



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 279
DBN (i.e. 01M001): 18K279
Principal: LORENZO ALEXANDER CHAMBERS
Principal Email: LCHAMBERS@SCHOOLS.NYC.GOV
Superintendent: B. WILKINS
Network Leader: NANCY RAMOS

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 |
|---------------------|--|-----------|
| Lorenzo A. Chambers | *Principal or Designee | |
| Denise Jones | *UFT Chapter Leader or Designee | |
| Allison Beache | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Peggy Lieber | Member/ Paraprofessional | |
| Pauline Hunter | Member/ Teacher | |
| Kenneth Briggs | Member/ Teacher | |
| Marie Aristilde | Member/ Parent | |
| Yvonne Daly | Member/ Parent/Title 1 Rep | |
| Marcia Benjamin | Member/ Parent | |
| | Member/ | |

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, ensure curricula are aligned to standards in all content areas: ELA and Math are aligned to common core – in other content areas aligned to applicable content standards – as measured by units of study and lesson plans being aligned to standards.

Comprehensive Needs Assessment

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

In ELA – DOE city-wide expectations indicate that schools must choose from a selection of curriculum identified as being aligned to CCLS. We chose one curriculum based on a collaborative process that included teachers, our literacy coach and instructional leader. The need is based on 68% of our students making progress and 18% meeting performance standards. In Math we chose Math In Focus as our curriculum at the recommendation of our network. We expanded the curriculum from K-2 last year to K-5 this year. The curriculum is aligned to CCLS, which meets city-wide expectations. The idea is to support student learning by increasing progress and performance from its current rate of 51% and 18% respectively. Since there are no CCLS for other content areas, we have aligned our curriculum to NY State standards.

Instructional Strategies/Activities

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

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

1. ELA and Math curriculum have differentiated instruction for subgroups embedded in the curriculum. Overall we address subgroups via student inquiry work.

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

1. Principal, Assistant Principal, Literacy Coach, network support and teachers

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

1. Most of our work has pre-tests, formative and summative tests wrapped that encompass units of study. We also have benchmark assessments at the beginning middle and end of the year.

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

1. 9.3.13 – 3.1.14

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

1. Monthly professional development sessions, targeted instructional rounds, student inquiry work, extended day and SETSS work.

Strategies to Increase Parental Involvement

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

Curriculum night to introduce parents to shifts in practice, parent workshops throughout the year, teacher communications

Budget and Resource Alignment

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

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014 80% of students with Individual Educational Plans will meet their IEP goals in ELA and Math with instructional supports, aligned to the CCLS and their needs, as measured by the learning objectives in their IEPs.

Comprehensive Needs Assessment

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

academic content and student achievement standards.
 None of our students with IEP's scored level 3/4 on the NYS ELA/Math exams – while 51% and 55% were in the 75% growth percentile in ELA and Math respectively. City-wide expectation – organizing school to meet needs of all students – “special needs students...” and QR rubric 3.1 – school vision reflected in data-based goals that are tracked for progress...

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
- 1. Monthly student inquiry meetings to review student work and all related assessments to track progress relative to IEP goals
- B. Key personnel and other resources used to implement each strategy/activity**
- 1. Instructional Leadership Team and Coach, Special Education teachers
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1. ELA and Math IEP goals, progress monitoring, action steps identified to implement skills and strategy teaching to grow learning
- D. Timeline for implementation and completion including start and end dates**
- 1. Oct. – June - monthly
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1. Use of school-wide and created assessment tools to monitor student progress.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 Curriculum night to introduce parents to shifts in practice, parent workshops throughout the year, teacher communications

Budget and Resource Alignment

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

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

List any additional fund sources your school is using to support the instructional goal below.
 OTPS, Per Diem, Per session

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, all teachers, teacher teams and school leaders will have regularly engaged in student inquiry work to review evidence of student growth and performance in Math, (focused on a high performing student) while making evidence-based adjustments in teaching practice as measured by assessments, student work and systemic protocols for student inquiry.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 18% of students proficient in Math on NYS exam. By reviewing student work for evidence of individual student growth in math we can identify gaps in learning relative to the standards, making evidenced based adjustments. (citywide expectations) Also, this goal is aligned to QR 4.2 – engaging in structured professional collaboration on teams using an inquiry approach.

