



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: P.S. 269 THE NOSTRAND SCHOOL

DBN (i.e. 01M001): 22K269

Principal: JAZMINE SANTIAGO

Principal Email: JPAGAN22@SCHOOLS.NYC.GOV

Superintendent: DR. RHONDA DAWN FARKAS

Network Leader: LISA GIGOUX

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Jazmine Santiago	*Principal or Designee	
Steven Blum	*UFT Chapter Leader or Designee	
Karen	*PA/PTA President or Designated Co-President	
Pamela Walker	DC 37 Representative, if applicable	
Not Applicable	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Regina Mitchell	CBO Representative, if applicable	
Karen Dini	Member/ uft	
David Trimboli	Member/ uft	
Sarwat Illahi	Member/ uft	
Neanora Woodley	Member/ parent	
Shirley Carty	Member/ parent	
Janice Nichols	Member/ parent	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

sources such as the Progress Report, School Survey, etc.

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

School Information Sheet for 22K269

School Configuration (2013-14)					
Grade Configuration	03,04,05	Total Enrollment	397	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	21
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	3	# CTE	N/A
School Composition (2012-13)					
% Title I Population	81.5%	% Attendance Rate		93.6%	
% Free Lunch	99.8%	% Reduced Lunch		0.2%	
% Limited English Proficient	12.7%	% Students with Disabilities		23.1%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American		91.4%	
% Hispanic or Latino	5.4%	% Asian or Native Hawaiian/Pacific Islander		2.4%	
% White	0.6%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	1.17	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		2	
% of Teachers with No Valid Teaching Certificate	2.6%	% Teaching Out of Certification		4.0%	
% Teaching with Fewer Than 3 Years of Experience	7.9%	Average Teacher Absences		6.3	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	13.4%	Mathematics Performance at levels 3 & 4		12.7%	
Science Performance at levels 3 & 4 (4th Grade)	65.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
<p>One of our goals we were successful at accomplishing was the reduction in the number of suspensions by 20 percent (Tenet 5). We met this goal by devoting more instructional time to conflict resolution and peer mediation using the RCCP curriculum. The curriculum allowed teachers to focus in on strategies to help students resolve problems non-violently, thus decreasing the number of student-to-student incidents. We also formed a partnership with Asphalt Green allowing students to take part in more structured play as way to release energy, stress and frustration.</p> <p>Another area in which we made progress was parental involvement (Tenet 6). Our goal was to improve attendance in PTA meetings and parent workshops. To achieve this goal we increased the number of parent workshops, holding approximately two workshops a month. We provided alternatives for parents to attend by providing both morning and evening sessions. Additionally we increased outreach and communication by establishing email distribution lists and increasing phone calls and flyers sent to parents. Furthermore, we surveyed parents' interests to specifically provide workshops that met the needs of the community, thus increasing involvement.</p> <p>One of our curriculum goals was to implement four Common Core aligned units of study over the course of the school year (Tenet 3). We achieved this goal through strategic planning and professional development. We dedicated workshops to building teacher capacity in the Common Core Shifts, Webb's Depth of Knowledge, academic vocabulary, questioning, feedback, UDL and using data to drive instruction. A group of lead teachers worked with each grade to construct, review and revamp maps and units based on student needs and the tri-state rubric. At the end of each unit, teachers took part in deep inquiry, by reviewing what worked and did not work throughout the unit and making changes where needed.</p>			
Describe the areas for improvement in your school's 12-13 SCEP.			
<p>One goal last year was to increase the professional development for ELL and SWD teachers (Tenet 4) and to increase the differentiation of tasks to align with student need (Tenet 2). Although we did offer increased professional development in these areas, we still see a need for improving the use of UDL in classrooms. This improvement was also sited to us on the 2012-13 Quality Review:</p> <p>UDL to ensure access for all learners including ELL's and SWD's Deepen the level of differentiated instruction to consistently provide appropriate instructional challenges so that alignment to students' learning needs, multiple entry points and supports are consistently met for all students. 1.2 (D rating)</p>			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
The recommendations from ESCA used to develop goals for the SCEP were outdated.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
We saw a great degree of success in achieving the goals we established in the 2012-13 SCEP. We made significant progress in all areas, however we plan to continue growth. As a result of the goals, we shifted teacher practice and curriculum development, ultimately improving rigor and student success. We increased parent involvement and reduced the number of school suspensions helping to create a safer environment for all.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			

One of our major barriers has been poor internet connection, specifically bandwidth. Many of our goals require access to the internet. Our school's bandwidth is not sufficient. This prohibits staff from utilizing technology to its fullest capacity to differentiate learning and assess students.

List the 13-14 student academic achievement targets for the identified sub-groups.

An academic growth target of 3% for ELL and SWD students will be evidenced in Math State exams.

Describe how the school leader(s) will communicate with school staff and the community.

The principal will use every opportunity to communicate her vision and goals with school staff through email, the school website and faculty, grade and inquiry meetings.

Describe your theory of action at the core of your school's SCEP.

Our SCEP goals encompass our vision for moving students towards college and career readiness and maintain a nurturing and safe environment for all. Through developing data driven action plans in each tenet, we will design action steps to meet each goal. Key personnel will be responsible for designated action steps. The instructional cabinet will assess the success of action steps throughout the year and modify and revise plans as necessary.

Describe the strategy for executing your theory of action in your school's SCEP.

The instructional cabinet will meet to triangulate various accountability reports and determine the focus for the school year. The school program and budget will be utilized to support the initiatives prioritized in our theory of action. Each initiative will be monitored by one of the members of the instructional cabinet. The instructional cabinet will lead teachers through a process that promotes shared leadership and focuses on improved student learning. All teachers will engage in structured professional collaborations on teams using an inquiry approach where they evaluate and adjust curriculum and instructional practices as a result of student data analysis. The instructional cabinet will meet regularly to evaluate the quality of school-level decisions and make adjustments as needed to increase the consistency of plans and practices across the school. School administrators will use the observation process and the analysis of learning outcomes to elevate school-wide instructional practices.

List the key elements and other unique characteristics of your school's SCEP.

