Councilman John Liu, Councilwoman Diana Reyna, the School Violence Prevention Grant, Contracts for Excellence, and we have been adopted by the Zimmerman family through the Donors Choose organization in order to enhance our students learning experiences and improve the school community at-large. The grant awards include a renovated and updated library, state-of-the-art computer lab, tennis court, student playground, classroom furniture, educational programs, and many of our after school programs. We were awarded the Magnet Grant for 2009-2014. This federal grant allowed us to implement the Performing Arts initiative for the entire school community. K-2 receives piano instruction, two times a week, 2nd grade receives recorder instruction, 3rd grade receives theater which emphasizes public speaking, 4th grade receives guitar, and 5th grade receives dance lessons. Our school encourages parents to attend workshops led and organized by our Community Support Learning Organization (CSLO). Yearly, our parents join is on our annual Somos el Futuro trip to Albany, NY. In Albany, the parents participate in multicultural activities and workshops in the areas of reading, math, homework, parenting skills etc., offered in both English and Spanish. Representatives from outside agencies are invited to give our parents classes on nutrition, classes on dealing with behavior problems, etc. The SPINS (Substance Abuse Prevention Intervention Network) teacher conducts weekly classes for students, and one to two classes for parents on drug use prevention, stress management, coping, decision making, and self-awareness. In collaboration with the Woodhull Hospital Asthma Project, our school is working to reduce the asthma rate in our community through intervention, parent education and screening at the school level. A Bike Tour partnership sponsored by Dr. Fishkin of Woodhull Hospital allows groups of students to meet every weekend and go on bike trips. The students' visit points of interest throughout the city and upstate New York, accompanied by school staff members. The goal of this partnership is to decrease childhood obesity, as

well as asthma, and to develop healthy life-style practices. Our principal serves on the board of directors of both Boricua College and Woodhull Hospital. In order to establish a sound social, emotional, and academic foundation for students at an early age, partnerships have been established with early childhood community based organizations (CBOs) such as Williamsburg Y Head Start, Graham Avenue Childcare Center, John F. Kennedy Day Care Center, and the Stagg Street Head Start, and Small World Head Start. These partnerships ensure that children transitioning from these early childhood settings have the basic skills necessary to succeed at the elementary school setting. Due to the high incidence of asthma, and childhood obesity in our community we have partnered with Woodhull hospital's Bike Tour Partnership, and Asthma Project to combat these problems. Our parental involvement activities address the needs of our parents by teaching them the tools which enable them to improve their children's academic, social, nutritional needs, and increase their children's physical activity.

We evaluate the needs of the parents by: Our Parent Coordinator gives our parents a questionnaire on which they can request specific workshops that will help them to help their children. The School-Based Support Team (SBST) plans and conducts classes on services they provide such as counseling, the evaluation process, our at-risk program, referring agencies, etc; The SBST team also, provides individualized assistance to parents on their child's annual Individualized Educational Plan (IEP).

Our parental involvement activities address the needs of the parents by: At the beginning of each year parents are asked to choose the language which they would like all notices written in. The parent coordinator, Ms. Brenda Jusino, evaluates the needs of Pre K parents through a formal questionnaire which is given out at the beginning of the school year. The parents can choose options for workshops such as GED training, content area workshops, health, arts and crafts, etc. Also, at the monthly PTA meetings all parents are asked to suggest workshops that would be useful to them. Our parents have been pleased to have the following organizations request to give workshops: Woodhull – Asthma, Nutrition, and Exercise, Health Plus – Insurance benefits, Columbia University – 8-10 Nutrition Workshops, Learning Leaders – 5th graduation advice. Teachers give workshops that they think the parents would enjoy, etc.