Instructional Strategies/Activities

- Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- A. Strategies/activities that encompass the needs of identified subgroups**
 - 1. Performance on math assessments and student work – high performing students.
 - B. Key personnel and other resources used to implement each strategy/activity**
 - 1. Instructional leaders, classroom teachers, math coach.

- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Curriculum assessments – pre-post, formative and summative using rubrics to adjust teaching as driven by data analysis.
- D. Timeline for implementation and completion including start and end dates**
1. Nov. 2013 – April 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Monthly grade PD meetings

Strategies to Increase Parental Involvement

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

Monthly teacher updates to parents, parent workshops.

Budget and Resource Alignment

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

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

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

OTPS, Per Session, Per Diem

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, All students will have engaged in a school-wide learning focus area of evidence in argument appropriate to their grade level as measured by assessed student writing with rubrics on opinion/argumentative work. (focused on a low performing student)

Comprehensive Needs Assessment

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

City-Wide instructional Expectations
 NYS ELA test scores
 Pre-Post, formative, summative assessments (units of study in ReadyGen curriculum)

Instructional Strategies/Activities

- Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- A. Strategies/activities that encompass the needs of identified subgroups**
1. Low performing student(s) identified by benchmark assessments using F&P, performance tasks and past NYS ELA scores
- B. Key personnel and other resources used to implement each strategy/activity**
1. Instructional Leaders, classroom teachers, literacy coach
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Pre-pose, formative, summative assessments using rubrics
- D. Timeline for implementation and completion including start and end dates**
1. Oct. '13 – April '14
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Weekly grade inquiry meetings

Strategies to Increase Parental Involvement

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

- 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;

Budget and Resource Alignment

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

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

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

OTPS, Per Session, Per Diem

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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

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 | STARS/CARS; Leveled Literacy Library Intervention; Guided Reading; Comprehension Matters | Small group Pull Out | Extended Morning; During School by AIS, SETSS, and Speech providers |
| Mathematics | STAMS/CAMS program; MIF Reteach; Harcourt Brace Reteach | Small Group | Extended Morning; During School by AIS provider |
| Science | FOSS Kit/ Harcourt Science | Remediation as needed through small group instruction during Science class | During Science class |
| Social Studies | Harcourt Social Studies program | Remediation as needed through small group instruction during Social studies lessons provided by the classroom teacher | During the school day as needed by classroom teacher |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | At risk counseling; Anger Management Groups | Small group and/or individual service based upon need | Guidance Counselor/ Social Worker provide service during the school day |

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

| |
|--|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| Recruitment – open market, hiring fairs sponsored by DOE, network resources, new teacher finder DOE website – retention – first year teacher monthly meetings, assignments – based on licensed area, areas of school need and best fit compatibility with colleagues – professional development ongoing in the building and out including PD support from network resources. |

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). |
| End-year surveys of teachers for input/guidance to plan for following year, based on data analysis of student progress/performance coupled with review of city-wide expectation mandates from the chancellor, in-house and network sessions for paraprofessionals based on needs analysis and interest input from paras. Principal/AP PD support from our network - monthly |

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
| We are consistently meeting DOE compliance standards and mandates in these areas and allocate funds with the support and guidance from the network budget team to ensure restricted funds are applied accordingly. |