The majority of our school population is part of a subgroup (96.5% Hispanic or Black)

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

When the school underwent a Quality Review in the 2012-2013 school year, they received a proficient rating in Quality Statement 5: Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS. Furthermore the Quality Review process revealed that the principal effectively organizes and allocates resources that lead to high levels of support for staff and students, resulting in progress of students as measured by improved outcomes on performance tasks. In addition, improved student progress was evident in the results of the 2013 NYS ELA and Math exam.

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
Ensure that teachers employ a scaffolded approach to the integration of the CCLS by embedding rigorous habits and higher order skills to challenge and engage all students (1.1)							
Review Type:	Quality Review	Year:	2013	Page Number:	5	HEDI Rating:	Developing

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
X	2.2 School leader’s vision		2.3 Systems and structures for school development
	2.4 School leader’s use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 50% of teachers will have advanced in the components of questioning and discussion techniques and designing coherent instruction as evidenced by the <i>2013 Danielson Framework for Teaching Evaluation Instrument</i> .

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Provide professional development to support teacher development on teacher’s knowledge of content and the intended outcomes of instruction.
2. Teachers will analyze student data and use that information to <i>intentionally organize instructional groups to support student learning</i> and address the learning needs of various groups of students.
3. Organize the school schedule in order to provide time to support teachers and teacher teams in planning lessons, modifying units, strengthening teaching practices, looking at student work for evidence of learning and gaps, and making purposeful adjustments to narrow the gap between what the standards require and what students know and are able to do.
4. Use the observation process and student work to plan school, group and individualized professional development to strengthen teacher practice, leading to improved student outcomes.
B. Key personnel and other resources used to implement each strategy/activity
1. Principal, Instructional cabinet, Teachers, IEP Teacher, School program
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Progress, effectiveness and impact will be evaluated at various intervals dependent on the initiative being assessed.
D. Timeline for implementation and completion including start and end dates
1. Sept 2013- June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. School Schedule Program, Professional Development: 5 teachers 14 hours each

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				

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

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

Major Recommendation

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

Deepen the level of differentiated instruction to consistently provide appropriate instructional challenges so that alignment to students learning needs, multiple entry points and supports are consistently met for all students including ELLs and special education students.

Review Type:	Quality Review	Year:	2013	Page Number:	5	HEDI Rating:	Developing
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Tenet 3: Curriculum Development and Support

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

x	3.2 Enact curriculum	x	3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

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

By June 2014 100% of teachers will engage in teacher teams to modify curriculum in order to deepen the level of differentiated instruction for ELL students as evidenced by at least a one level increase for intermediate and advanced ELL students from the baseline to the culminating assessment from at least one unit of study as indicated by the aligned CCLS task specific rubric .

Instructional Strategies/Activities

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

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

- All teachers will engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning, specifically for ELL’s and SWD’s.
- Through a series of workshops, teachers will use the Tri-State Quality Review Rubric to determine the quality of instructional materials as well as inform lesson design and improvement. Teachers will work in groups to evaluate the quality of the curriculum map and suggest possible improvements to these lessons.
- Teachers will modify curricula and academic tasks consistently emphasize rigorous habits and higher-order skills across grades and subjects and for ELLs and SWDs.
- Teachers will refine curricula and academic tasks using student work and data so that a diversity of learners, including ELLs and SWDs, are cognitively engaged.
- Teachers will use student data to modify curriculum maps to include UDL and modifications for ELL and SWD.
- All teachers will analyze assessments and use the results to inform grouping of students.

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

- Staff developers will lead curriculum mapping teams and meet regularly with teachers to evaluate, modify curriculum and instruction.
- Students will take unit baseline, embedded assessments, culminating tasks, Iready, Fountas & Pinnel, Ed. Performance and the NYC Performance Baselines.
- Network personnel will support teachers with resources and workshops regarding SWD’s and ELL’s.

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

- Instructional cabinet will monitor and track student work and scheduled interim assessments.
- Each Inquiry team will analyze and compare the results of baseline and culminating assessments for each unit of study to evaluate student progress.

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
Time magazine to incorporate a variety of literature, Purchased leveled books on a variety of topics based on students interests, guided group books, scholastic sets.
1. Curriculum mapping teams will meet two days a week for four hours to work on developing and modifying curriculum.
2. Teachers will meet during Inquiry time once a week to review data and implement next steps for curriculum and instruction.

Budget and Resource Alignment

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

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
The major recommendation derives from the ESCA for the 2009-2010 school year. The critical key finding stated on page 2 for the ESCA report states that the staff reports a need for additional professional development of teaching SWD's and ELL's.			
Review Type:	ESCA	Year:	2009-2010
Page Number:	2	HEDI Rating:	N/A

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 100% of teachers of ELL's and SWD's will receive targeted professional development on teaching ELL's and SWD's in order to show an increase in reading levels as measured by Fountas and Pinnell.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. ICT teachers will participate in inter-visitations with peer schools.
2. IEP teacher will analyze student psych-evaluations to recommend appropriate placement.
3. Provide professional development opportunities for teachers and paraprofessionals (close reading, UDL, vocabulary, systematics phonics).
4. All teachers will receive targeted feedback through the observation process to strengthen teacher practice.
5. Teachers will use the Danielson Framework to self-assess and reflect upon teaching practices.
6. Purchase materials and supplies for ESL and SWD classrooms to support environment and culture.
B. Key personnel and other resources used to implement each strategy/activity
1. Staff developer, network staff and ELL/SWD lead teachers will hold targeted professional developments .
2. Principal will actively support teacher growth through effective feedback to strengthen teacher practice and improve student outcomes.
3. IEP teacher will analyze student psych-evaluations.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. The principal will use the observation process both formal and informal to observe shifts in teacher practice.

2. Teachers will participate in self-evaluative and reflection practices.
 3. Instructional cabinet will conduct classroom walk throughs to check for the implementation of best instructional practices.
- 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**
- F-status ESL teacher: 3 days a week, instructional supplies to support the curriculum: folders, notebooks, pencils, etc...