## **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: John f. Hylan**

**School DBN: 14K257**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Brian Leavy Devale	Principal		11/15/13
Mr. Melvin Martinez	Assistant Principal		11/15/13
Ms. Brenda Jusino	Parent Coordinator		11/15/13
Ms. Angelica Maldonado	ESL Teacher		11/15/13
Ms. Silvia Lopez	Parent		11/15/13
Ms. Santiago/ TBE 1	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Ms. Idalys Tolentino	Other <u>I.A. Assis. Principa</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

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

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

DBN: 14k257 School Name: John F. Hylan

Cluster: 06 Network: 612

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

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

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

At the beginning of every school year, parents are asked to fill out a student information card which includes the question, "What language would you like to receive all notices?" All parent notices and report cards are sent out in a timely manner in both English and Spanish. Approximately 50% of our staff is fluent in Spanish, which includes our Principal, both Assistant Principals, 6 bilingual teachers, ESL teacher, School based Support Team, School Counselor, Paraprofessionals, Speech Therapist, and Secretary. Our parents are guaranteed a staff member who can either speak Spanish to them, or can translate for a non-Spanish speaking teacher. We also have staff members that speak and write in Haitian, Creole, Punjabi, Chinese, and Polish. We will also request someone from the translation unit as needed. The CSLO has provided us with notices for these populations in Haitian, Chinese, and Polish. Home Language Identification forms are distributed in the parent's native language as provided by the DOE.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We have found that the majority of our parent population prefer all school notices in English. 16.31% of our student population are English Language Learners, and about 75% of their parents' (87 parents in all) prefer to have their school notices in Spanish.

## Part B: Strategies and Activities

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

Written translation services are provided in-house. We have plenty of staff members that translate all of our school notices. Outside agencies will be utilized if the need arises.

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

Oral interpretation will be provided by school staff, parent coordinator and parent volunteers. Outside agencies will be utilized if the need arises.

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

We will continue to have parents notify us within 30 days of the first day of school, of the preferred language which they want to receive all school notices. We will comply with their request, and keep this information on file.

# Comprehensive Education Plan (CEP)

## Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS 257K	DBN: 14k257
Cluster Leader: Jose Ruiz	Network Leader: Nell
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information																
The direct instruction component of the program will consist of (check all that apply):																
<div style="display: flex; justify-content: space-between;"> <span>Before school</span> <span>After school</span> <span>Saturday academy</span> <span>Other: _____</span> </div>																
Total # of ELLs to be served: 91																
Grades to be served by this program (check all that apply):																
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">K</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">  6</td> <td style="text-align: center;">  7</td> <td style="text-align: center;">  8</td> <td style="text-align: center;">  9</td> <td style="text-align: center;">  10</td> <td style="text-align: center;">  11</td> <td style="text-align: center;"> </td> <td style="text-align: center;">  12</td> </tr> </table>	K	1	2	3	4	5			6	7	8	9	10	11		12
K	1	2	3	4	5											
6	7	8	9	10	11		12									
Total # of teachers in this program: 5																
# of certified ESL/Bilingual teachers: 5																
# of content area teachers: 0																

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

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Begin description here: • Rationale: (14K257) – “Magnet School of Performing Arts,” is committed to building community and strengthening professional development in order to achieve our rigorous goals. Teachers, parents and students are an integral part of P.S. 257K’s programs and decision making at all levels. Research has consistently shown that developing English Language Learners (ELLs) native language skills leads to higher levels of achievement, and increases valuable academic skills in the second language. Therefore, the ELLs in our pre-K – 5th grade, Spanish/English Transitional Bilingual Education (TBE) Program benefit from gradual acculturation into the English language with native language support. The Balanced Literacy Model is used for our monolingual students, and English Language Learners. In the Balanced Literacy Model students read content area materials in: Science, Math and Social Studies at their independent reading level, while following the curriculum guidelines for their grade. This model includes the Reading and Writing Workshop. The Balanced Literacy model, allows for differentiated instruction. The goal is to have all of our students reading and writing on their appropriate grade level, or above.