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.). |
| PS 279 is committed to ensuring a successful transition from Pre-K programs to the elementary school program. To ensure quality early childhood education, PS 279 offers 3 full day Pre-K classes; many students whom continue at PS 279 for Kindergarten. Curriculum and routines are aligned with the Pre-K curriculum to ensure a seamless transition from Pre-K to Kindergarten. Pre-kindergarten teachers infuse parts of the Fundation program into their instruction, which is also used in Grades K-2. In addition, teachers instruct students on key print concepts that will give students the pre-readiness skills needed to be successful in Kindergarten. In Math, the teachers follow the NYS standards and align their instruction to prepare the students with the foundational skills needed to be successful with the K Math CCLS. PS 279 also works with neighboring Pre-K providers to ensure the seamless transition to the elementary setting. Brooklyn Head Start brings their students on a tour every Spring to see Kindergarten. Parent Workshops are held by the Parent Coordinator and Pre-K Social Worker focusing on the expectation for Kindergarten and how parents can support their students at home for readiness. Neighboring Pre-K providers are also invited in the Spring to see the Kindergarten and to discuss with the Parent Coordinator how to best support their students and families in the transition. Records are shared by preschools via Progress reports. PS 279 Pre-K students receive the NYCDOE report cards documenting progress and growth throughout the year. To address Early Intervention Services, the PS 279 Pre-K Staff works with the Social Worker to assess student needs and make referrals for services as needed. The early Childhood Screening tool is completed at the beginning of Pre-K as an assessment of readiness. The PS 279 SAT completes the Turning 5 cases for students expected to enroll at PS 279 in the Fall to assess what school based services may be needed when the student enrolls in school. |

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

A team of four teachers participated in PD sessions in August 2013 to learn about assessment measures. This team met with some of their colleagues subsequently and made recommendations to the instructional leadership team to select the measures they chose. As a result, our OD team has scheduled a series of sessions to provide support on how to use the assessments as well as provide per session time for scoring.

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;

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

| | | |
|---|-------------------------|--------------------------|
| District 18 | Borough Brooklyn | School Number 279 |
| School Name Herman Schreiber □□□□□ | | |

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 Mr. L. Chambers □□□□□ | Assistant Principal Ms. S. McStine □□□□□ |
| Coach Ms. F. Twomey □□□□□ | Coach type here |
| ESL Teacher Ms. I. Barth/ESL | Guidance Counselor Ms. J. Matthews □□□□□ |
| Teacher/Subject Area type here | Parent type here |
| Teacher/Subject Area type here | Parent Coordinator Ms. T. Rawleigh □□□□□ |
| Related Service Provider Ms. R. Padeh/SETSS □□□□□ | Other type here |
| Network Leader (Only if working with the LAP team) Ms. N. Ramos | 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. | 1 | 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) | 537 | Total number of ELLs | 13 | ELLs as share of total student population (%) | 2.42% |
|--|-----|----------------------|----|---|-------|

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> | <input type="checkbox"/> | 0 |
| Dual Language <small>(50%:50%)</small> | <input type="checkbox"/> | 0 |
| Freestanding ESL | | | | | | | | | | | | | | | |
| Pull-out | <input type="checkbox"/> | 0 |
| Pull-out | 1 | 3 | 1 | 1 | 4 | 3 | <input type="checkbox"/> | 13 |
| Total | 1 | 3 | 1 | 1 | 4 | 3 | 0 | 13 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|--------------------------------|---|
| All ELLs | 13 | Newcomers (ELLs receiving service 0-3 years) | 11 | ELL Students with Disabilities | 2 |
| SIFE | 0 | ELLs receiving service 4-6 years | 2 | Long-Term (completed 6+ years) | 0 |

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

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

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|------|------|-----|------|------|-----|------|------|-----|-------|
| TBE | □□□□ | □□□ | □□□ | □□□□ | □□□ | □□□ | □□□□ | □□□ | □□□ | 0 |
| Dual Language | □□□□ | □□□ | □□□ | □□□□ | □□□ | □□□ | □□□□ | □□□ | □□□ | 0 |
| ESL | 11 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 13 |
| Total | 11 | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 13 |

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

| Dual Language (ELLs/EPs) | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 9-12 | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP |
| SELECT ONE | □□□ | □□□ | □□□ | □□□ | □□□ | □□□ | □□□ | □□□ | 0 | 0 |
| SELECT ONE | □□□ | □□□ | □□□ | □□□ | □□□ | □□□ | □□□ | □□□ | 0 | 0 |
| SELECT ONE | □□□ | □□□ | □□□ | □□□ | □□□ | □□□ | □□□ | □□□ | 0 | 0 |
| TOTAL | 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 | <input type="text"/> | 1 | <input type="text"/> | <input type="text"/> | <input type="text"/> | 1 | <input type="text"/> | 2 |
| Chinese | <input type="text"/> | 0 |
| Russian | <input type="text"/> | 0 |
| Bengali | <input type="text"/> | 0 |
| Urdu | <input type="text"/> | 0 |
| Arabic | <input type="text"/> | 0 |
| Haitian | 1 | 2 | 1 | 1 | 3 | 2 | <input type="text"/> | 10 |
| French | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | 1 | <input type="text"/> | 1 |
| Korean | <input type="text"/> | 0 |
| Punjabi | <input type="text"/> | 0 |
| Polish | <input type="text"/> | 0 |
| Albanian | <input type="text"/> | 0 |
| Other | <input type="text"/> | 0 |
| TOTAL | 1 | 3 | 1 | 1 | 4 | 3 | 0 | 13 |