Budget and Resource Alignment

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

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
The major recommendation includes fostering a culture that communicates high expectations connected to a path of college and career readiness to prepare students for future learning. (3.4)											
Review Type:	Quality Review	Year:	2012-2013	Page Number:	5-6	HEDI Rating:	Developing				

Tenet 5: Student Social and Emotional Developmental Health

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

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By June 2014 100% of students and staff will focus on the Habits of Mind in an effort to promote college and career readiness. This will be evident by a 5% decrease in reported level 4 and 5 incidents on yearly OORS reports.											

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.											
A. Strategies/activities that encompass the needs of identified subgroups											
<ol style="list-style-type: none"> 1. Develop a school-wide character education initiative focusing on The Habits of the Mind in effort to support student work habits and commitment to their educational goals. 2. Provide opportunities for student voice through a student council. 3. Provide support services for students experiencing social or personal distress through targeted guidance programs and peer mediation. 4. Provide professional development for teachers and staff to build cultural competence and deepen their knowledge on the Habits of Mind. 5. Provide opportunities to recognize students with awards and in assemblies (Habits of the Mind, Student of the Month, Perfect Attendance). 6. Examine OORS reports for trends in occurrences and brainstorm ways to reduce the number of student infractions. 7. Continue implementation of the peace room where students learn about life skills. 8. Engage students in structured, collaborative play (Asphalt Green) to build positive peer relationships. 9. Hire staff to support our college and career initiative. 											

B. Key personnel and other resources used to implement each strategy/activity
1. All teachers 2. Sapis Worker 3. Guidance Counselors 4. School Psychologist 5. Asphalt green 6. School Aides
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. The instructional cabinet and teachers will monitor, track and assess student work habits after each assessment. 2. Instructional cabinet will meet monthly to analyze OORS reports and revise safety and behavioral intervention plans.
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
Partnership with Asphalt Green: 2 days a week during lunch hours. F- Status guidance counselor 3 days a week

Budget and Resource Alignment

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

X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
----------	---------------------	--	-----------------	--	-----------------	--	------------------	--	------------------	--	---------------

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

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

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

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

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

Major Recommendation

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

The major recommendation includes establishing a culture for learning for families by providing more translation services for parents to improve parent involvement.

Review Type:	Quality Review	Year:	2012-2013	Page Number:	5-6	HEDI Rating:	Developing
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Tenet 6: Family and Community Engagement

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

X	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

By June 2014, we will provide increased access to 100% parents regarding school news as evidenced by using 3 forms of communication (email, website, memo) to improve parental involvement.

Strategies to Increase Parental Involvement and Engagement

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

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

1. Hold forums for parents to express needs, concerns and expectations.
2. Provide parents with a monthly newsletter.
3. Update the school website regularly to provide parents with information regarding school events.
4. Provide parents with translated versions of all school documents and letters and translation services.

- 5. Provide targeted parent workshops based on parent surveys.
 - 6. Purchase parent workshop materials to improve communication between parents and the school.
 - 1. Purchase furniture to build and foster a welcoming environment.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1. Parent Coordinator
 - 2. All Teaching Staff
 - 3. Guidance Counselors
 - 4. School Aides
 - 7. Asphalt Green Coaches
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1. Parent Surveys
 - 5. Analyze attendance records for parent workshops
- D. Timeline for implementation and completion including start and end dates**
- 2. September 2013-Jund 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Furniture and décor to enhance our school community, poster machine printer. Paper, and translating services.

Budget and Resource Alignment

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

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

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

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Wilson Foundations, Iready, Ready Test Prep	Small group, tutoring	During the school day
Mathematics	Ready Test Prep, Iready	Small group, tutoring	During the school day
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Habits of the Mind, Peer Mediation, RCCP, Student counsel, Peace Room	Small group, one to one	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Monthly professional developments for all staff in Literacy and Math.

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).
Monthly grade meetings in Math and ELA
Faculty conferences used to present professional development in the CCLS instructional shifts and Danielson Teacher Effectiveness

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
N/A

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.).
N/A

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.
MOSL Cabinet Team
Instructional Cabinet Team
Inquiry once a week using data to drive instruction

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

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

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

Part I: School ELL Profile

A. School Information

District 22	Borough Brooklyn	School Number 269
School Name P.S. 269 Nostrand		

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 Jazmine Santiago	Assistant Principal type here
Coach Christine Kenny	Coach Clarissa Cigliano
ESL Teacher Margaret Fico, Jason Povloski	Guidance Counselor Sonia Christie, Sophia Triant
Teacher/Subject Area Michael Razza, AIS	Parent Ms. Carty
Teacher/Subject Area Jennifer Grillo, Science	Parent Coordinator Desiree Oakley
Related Service Provider Davida Shapiro	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	397	Total number of ELLs	56	ELLs as share of total student population (%)	14.11%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	56	Newcomers (ELLs receiving service 0-3 years)	41	ELL Students with Disabilities	12
SIFE	0	ELLs receiving service 4-6 years	15	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0		0			0		0
Dual Language										0
ESL	41	0	4	15		11	0			56
Total	41	0	4	15	0	11	0	0	0	56

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				3	1	3								7
Chinese														0
Russian														0
Bengali				1										1
Urdu				1										1
Arabic				1		1								2
Haitian				18	5	20								43
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						2								2
TOTAL	0	0	0	24	6	26	0	0	0	0	0	0	0	56

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)				9	0	15								24

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)				7	1	5								13
Advanced (A)				8	5	6								19
Total	0	0	0	24	6	26	0	0	0	0	0	0	0	56

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	1				1
4	4	1	0	0	5
5	16	0	0	0	16
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	16	0	5	0	1	0	0	0	22
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

P.S. 269 uses the Fountas and Pinnell program to assess early literacy skills of its ELLs. Data from running records and the comprehension component places most of our ELLs one to three grades below appropriate grade level. In the third grade, all ELL students are below grade level. In the fourth grade, all ELL students are also below grade level in literacy. In the fifth grade, three students out of twenty three are at grade level in terms of literacy. Thus, only 5.3% of the entire ELL population is at grade level for literacy.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In the third grade, students showed least growth and scored the lowest in writing, followed by reading comprehension. They scored higher in listening and did best in the speaking modality. In the fourth grade, the vast majority of the students also showed least growth and scored the lowest in writing, followed by reading comprehension. Likewise, they scored higher in listening and did best in the speaking modality. The same pattern can be observed in the fifth grade. Students showed least growth and scored the lowest in writing, followed by reading comprehension. They scored higher in listening did best in the speaking modality.
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 2013 NYSESLAT combined modality sets analysis has not been released from SED as of 12/6/13.