- Subgroups and grade levels of students to be served: Presently, we are serving 4 Spanish/English Transitional Bilingual Education (TBE) Program classes (K, 1, 2-3, and 4-5), and 2 Special Education Spanish/English TBE classes (K-2, and 3-5). Our ESL program services grades K-5, and special education students are mainstreamed with the monolingual students. 92 students of our population are classified as ELL’s. Of the 92 students, 55 ELLs are serviced in the bilingual program, 22 are in the bilingual special education program, and 15 ELLs are serviced through a pull-out ESL program. 15 TBE/ESL ELLs have Individualized Educational Plans (IEP). Our Title III After-school Program will target our LEP students, former ELLs, and non-LEP students from kindergarten to fifth grade.

- Schedule and duration: Our after-school program will be held on Mondays and Wednesdays from 3:15 p.m. to 4:45 p.m. for 90 minutes, From November 19, 2012 through May 1, 2013 for a total of 35 sessions.

- Language of instruction: The language of instruction will be English. Our bilingual students will have summaries in Spanish, with translations as needed, and use Spanish/English translation dictionaries. The ESL program is conducted solely in English.

- # and types of certified teachers: Our 7 bilingual teachers, as well as our ESL teacher are fully certified in Bilingual Education, or ESL. 5 bilingual/ESL teachers will work in the after school extended day program.

- Types of materials: The program is designed to help the students’ acquisition of the English Language in preparation for the NYSESLAT. We will be using supplementary instructional materials by Continental Press, entitled “Empire State NYSESLAT.” This is an excellent resource for teaching and reviewing skills in the four modalities of Speaking, Listening, Reading and Writing. The data has consistently shown that our after-school programs have always been successful. The students that have attended our after-school program continue to make mandated gains in Math, Science, Social Studies, the ELA, and the NYSESLAT.

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### 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: • Rationale: Professional Development will be provided for all Title III after-school teachers (at no cost to the Title III program) in specific strategies for maximizing results in the teaching of Speaking, Listening, Reading and Writing Skills. In addition, our teachers receive the calendar of professional development offered by the Office of English language Learners. Teachers register for classes which will increase their ability to better meet the academic needs of their English Language Learners (ELLs), as well as analyze student data which is necessary to drive instruction.

- Schedule and duration: Throughout the year our English as a Second Language (ESL) Teacher Liaison attends all appropriate English Language Learner (ELL) professional development sessions in order to turn-key important information. She then schedules professional development for our bilingual teachers. The bilingual teachers attend weekly grade conferences in order to ensure that their weekly lesson plans are aligned with the curriculum of the monolingual classes. They also attend classes offered by the Office of English Language Learners. Paraprofessionals/ Educational Assistants will continue to be trained on how to best support student learning within the classroom setting. Paraprofessionals/ Educational Assistants will help in the administration of the Running Records in order to match the students' to books at their independent reading level ('just right' books). New teachers and paraprofessionals receive their Jose P. classes, as necessary.
- Topic to be covered: P.S. 257k schedules monthly on-going in-house professional development in the areas of differentiated instruction, Data Analysis, and Applied Behavioral Analysis.
- Name of provider: The Center for Integrated Teacher Education (CITE) will provide professional development in order to help grade 1 and 2 teachers improve current instructional practices.
- All teachers are part of Inquiry Teams in order to better use data to drive instruction.
- The United Federation of Teachers (U.F.T.) Lead teachers work with teachers with less than three years experience, including teachers that teach English Language Learners (ELLs). The U.F.T. Lead Teachers will utilize inter-visitations and intra-visitations as part of their professional development repertoire. The U.F.T Lead Teachers will provide demonstration lessons, conduct grade-specific instructional planning, teach differentiated instruction, and suggest classroom management techniques, as needed.
- Our community Learning Support Organization (CSLO) will provide professional development options for our teachers. Teachers will select professional development sessions that best meet their needs, as well as those of their students.

## 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: • Rationale: Research has shown that when parents are involved in their child's school, their child experiences a higher level of academic achievement. Consequently, we involve our parents in school activities in a myriad of ways. Ms. Brenda Jusino, our parent coordinator, helps the parents with all issues. Translations are provided in all workshops, and meetings are conducted in the languages of the parents. The parental community is very much involved with our Parent Teacher Association. The parent coordinator holds monthly parent meetings. All parents of English Language Learners (ELLs) and Special Education students are invited to participate in all programs.