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) | 1 | <input type="text"/> | <input type="text"/> | <input type="text"/> | 1 | 1 | <input type="text"/> | 3 |
| Intermediate(I) | <input type="text"/> | 2 | <input type="text"/> | <input type="text"/> | 1 | 1 | <input type="text"/> | 4 |
| Advanced (A) | <input type="text"/> | 1 | 1 | 1 | 2 | 1 | <input type="text"/> | 6 |
| Total | 1 | 3 | 1 | 1 | 4 | 3 | 0 | 13 |

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 | 0 | 0 | 0 | 0 | 0 |
| 4 | 1 | 2 | 0 | 0 | 3 |
| 5 | 2 | 1 | □□□ | □□□ | 3 |
| 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 |
| 4 | 1 | □□□ | 1 | □□□ | 0 | □□□ | 1 | □□□ | 3 |
| 5 | 1 | □□□ | 1 | □□□ | 0 | □□□ | 0 | □□□ | 2 |
| 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 | 0 | □□□ | 1 | □□□ | 2 | □□□ | 0 | □□□ | 3 |
| 8 | □□□ | □□□ | □□□ | □□□ | □□□ | □□□ | □□□ | □□□ | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|-----|---------|-----|---------|-----|---------|-----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 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 26-50percentile | Q3 51-75percentile | Q4 76-99percentile | Q1 1-25 percentile | Q2 26-50percentile | Q3 51-75percentile | Q4 76-99percentile |
| ELE (Spanish Reading Test) | □□□ | □□□ | □□□ | □□□ | □□□ | □□□ | □□□ | □□□ |
| Chinese Reading Test | □□□ | □□□ | □□□ | □□□ | □□□ | □□□ | □□□ | □□□ |

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

- 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.
PS 279 uses Fountas and Pinnell for K-5. Also Grade 3 uses Performance Series. Fountas and Pinnell is a vehicle to monitor

student's progress in literacy skills. This assessment provides insights into ELL students decoding and comprehension ability, as well as ELLs fluency and accuracy. Data from the assessment is used to pinpoint ELL's specific literacy needs and is used to formulate instruction based upon identified needs. Data is also used to identify students in need of RTI services and Extended Day.

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

Data across proficiency levels on LAB-R and NYSESLAT reveal the beginner, intermediate, and advanced students in the lower grades K-2 have strengths in the listening and speaking modalities, while their weaknesses show up in the reading and writing modalities. In the upper grades 3-5 it appears that the same pattern emerges of strengths in listening and speaking, and weakness in reading and writing.

Based on the results of a thorough analysis of the data involving the ELLs at PS 279, there are a large number of ELLs that are at a higher proficiency level with the speaking and listening modalities than the reading and writing modalities (approx. 66%). Many of them have tested proficient in those modalities (approx. 18%). There needs to be more emphasis and work to support better writing and reading skills. The modality that needs the most support is writing. In order to foster higher order learning and thinking, the school is committed to support ELLs with more challenging methods to improve their writing skills as a way of self reflection and thought on their language learning. The school encourages students to take ownership of their learning and goal setting is extremely effective and an important part of a student's portfolio.

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](#))

Since ELLs represent every proficiency level on every grade standards based teaching using mini-lessons and differentiated instruction are best suited for student learning and achievement. The modalities of listening, speaking, reading, and writing will be developed through second language methodology. Successful approaches include Total Physical Approach, Language Experience, Natural Approach, Cognitive Academic Language Learning Approach, and Scaffolding in order to help ELLs meet high and rigorous standards expected of all students. Principals of Learning and Common Core State Standards apply at PS 279.