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?
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](#).)

P.S. 269 uses data to guide instruction for the ELLs within the RtI framework by following the four action steps: Universal Screening, Strong Core Instruction, Intensive Tailored Instruction, and Progress Monitoring. As part of Universal Screening, the school uses data from the Home Language Surveys to take note of information that could affect students' English learning process, such as degree of proficiency in English and native language, prior schooling experiences, and details about how each language was taught. Scores on the LABR and the NYSESLAT also indicate measure of growth and areas of need. These are taken into consideration when grouping students based on proficiency levels and other needs. In addition, students are assessed in the beginning of the year to determine their grade level equivalencies. This also helps determine student groups in terms of the type and span of intervention and how to modify Tier I instruction in a way that maintains the grade level content yet utilizes ESL strategies to teach.

The school is committed to delivering strong core (Tier I) instruction to its ELL population. The experience of learning and teaching is mutual in the classroom. Students and teachers jointly construct knowledge around rigorous academic content. In addition, language development takes place in the context of purposeful and deliberate conversation between teachers and students throughout each content area. Lessons are meaningful and enriching as they draw and build on students' schema.

ELLs who do not show sufficient progress on the skills and competencies measured are provided with Tier 2 Intervention in small groups. These take place in the classroom with the classroom teacher and ESL teacher collaborating to design an efficient schedule for groups based on their needs and follow a problem-solving system of progress monitoring to measure to measure effectiveness of

this type of intervention and methodologies used. Students across the grades are grouped by grade level proficiency in the content areas and meet as small groups during extended day. Another tool, which the school uses for Tier 2 intervention is the i-Ready program, which helps to screen, place, and monitor progress in Tier 2.

Students who do not show sufficient progress on the skills and competencies taught in small groups, are provided with Tier 3 Intervention, which caters to the individual needs of each student assigned to the tier. Students in this tier are serviced both by classroom and ESL teachers, but can also meet with related services providers as per need.

P.S. 269 uses data such as running records, embedded and culminating tasks, and informal data from observations all three tiers in small groups to monitor progress. Those students who do not show sufficient progress in either tier may be considered for referrals to special education.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Instruction for ELLs at P.S. 269 is geared towards students acquisition of language in the context of learning content while using students' cultural and native language schema. All content area teachers with children's second language development in mind. They include language objectives in every lesson and tier 2 and tier 3 intervention.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The school uses a number of tools to evaluate success of the program for ELLs. As part of RtI, we constantly monitor progress throughout all tiers of intervention. In addition, we study the school report card and progress report to take note of areas specific to ESL that show changes in performance and areas of need. Also, the school uses data from AYP to ascertain whether goals for students were met. The NYSESLAT scores by modality help us track growth of students from year to year.

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](#).)
When a new student is admitted without a history of enrollment in New York State, he is administered the HLIS survey and an informal interview in English and native language. The staff members usually involved in the process are ESL teachers Mr. Povloski and Ms. Fico, but also administrators and teachers who are trained in the ESL identification process. They are Principal Santiago, Mr. Razza, Ms. Kenny and Mr. Blum. Creole and Spanish-speaking staff members help translate during the process, which includes filling out forms and conducting interviews with families. Depending on how the new students' parents respond in the HLIS and the informatl interview, the student may be scheduled to take the LAB-R. Based on the raw score, students may either be found ineligible for placement in an ELL program, or is assigned a level and placed in an appropriate class. Students who speak Spanish are also administered the Spanish LAB. A Spanish speaking staff member administers the test with an ESL teacher present to insure compliance.
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.
In order for parents to understand all three program choices, parents are informed that their child qualifies to receive ELL services

based on a score on the LABR. They are invited to attend an orientation within eight days of their children's enrollment where they are shown the informational video in their language of choice and addressed by an ESL teacher with help from a translator if needed. The presenter stresses that all three options are available in the Department of Education to avoid influencing parents' choice. After the parents specify their choices, they are given a letter to confirm that their child was placed in a program. The program choice forms of parents who chose TBE or Dual Language, or who miss the orientation and are placed in TBE by default are scanned and emailed to await placement. When parents do not show up for the orientation, the school calls the home to remind parents of the importance of attending and uses DOE translation when necessary. For Haitian Creole and Spanish, native speaking staff members help with outreach and translation. When TBE or Dual Language Programs become available, parents are invited for an orientation where relevant information about placement and location is shared with them with translation services provided as needed. The school attempts communication two more times if the parents are not available.