- Schedule and duration: Throughout the year, we conduct workshops during the day, evenings, and weekends in order to increase the participation of working as well as non-working parents.
- Name of provider/Topics to be covered: The ESL Teacher and Parent Coordinator, offer parents of newly enrolled English language Learners (ELLs) a two-hour Parent Orientation class, with materials, in their native language (Spanish). The orientation explains both our Transitional Bilingual Education (TBE) and ESL programs, and offers the parents an opportunity to choose the instructional program that best meets the instructional needs of their child. The orientation class takes place within ten days of the students' enrollment in the New York City Educational system. When we have parents of new ELLs that speak a language other than Spanish, we offer an orientation in English, and the parents are invited to bring a native language translator (or a translator will be provided for the parent). Parents view a Parent Orientation video in their native language, and receive materials in their native language. At the orientation sessions, we review the State standards, assessments, school expectations and general program requirements for bilingual education and our freestanding ESL program. The parents are encouraged to attend, in order to make an informed decision when choosing either the English as a Second Language (ESL) or Transitional Bilingual Education (TBE) Program for their child. Parent orientations are conducted a minimum of two times a year.
- Teachers conduct Parent classes to help them prepare their children for the Standardized math, English Language Arts (ELA), Science and New York State English as a Second Language Achievement Test (NYSESLAT).
- We expanded the Young Leaders Program (academically advanced students). Many of our members are English Language Learners (ELLs), or former ELLs. This year we expanded the group from 15 members to between 30 - 40 members. There are now 2 groups, which consist of a 2nd - 3rd grade group, and our 4th - 5th grade group. Since May of 2008 our Young Leaders have been accompanied by their parents and various school chaperones on educational trips such as, our nation's capital. In Washington, D.C., the students and their parents learned about US history and government. On their trips the focus has also been science, and music enrichment.
- The School-Based Support Team (SBST), conducts classes on services they provide such as

counseling, the evaluation process, our at-risk program, referring agencies, etc; The SBST team also, provides individualized assistance to parents on their child's annual Individualized Educational Plan (IEP).

- The parents are part of the monthly Safety Committee Meetings where they discuss their safety concerns, as well as hear the safety concerns of the staff, and determine appropriate solutions.
- Our parent members, of The Parent Teacher Association (PTA), coordinate Fundraising activities for our school; such as the annual picture sale, candy sales, and the annual pumpkin sale.
- The PTA has a multi-lingual library from which parents may borrow books.
- The PTA continues to help with the making of costumes for our annual school performances and accompanies our students on culturally-enriching trips sponsored by our school.
- Our teachers will continue to offer computer and ESL classes for parents of English Language Learners (ELLs).
- Our parents honor the teachers by cooking and preparing special luncheons for specific occasions such as: the annual Parent Teacher Recognition Day, Hispanic Heritage Month, and Black History Month.
- Parents can be seen daily helping out throughout the school. Our staff, as well as outside professionals, offer our parents workshops throughout the year that provide parents parenting tips, as well as ideas on how to support their students with their schoolwork.
- Our school encourages parents to attend workshops led and organized by our Community Support Learning Organization (CSLO).

Our school partners with the following agencies and Community Based Organizations to provide workshops or services to ELL parents:

- Yearly, our parents join us on our annual Somos el Futuro trip to Albany, NY. In Albany, the parents participate in multicultural activities and workshops in the areas of reading, math, homework, parenting skills, etc.; offered in both English and Spanish.
- Representatives from outside agencies are invited to give our parents classes on nutrition, classes on dealing with behavior problems, etc.
- The SPINS (Substance Abuse Prevention Intervention Network) teacher conducts weekly classes for students, and classes for parents on drug use prevention, stress management, coping, decision making, and self-awareness.
- In collaboration with the Woodhull Hospital Asthma Project, our school is working to reduce the asthma rate in our community through intervention, parent education and screening at the school level.
- A Bike Tour partnership sponsored by Dr. Fishkin of Woodhull Hospital organizes groups of students to meet every weekend, for bike trips. The students' visit points of interest throughout the city and upstate New York, accompanied by school staff members. The goal of this partnership is to decrease childhood obesity, as well as asthma, and to develop healthy life-style practices.