ELLs at PS 279 are assessed in content areas of math, science, social studies, and English language arts in English unless there is a translated assessment available. However, the preferred assessment language is English. School leadership and teachers use the results of the ELL interim assessment to drive instruction in grades 3-5. The implications for instruction are strong cognitive involvement as well as contextual support will continue in the four modalities. Implications for instruction in math, science and social studies content areas are emphasis on contextualization, text re-presentation and metacognition for advanced students while using modeling, bridging and schema building for int/beg. students. Professional development for teachers in these areas will continue. The goals for ELLs are to achieve English proficiency for their grade level and to meet or exceed New York State Standards in all content areas.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The results of the ELL periodic assessments are used not only by the ELL teachers but the common branch classroom teachers are supplied with the results once a year to mark the progress of their students. These results are discussed/relayed not only on a progress report but they are addressed during conferences with the ESL teacher and classroom teacher. Based on the needs of the student, there are changes made in the way some of the lessons are conducted or introduced to some of the ELLs, different groupings are established and additional support is suggested if needed academically (ex. RTI), counseling or tutoring.

The periodic assessments allow the school to learn which ESL standards need to be addressed as well as the performance patterns of each ELL. These results are another way of forming a better understanding of the skills that need to be addressed in terms of listening, reading and writing. It allows the various support teams at the school to better address some of the ways ELLs can be supported. The periodic assessment is a predictive as to how an ELL may perform on the upcoming NYSESLAT in May. It provides a window to better prepare the ELLs so that they can work on the modalities that need the most improvement via enhancing the ESL learning standards.

Based on the result patterns across the NYSESLAT modalities – there will be a higher emphasis on improving the reading/writing strategies with those students who have tested proficient on the speaking and listening. We will address the needs of the newcomers in that the priority is to provide a stress-free learning environment so that they can begin to engage and become communicatively competent. The school acknowledges that many newcomers may be in "culture shock" so there are procedures in place to aid students during their "silent periods" of learning. There would be a balance in instructional decisions based on constant reflection, observations, goal setting

and assessment review and evaluation.

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](#).)

Targeted intervention programs for ELLs STARS (Strategies to Achieve Reading Success.) and CARS (Comprehensive Assessment of Reading Strategies) - ELA grades 3,4 and 5. CAMS and STAMS - Math grades 3,4 and 5. LLI - Leveled Literacy intervention RTI-grade1.

Targeted interventions for Social Studies include schoolwide thematic assembly programs, Multi-Cultural Awareness Day Celebration, small group guided discussions and readings, computer internet sites for research.

Additional targeted intervention programs for ELA and Math include RTI for students scoring two and below on either ELA and Math or both on the NYS Assessments. These programs are offered in English with the use of Word by Word glossaries as approved by the NYSED.

Continuing transitional support for ELLs reaching proficiency on NYSESLAT include RTI, extra time on all tests and assessments either inclass or state mandated, extended time tutorial differentiated instruction.

Improvements for our programs include better use of data using ARIS and articulation between pedagogues concerning ELLs progress.

ELLs have access to all school programs including WID (Wonderment, Inquiry, Discovery). This program is an enrichment program where students come up with questions of their choosing, do research, and produce a culminating project. Scholastic Writers of Tomorrow is another program where students produce their own book to be published.

PS 279 is rich with materials for ELLs. Newcomers use Longman Phonics, Oxford University Press, The Oxford Picture Dictionary for Kids tapes, workbooks and monolingual dictionaries, Addison Wesley-ESL, and Language Master series. Content area instruction is aided by Oxford Picture Dictionaries in the Content Areas by Oxford University Press, and Windows on Literacy and Reading Expeditions by National Geographic. SIFE students are helped with Word by Word Phonics picture dictionaries by Longman. Learning English Through Literature by Jamestown Publishers, and Poetry Power ESL by Modern Curriculum Press are used with the ESL/ELA component. Into English by Hampton Brown Books and Amazing English by Addison Wesley series are also on hand. Leveled multi- genre classroom libraries including multi-cultural books round out the selection of materials.