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 [\[see tool kit\]](#).)
ESL teachers Mr. Povloski and Ms. Fico distribute entitlement letters to ELLs and pick up the letters from the students within the next few days. Those parents who do not return the forms are sent additional notices or are called home until the forms are returned by the students. Parent Survey and Program Selection Forms are stored in the ESL office in a binder marked ESL Parents Documentation.
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.
Students are placed in the appropriate program based on parents' program selection. Placement notifications to parents are handed out to the students in English and native language with tear-off slips for parents to acknowledge. Students return tear-off slips. Classroom teachers collect them and return to the ESL teachers Mr. Povloski and Ms. Fico. The tear-offs are attached to the copies of the original placement letters and stored in the ESL office in a binder marked ESL Parents Documentation. Those who have chosen ESL and whose children do require a special education setting are generally placed in the class which contains general education ELLs in that grade. ESL teachers Mr. Povloski and Ms. Fico provide information about parents' choices to the Pupil Accounting Secretary to enter into the ATS in the ELSPC screen. Students whose parents choose programs other than ESL are placed in ESL classrooms while awaiting placement from the DOE. When TBE or Dual Language Programs become available, parents are invited for an orientation with letters in English and native language where relevant information about placement and location is shared with them with in-house translation services provided as needed.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
To ensure that all ESL students take the NYSESLAT, ESL teachers Ms. Fico and Mr. Povloski print out the latest RLAT report with all the ESL students in the school and check with Pupil Accounting secretary to make sure no new students were admitted since the report was last updated. Those students who were admitted after NYSESLAT preprinted grids were mailed to the school, get manually filled out answer documents where the ESL teachers complete the biographical information. ESL teachers submit a schedule of testing to the administration to avoid scheduling conflicts. General Education and Special Education ESL students are tested separately by grade within the window provided for each set of modalities as early as possible. During testing, proctors take attendance to determine the names and numbers of absent students. Those students who are absent are given a make-up test by a non-ESL teacher who is trained in NYSESLAT testing as soon as the absentees return to school. If the student is absent more than one day after his or her group took the test, the ESL teachers contact the parents with translation as needed to inform them that missing the NYSESLAT will prevent the school from accurately determining the child's proficiency level in ESL. Administration of the test is scheduled in relation to the deadlines for administration and scoring and number of general education and special education classes with ELLs. Administration of the test takes place in accordance to rules about who may administer and score the test. Students are provided a quiet space to take the test. The test locations are marked to avoid interruptions. No two modalities of the test are administered in a single day.
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. 
Over the past two years, most parents select the ESL program in the school and a small number chooses Bilingual or Dual Language programs. The school monitors trends in parent choice by storing all parent choice forms in the ESL office in the ESL Parents binder to keep track of how many parents prefer programs other than Freestanding English as a Second Language. The information for each incoming ESL student is entered into the binder to continue tracking parents' choices at the school. At this

time, the school is waiting to get the minimum number of students in two contiguous grades whose parents are interested in forming a Bilingual class.

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])?

The organizational model of ESL instructional is mostly push-in as ESL teachers also serve as ESL clusters a few periods a week. Classes follow a block model with heterogenous grouping in each class.

Instruction for ELLs is delivered in accordance with the guidelines outlined in The Practitioner's Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs. The leadership of the school is firmly committed to ensuring that ELLs receive grade level content instruction that is scaffolded with ESL strategies to their individual points of entry towards college and career readiness. To achieve this, ESL teachers and teachers working with ELLs constantly monitor student progress using formal and frequent informal assessments based on daily observations to form target groups and modify instruction. To maximize sensitivity to the needs of ELLs, ESL teachers meet with their colleagues to analyze data and plan. The schedule meets the needs of all stakeholders to collaborate on planning lessons and forming groups. Throughout these meetings, ESL teachers stress the importance of direct language instruction in the context of grade level content in alignment with Common Core. Furthermore, ESL teachers and teachers working with ESL students attend workshops to improve their effectiveness in teaching ELLs. Finally, administrators and teachers work with the parent coordinator to establish a culture of mutual regard for student achievement between parents and the school.

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)?

This year, P.S. 269 has two ESL teachers on staff. Together, they meet the mandated minutes for students in each level of proficiency. Beginner and Intermediate students receive 360 minutes of ESL instruction each week. Advanced students receive 180 minutes of instruction each week. ESL teachers use guided small group instruction to meet and monitor all ESL students.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

P.S. 269 is committed to delivering grade level content instruction using ESL methodologies for scaffolding language instruction. These methodologies include the use of technology and visuals, teaching vocabulary explicitly through content, total physical response in both teachers and students, breaking down "juicy" sentences, and teaching to the language needs of the students. Curriculum in the school is mapped in accordance with CCLS. For ELA and Writing, ESL teachers modify the Ready Gen Literacy Program in the context of CCLS-based curriculum maps. Each lesson plan contains CCLS standards to match instruction with CCLS. For Math, ESL teachers modify the Go Math program in the context of CCLS-based curriculum maps. Each lesson plan contains CCLS standards to match instruction with CCLS.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Throughout the year, ELLs have opportunities to converse with native language speaking adults. These include paraprofessionals in the school, the school psychologists, and social worker. These staff members are encouraged to maintain a supportive relationship with the students as mediators of sorts between classroom and ESL teachers and ELLs. Through their interaction, ESL teachers and classroom teachers obtain information about students' social and academic proficiency in the native language, as well as reading comprehension in the native language. Students also have opportunities to read in their native language and respond in English to assess their comprehension and literacy in the native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ESL instruction at P.S. 269 includes all four modalities of English acquisition in any given lesson. Formal and frequent informal assessments include speaking, listening, reading comprehension and writing components in a holistic approach to both assessing in general, specifically assessing progress in language acquisition.

6. How do you differentiate instruction for ELL subgroups?

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

a. P.S. 269 currently does not have a subgroup of SIFE students. However, the school is ready to implement ESL strategies with native language support from native speaking staff using the RtI model as entry-point appropriate interventions.

b. ELLs identified as newcomers include a wide range of students who vary from recent arrivals with no English language skills to children who have become acclimated to their new cultural and academic environment over some years. ELLs at the beginning of this range usually receive instruction and support in addressing basic conversational needs and decoding. In addition, they are introduced to key academic vocabulary and as their conversational skills improve, exposure to academic language increases as well. ELLs at the end of this range usually score at the Intermediate level of proficiency. They require help with developing complexity in their use and comprehension of language including Tier II and III words and sentences with longer modifiers and dependent clauses.

c. ELLs who have been receiving services 4 to 6 years range from students who fall in proximity to the end of the "newcomer" range receive similar strategies. ELLs at the middle of the 4-6 year range are often long-term Advanced students who need support in the reading comprehension modality with a strong emphasis on organized and well-structured writing. Some students at the end of this range also require instruction with these strategies, but many also share the same needs as d. long-term ELLs. Often, long-term ELLs require an instructional approach which combines ESL with related services. In such cases, ESL scaffolding aims to meet students' other instructional needs.

d. At P.S. 269, most long-term ELLs are students with IEPs. ESL teachers collaborate with classroom teachers and related services providers to determine needs and strategies for these students. Specifically, long-term ELLs have the social language proficiency of a native speaker, but have difficulties engaging in academic activities. To differentiate for them, ESL teachers focus on Tier 2 and Tier 3 vocabulary words as they teach content to build up their fluency at the level grade-level content as it pertains to CCLS and standardized testing.

e. Depending on their individual needs, former ELLs are given special consideration during instruction and assessment, such as longer time to complete assignments, use of graphic organizers to plan instruction, and all the ESL scaffolding afforded to current ELLs.