- The Public School 257 community has established strong partnerships with various community-based organizations: Woodhull Hospital North Brooklyn Asthma Alliance Initiative, Boricua College, Graham Avenue Business Improvement District, La Marqueta – Moore Street Market, Progress Inc., IS 318, Grand Street Campus, Eastern District YMCA, Bushwick Hylan YMCA, Passport to Brooklyn, The Moore Street Market (La Marqueta), and Inner Force. Educational partnerships have been established with Boricua College, New York University, and the Center for Integrated Teacher Education (C.I.T.E.) to promote the advancement of aspiring teachers, and provide them with professional development. Business partnerships have also been established with the Business Improvement District of Graham Avenue who sponsors many activities within our school. Public School 257 has recently been awarded numerous, diverse grants from Congresswoman Nydia Velazquez, Councilwoman John Liu, Councilwoman Diana Reyna, the School Violence Prevention Grant, Contracts for Excellence. We have been adopted by the Zimmerman family through the Donors Choose organization in order to enhance our students learning experiences and improve the school community at-large. The grant awards include a renovated and updated library, state-of-the-art computer lab, tennis court, student playground, classroom furniture, educational programs, and many of our after-school programs.
- Our principal serves on the board of directors of both Boricua College and Woodhull Hospital.
- Our parents are being trained as New York City Department of Education (NYCDOE) Learning Leaders. Learning Leaders are trained to tutor select at-risk students during the school day, and support the instructional support, as needed. At the completion of the NYCDOE Learning Leaders' Program training, parents receive a certificate which enables them to work in various capacities within the school community.
- In order to establish a sound social, emotional, and academic foundation for students at an early age, partnerships have been established with early childhood community based organizations (CBOs) such as Williamsburg Y Head Start, Graham Avenue Childcare Center, John F. Kennedy Day Care Center, the Stagg Street Head Start, and Small World Head Start. These partnerships ensure that children transitioning from these early childhood settings have the basic skills necessary to succeed at the elementary school setting.
- Due to the high incidence of asthma, and childhood obesity in our community we have partnered with Woodhull hospital's Bike Tour Partnership, and Asthma Project to combat these problems. Our parental involvement activities address the needs of our parents by teaching them the tools which enable them to help their children's academic, social, nutritional needs, and increase their children's physical activity.
- How parents will be notified of these activities: At the beginning of each year parents are asked to choose the language which they would like all notices written in. The parent coordinator, Ms. Brenda Jusino, evaluates the needs of Pre K parents through a formal questionnaire which is given out at the beginning of the school year. The parents can choose options for workshops such as GED training, content area workshops, health, arts and crafts, etc. Also, at the monthly PTA meetings all parents are asked to suggest workshops that would be useful to them. Our parents have been pleased to have the following organizations request to give workshops: Woodhull – Asthma, Nutrition, and Exercise, Health Plus – Insurance benefits, Columbia University – 8-10 Nutrition Workshops, Learning Leaders – 5th grade graduation advice. In addition, teachers give workshops that they think the parents would enjoy, etc.

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$13288

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$13,174.88	Literacy Extended Day Per Session: Focus on ELA 1 teacher x 1.5 hrs x 35 sessions x \$50.19= \$2,634.98 Focus on the NYSESLAT 4 teachers x 1.5 hrs x 35 sessions x \$50.19 = \$10,539.90 Total salaries: \$13,174.88
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	N/A	
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	\$113.12	Supplementary Instruction materials:  Continental Press, "Getting Ready for the NYSESLAT," will be purchased with a different allocation  General supplies: \$113.12
Educational Software (Object Code 199)	N/A	
Travel	N/A	
Other	N/A	
<b>TOTAL</b>	\$13,288.00	