Language support is offered through bilingual, multi-cultural library books. Languages include Spanish, and Haitian Creole. Required services support ELLs. Materials are plentiful and correspond to primary school level K-5 age and grade appropriate.

There are currently no programs before the beginning of the school year for newly enrolled ELL students.

Native Language Arts is not assessed by PS 279 ELLs as there are not enough students in one language group on any two contiguous grades to warrant Bilingual classes. Language electives are not offered.

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

Native language is used by providing NYSED approved glossaries for use in the classroom and on all assessments except ELA.□□□□□

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of the ELL program is measured in many ways. We evaluate the success of our programs for ELLs by assessing all the relevant data, feedback from teachers, parents, students and the community. It is also measured by the advancement of the ELLs on the NYSESLAT, by improvements in reading/writing and speaking/listening abilities, by the comfort levels of ELLs in using English in every day settings including academic activities and by the performance of ELLs on state assessments. There is always an effort to ensure that the ELLs at PS 279 have every advantage as all the other students and to provide support for yearly success even after testing out of the programs.

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](#).) Potential ELL students are identified by the Home Language Identification Survey which is completed by a parent/guardian at Registration with the assistance of Ms. Barth, certified ESL teacher. Ms. Barth then conducts an interview with a parent/ guardian whose answers on the HLIS indicate a language other than English is spoken in the home. After determining the student's primary language is other than English, the student is administered a LAB-R within the first ten days of the student's attendance by the ESL teacher. Administration of the Home Language Questionnaire (HLQ);
 2. Conducting an informal interview in English and in the native language;
 3. Administration of a formal English assessment; and
 4. Placement in an appropriate program (i.e., bilingual education, free-standing ESL, or monolingual English programs).
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. If the student is not found to be eligible for ESL the parent is notified as such and placed in the general education program. If the student is eligible for ESL the student is placed in the ESL program and the parent is notified and invited to a Parent Orientation Meeting where they will view the Orientation Video for Parents of English Language Learners and be helped to understand the different programs offered. They will then select a program they wish for their child. Parents are encouraged to ask questions and voice any concerns at that time. Parents are informed that LAB-R eligible students receive English as a Second Language instruction and are annually evaluated using the New York State English as a Second Language Achievement Test given in May.
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 [\[see tool kit\]](#).) Entitlement letters, Parent Survey and Program Selection forms are returned at the time of the orientation to Ms. Barth, ESL Teacher. These documents are kept the original in the student's cumulative record and a copy in the Data Binder in the ESL classroom. If the parent/guardian is not able to attend, the letters and program selection forms are sent home for signature. If they are not returned, they are resent and every effort is made to contact the adult. Parent workshops and dialogues with the Parent Coordinator, Tamika Rawleigh and ESL teacher, Ms. Barth are available. Translators are available for most language groups.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language. After ELL students are identified by the Home Language Identification Survey, which is completed by a parent/guardian at Registration, the ESL teacher, Ms. Barth conducts an interview with a parent/ guardian whose answers on the HLIS indicate a language other than English is spoken in the home. After determining the student's primary language is other than English, the student is administered a LAB-R within the first ten days of the student's attendance by the ESL teacher. If the student is not found to be eligible for ESL the parent is notified as such and placed in regular program. If the student is eligible for ESL the student is placed in the ESL program and the parent is notified and invited to a Parent Orientation Meeting where they will view the Orientation Video for Parents of English Language Learners and be helped to understand the different programs offered. They will then select a program they wish for their child. Then, parents are informed that LAB-R eligible students receive English as a Second Language instruction and are annually evaluated using the New York State English as a Second Language Achievement Test given in May. Placement Letter Records are maintained in the Students Cumulative Record, as well as a copy in the ESL room.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. The NYSESLAT is a mandated test for all LEP/ELLs. Every LEP/ELL student must take the NYSESLAT until she/he has reached the level of proficient in English on the NYSESLAT, which will allow her/him to exit a bilingual education or ESL program. The NYSESLAT is designed specifically for LEP/ELLs. Therefore, testing accommodations ordinarily permitted for LEP/ELLs taking other State tests are not permitted for NYSESLAT. LEP/ELLs with disabilities should be provided the testing accommodations specified in their IEP or Section 504 Accommodation Plan (504 Plan), with the two exceptions:
 - The Reading subtest may NOT be read to ANY student
 - For the Writing subtest, students may NOT receive assistance or have their responses corrected for spelling, grammar,

paragraphing, or punctuation. The Listening and Speaking test is administered to each student individually.