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 students who are ELL-SWD, ESL teachers work with their colleagues in Special Education to determine objectives that are challenging yet meet students at their levels of proximal development. Strategies for teaching language in terms of content to ELL-SWD include, but not are not limited to: explicitly teaching tier II and III vocabulary in accordance with students' needs as per their IEP, and then rewording difficult questions or phrase using key academic vocabulary; providing native language support; breaking work into small pieces; pairing ELLs-SWDs with a more advanced student of a similar native language background. Paste response to question here:

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?

To meet the needs of ELL-SWDs, P.S. 269 employs flexibility to teach ELL-SWDs in a least restrictive environment. Thus, depending on their needs, some ELL-SWDs are pulled out of their regular classrooms into a majority ELL class at the same grade level during ESL instruction. This exposes ELL-SWDs to students who may be more advanced and helpful to the ELL-SWDs.

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

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

				Instruction
Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

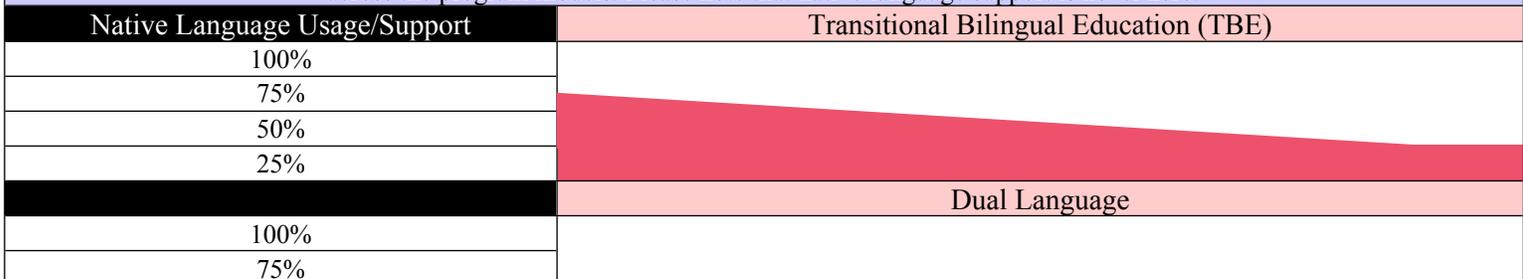
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- P.S. 269 uses its Extended-Day program for targeted intervention of ELLs in ELA and Math. Students are organized in small groups by their language and literacy proficiency as one type of intervention and by their needs in math as another intervention. Instruction during intervention alternatives between two weeks on literacy and two weeks on math each month. To cover the entire spectrum of levels, non-ESL teachers also take groups of ELLs for explicit targeted instruction. In addition to Extended Day, P.S. 269 uses the i-Ready program to target students based on their individual needs in the reading modality of language acquisition. Finally, teachers use RtI to target groups of students based on their demonstrated needs. In Science, Ms. Fico pushes into the Science classes taught by Ms. Grillo. Ms. Fico works with the ELLs in those classes by modifying instruction in terms of ESL methodologies. She uses the principles of RtI to meet the needs of various ELL subgroups in Science.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current ESL program continues from last year during which the administration of the school introduced the push-in model, which replaced pull-out after many years at P.S. 269. This model ensures a solid level of ELL engagement in language instruction by way of content. This year, more non-ESL certified teachers are becoming exposed to ESL methodologies and training, thus building a core of teachers who are sensitive to the needs of ELLs. As evident in the results of the 2012-2013 NYSESLAT, the vast majority of ELLs ascended to the next level of ESL proficiency. About 15% scored proficient. This year, P.S. 264 also employs targeted intervention for different sub-groups, which should further improve the ELLs' performance at the end of the year.
11. What new programs or improvements will be considered for the upcoming school year?
- Currently, the school is evaluating the effectiveness of ESL instruction for long-term ELL-SWDs in order to plan new programs and improvements for next year.
12. What programs/services for ELLs will be discontinued and why?
- At this time, the ESL program at P.S. 269 is very new and all the current improvements have been shown to make a difference. They will be continued in the following years.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- In order for ELLs to have equal access to all school programs, parents are notified in both English and native language of the benefits of various school programs. P.S. 69 is the setting for the BEACON and CAMBA programs, but also has a Title III after-school program for ELLs, which the vast majority joins.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Technology is the main component for supporting ELLs. Smart Boards are used extensively throughout the school to afford students immediate access to visuals, oral delivery of information, and graphic organization. In addition, ESL classrooms use NYSESLAT materials to scaffold and frame instruction for ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- P.S. 269 only has the push-in model of ESL. To support ELLs in their native language, paraprofessionals are used for students with no English language skills. ESL teachers and non-ESL teachers of ELLs use basic native language words and native cultural schema to scaffold language and content instruction. In addition, students use English-Native Language dictionaries and have access to native language books in the class.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- P.S. 269 bases its curriculum on Common Core Standards for each grade level. The Ready Gen literacy program generally corresponds to the content and skills standards outlined in Common Core. For students whose age and grade levels differ, teachers scaffold grade-level content upwards to the students' level of social awareness.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- ELL students who enroll at the beginning of the school year join CAMBA and BEACON programs during the summer. There,

they become exposed to their new setting and pair up with other native speakers who are at higher levels of proficiency in English. During the school year, new ELLs are offered intervention in basic language skills and decoding during extended and Title III after-school program.

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)?

C. Professional Development and Support for School Staff

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

1. The following teachers teach ELL students at P.S. 269: Mr. Povloski, Ms. Fico, Ms. Charles, Ms. Ilahi, Ms. Lopes, Ms. Dini, and Ms. Herod. On the second and last Friday of every month, these teachers meet to discuss research-based strategies for teaching various subgroups of ELLs. Strategies include such areas as explicitly teaching vocabulary, scaffolding to the students' language proficiency levels, and using components of native language instruction such as cognates and native cultural schema. The school also sends ELL teachers to professional developments in these areas as they become available through the Department of Education. The professional development goal for paraprofessionals this year is to train them in close reading so that they better assist their mandated students and small groups of students in guided reading. Paraprofessionals receive close and guided reading training on the days when students are out of the school building. The pupil accounting secretary attends workshops on using the ATS to input and update data for ELLs as soon as these workshops become available through the DOE. The parent coordinator attends professional development and training in how to best support parents of ELLs in terms of translation, provision of resources and information, and familiarity with the school system as they become available through the DOE.

2. In addition to attending professional development in the above areas, teachers of ELLs at P.S. 269 work with network support personnel for ESL and Special Education to meet the needs of these groups as per Common Core Learning Standards.

3. The administration provides staff with professional development on how to bridge Common Core Learning Standards ESL objectives not just as they pertain to grade levels at this school, but on to junior high school and high school. This allows teachers of ELLs in all grades to scaffold instruction upwards to content and skills demanded in the following years. Guided Counselors educate staff about the changes that students go through as they transition from fifth grade to junior high school specifically as it may pertain to immigrant students and ELLs.

4. P.S. 269 sends its teachers to workshops and training in Tier 2 and Tier 3 vocabulary, U.D.L., and offers in-house training as per need. So far, teachers received training in modifying curriculum for the ELLs, doing data analysis on subgroups, and creating a room environment that supports learning. Records for all professional development and workshops are maintained in the main office in the binder labeled Professional Development.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents are invited to attend meeting with ESL teachers and non-ESL teachers of ELLs throughout the year to share progress and concerns both at school and at home. In addition, the school invites parents to workshops on the following topics: learning about middle school, how to fill out the middle school application, how to help children succeed, how to help children with their homework, and what changes parents would like to see in the school. Parents are invited to attend these meetings through letters written in both English and native languages. Staff members who speak native languages assist with translation for parents during meetings.
 2. P.S. 269 partners with CAMBA to provide services to ELL parents. CAMBA works to build a community of parents to which they include and invite parents of ELLs. Camba's philosophy is that when the school and the community become one, children are more rooted in their education and perform better in school. Camba provides various sorts of activities for ELL parents, such as cooking, music, and theater where parents and students work together with staff on a common task.
 3. The school evaluates the needs of the parents both formally through surveys and questionnaires and informally through conversations between school personnel and teachers. The parent coordinator Ms. Oakley takes the lead role in ascertaining the needs of the parents. The parent coordinator is the mediator between administration and parents. She keeps parents informed about policies in the school and in the Department of Education. She provides an open and welcoming environment for parents to visit and join. Ms. Oakley partners with native speaking staff and parents to translate when needed.
 4. P.S. 269 works with a committee of parents on behalf of school's parents to address such needs as scheduling, instructional needs of the students, and creating a community that works hand in hand with our school.

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.

In addition to the professional development and workshops described throughout this document, school counselors receive training about level-appropriate ways to scaffold topics about behavior, social emotional development, and transitions to junior high school for ELLs.

Part VI: LAP Assurances

School Name: P.S. 269 Nostrand

School DBN: 22K269

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jazmine Santiago	Principal		12/13/13
	Assistant Principal		12/13/13
Desiree Oakley	Parent Coordinator		12/13/13
Jason Povloski, Margaret Fico	ESL Teacher		12/13/13
Ms. Carty	Parent		12/13/13
Michael Razza, AIS	Teacher/Subject Area		12/13/13
Jennifer Grillo, Science	Teacher/Subject Area		12/13/13
Clarissa Cigliano, ELA	Coach		12/13/13
Christine Kenny, Math	Coach		12/13/13
Sophia Triant, Sonia Christie	Guidance Counselor		12/13/13
	Network Leader		12/13/13
	Other		12/13/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: Nati22 School Name: P.S. 269 The Nostrand School

Cluster: 6 Network: 605

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

Part A: Needs Assessment Findings

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

The data and methodologies used to assess P.S. 269 written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand includes Home Language Identification Surveys, Interim Surveys, Yearly Surveys, parent teacher conferences, parent orientations for parents of ESL students, and inhouse staff that speak the following native languages: Hatian Creole, French, and Spanish.

The ESL teacher keeps a record of the parents' preferred language of communication. Parents receive letters home both in English and the native language based on their preferences. There is also a list in the School Aides' Office for mass distributions. Signs are posted in our school in the languages used by the parents. These indicate that translations are available for parents.

The Parent Guide is also distributed to every new parent at our Orientation in their language.

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.

The major findings of P.S. 269 written translation and oral interpretation needs are as follows: Interpretations at school are provided by our own staff. P.S. 269 provides translation at workshops, PA meetings, Parent Teacher Conferences and whenever necessary. The Parent Coordinator directs interested parents to the appropriate person on our Translation Team. Sixteen of the families in P.S. 269 speak Spanish. Two of the families speak Chinese. Three families speak Arabic. One family speaks Bangla. Three families speak Urdu. One hundred twenty three families speak Creole. Two hundred forty three families speak English.

Part B: Strategies and Activities

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

The written translation services which P.S. 269 provides include inhouse staff, use of Translation Service Unit, and Title I money to provide translations. School aides keep a list of all parents that require translations for distributions. The ESL teacher has the list as well and updates it as new students are enrolled. When there is a difficulty in locating a translated version of a letter on the NYC DOE website, the school employs a member of the Translation Team who translates the letter within two days. The letters are then submitted to the school aides for copies and distribution. The procedure begins with the need to distribute materials to parents. For Chinese, Arabic, and Bangla, the person determining that a resource should be distributed to parents contracts the Translation Service Unit and sends them the resource to translate into these languages. For Spanish, Urdu and Creole, the same individual contacts native speaking staff members at the school. To insure timely distribution of materials, translators are contacted a few days prior to the original being ready. When the translations are made, aides make copies based on the number of parents for each language. Documents such as safety plans, interpretation notice signs and Parents' Bill of Rights are translated and distributed the same way. The parent coordinator orders Parents' Bill of Rights in the languages necessary for the school. She also submits interpretation notice signs for translation to the Translation Service Unit for Chinese, Bangla, and Arabic, and to in-house staff for Urdu, Spanish and Creole. The school safety plan is submitted for translation by the designated person on the Safety Committee using in-house translators for Spanish and Creole, and Translation Service Unit for Chinese, Bangla, and Arabic. Sending school letters to parents follows the same process. Topics for letters to parents include change of schedule, parent teacher conferences, vacation days, application to middle school deadlines, invitation to CAMBA, and others. The copy office has the distribution of languages in each class. When the materials are translated and copied, each teacher is invited to send down a student to the copy office to pick up the materials. The classroom teacher hands out the materials. Each student gets an English copy and a translated oriignal in the native language as per need.

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 translations at school are provided by our own staff for Urdu, Creole, and Spanish. Oral translations in Arabic, Chinese, and Bangla are provided through the Translation Service Unit. P.S. 269 provides translation at workshops, PA meetings, Parent Teacher Conferences and whenever necessary. The Parent Coordinator directs interested parents to the appropriate person on our Translation Team. A few days prior to an event requiring translations, the parent coordinator informs the appropriate member of the translation team and puts in for a translator with the Translation Service Unit. This allows ample time to ensure that translation services are provided.

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>.

The ESL teacher at P.S. 269 reviews the Home Language Survey to determine the primary language spoken at home within 10 days of a student's enrollment. If the parent indicates a language other than English, we provide the parent with translated materials to communicate with the school. We also ensure that the parent has the phone number of the Parent Coordinator. In addition, we ensure timely provision of interpretation services at all meetings and workshops.

In September, newly arrived parents of ELL students attend an Orientation Meeting in English as well as in their native language. In the orientation an explanation of the different program options that are available to them are highlighted. A Parent Survey and Selection Form are carefully reviewed in order to assist them in making an informed decision pertaining to which program they would like to choose for their child. We also show the video in their language. A translator is also present at the orientation to assist parents in the languages required. Parents are free to ask as many questions as necessary. Parents are afforded the opportunity to make a choice, once again, at the beginning of the school year when they are given the Continued Entitlement Letters for the coming year. Parents attend school workshops during the school year about ELA, Math, and the NYSESLAT. These workshops are conducted in English with a translator from our team present. All correspondence that has critical information regarding their child's education is translated into the native language as well. If the parents require oral translations then they can request it either at our office or through the Parent Coordinator. She will direct the family to the appropriate person from our translation team. As stated in Part A, Question 1: all of the required translation signs are posted at the entrance to our school stating that translations are available at this school in the various languages.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Nostrand School	DBN: 22K269
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The rationale for our Title III Extended Day Program is to increase the literacy skills and language development of our English Language Learners. All ELL's in our school will be invited to attend the program. The program design will consist of four groups as follows: Grade 3, Grade 4, Grade 5, and one mixed group for Beginner Non-Speakers and SIFES. The program will begin approximately February 2013 and end in June 2013. The program will meet Mondays and Wednesdays from 3:00- 5:00 pm for 10 weeks. During these sessions we will provide support and preparation for the NYSESLAT exam. The teachers will use differentiated instruction to address the individual needs of the students. The program will be conducted in English. There will be one ESL NYS Licensed Teacher on premise. There will be four classroom common branch teachers providing instruction. The ESL teacher will push-in forty five minutes into each group. In addition, The ESL teacher will oversee all the clerical and administrative tasks involved, such as record keeping, attendance, and ordering of materials. For the Beginner and SIFE groups, we will purchase a variety of supplemental resources and materials to address their individual needs. We will also prepare our students for the upcoming NYSESLAT exam with supplementary preparation books for each child by grade.

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: The rationale for our professional development for Title III Program teachers is to acquaint them with the expectations and goals of the program. We will hold a workshop in February 2013, before the program begins to prepare educators. During this workshop class lists and materials will be distributed. The ESL teacher, Mr. Jason Povloski, will facilitate the workshop. The instructional goals will be discussed. The workshop will be scheduled for 3:00 PM until 4:30 PM. Attendance, assessment records, pre and post records will also be discussed. The teachers will be informed of exactly what they are expected to cover in the program. The four teachers to receive training will be the ones who are selected to be part of the Title III Program. An Agenda will be provided. Any questions that the teachers might have will be answered. In efforts to continuously support ELL'S and teachers who service them, we ask that when members of our staff attend workshops pertaining to ELLs, all agendas and handouts will be uploaded onto google documents to share with staff. Additional professional development will be provided for all other staff who teach ELLs. Professional Developments will be covered at our Vertical Grade Meetings scheduled to meet once a week. Topics to be covered will be: providing instructional strategies for ELL support, curriculum modifications, deepening the level of differentiated instruction, and TIPS for ELLs. He will also turnkey at various grade meetings regarding Strategies for Including ELLs in the classroom, particularly Beginners.

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: We are planning on having two workshops for the parents of our ELL's. One is planned for January with the date and time to be determined.. The second workshop will be held in March with the date and time to be determined. The rationale for these workshops is to increase parental involvement and to inform the parents of strategies they can use to help their children at home. Our workshops will be entitled "Helping Your Child Reach Academic Success as an English Language Learner ". We will discuss best practices to be used at home, making learning fun, understanding state exams, using the Public Library as well the wealth of free resources that are available to our children in New York City. We will explain how to use the Homework Help Line which is available in many languages. We will also discuss ways in which parents can help their children select appropriate books to read, high order questions to ask, and encourage parents to read to their children in their own languages as well. The workshop will be facilitated by our ESL teacher, Mr. Povloski. He will also discuss the upcoming tests. Parents will be able to ask questions about any issues they might have regarding their children's education. A Haitian Creole translator will be present, as well as our Principal, who will also translate for Spanish parents if necessary. The workshop in the Spring will be called "Strategies # 2: How To Help Your Child Reach Academic Success". This will be a follow up from the first workshop. All parents will receive a written invitation in English and in their native language. Refreshments will be served. We will also purchase and distribute a current copy of "Easy English News" for each parent that attends. This is a valuable literacy tool, as they can keep it and read it with their children together at home.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	4	0

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		