The NYSESLAT is administered only in April-May of each year. The NYSESLAT is a secure test.

The ATS reports used to determine NYSESLAT eligibility are the RNMR, RLER, RLAT, and RMSR reports. The SETTS, RTI, and ESL Teachers administered the NYSESLAT test in accordance with the Teacher's Directions outlined by NYS. Speaking is administered individually by out of classroom personnel. Testing modifications are given in accordance with the IEP.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  After reviewing the Parent Survey forms for the last few years, approximately 70 parents have been selecting ESL only, therefore PS 279's ESL program is aligned with parental requests on the Parent Survey and Program Selection Form. □□□□□

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])?

PS 279s ESL program is a free-standing pull-out program. Since ELLs represent every proficiency level on nearly every grade, standards based teaching using mini-lessons and differentiated instruction are best suited for the students. The modalities of listening, speaking, reading, and writing will be developed through second language methodology. Successful approaches include, Total Physical Approach, Language Experience, Natural Approach, Cognitive Academic Language Learning Approach, and Scaffolding in order to help ELLs meet the high standards expected of all students. Principles of learning apply at 279.

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)?

ELL students are assured their mandated number of instructional minutes by the ESL teacher as per CR Part 154 determined by LAB-R and NYSESLAT information. The ESL program is a free-standing pull-out using standards based thematic teaching in ESL. Explicit ESL is delivered through balanced literacy mini-lessons using performance indicators aligned with Common Core Standards in ESL. Beginning and intermediate students receive Three hundred sixty minutes of ESL, while advanced students receive One hundred Eighty minutes of ESL and Ninety minutes of ELA. Literature and content based instruction is aligned to the New York State Common Core standards of English for information and understanding; English for literary response, enjoyment, and expression; English for critical analysis and evaluation; English for social classroom interaction; and English for cross-cultural knowledge and understanding in the four modalities of listening, speaking, reading, and writing. The Balanced Literacy program is the model to deliver both ESL and ELA at PS 279.

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.

Explicit ELA is delivered in ninety minute block by components of ReadyGen using the workshop model and incorporating phonics, fluency, vocabulary and text comprehension into the components of read aloud, shared reading, guided reading, independent reading, writers workshop which correspond to Common Core Standards in ELA.

Implications for instruction in content areas are as follows: advanced and intermediate students on levels 2 and 1 in math on grades 4 and 5 need emphasis on contextualization, bridging, and metacognition, while beginning students in math level 1 grades 4,5 need modeling, bridging, and schema building. Intermediate and Advanced ELLs with levels 2, 3 on the Science State Assessment need modeling, bridging, and contextualization. Grade 4 and 5 students on level 2 and 3 need contextualization, text-representation and metacognition. Professional development for teachers in these areas will continue. The goals for ELLs are to achieve English proficiency for their grade level and to meet or exceed New York State Common Core Standards in all content areas.

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

Native Language Arts is not assessed by P.S. 279 ELLs as there are not enough students in one language group on any two contiguous grades to warrant Bilingual classes. Also, parental requests indicate ESL only. Explicit NLA is not needed.

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

The modalities of listening, speaking, reading and writing will be developed through second language methodology. Successful approaches include, Total Physical Approach, Language Experience, Natural Approach, Cognitive Academic Language Learning Approach, and Scaffolding in order to help the ELLs meet the high standards expected of all students.

Students are assessed using various assessments to cover each of the 4 modalities. Students participate in the ELL Periodic Assessments as scheduled. In addition, all ELLs are tested using the Fountas and Pinnell assessments, which tests Reading, Writing, and Speaking. ELLs also participate in classroom level Formative Assessments and Summative Assessments aligned to the Common Core Ready Gen program. Additionally, they participate in individual reading/writing conferences with the ESL and

Classroom teachers. As they learn new skills throughout the year they are assessed to determine mastery.

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).

P. S. 279 has a wide array of services for ELL/SIFE/Long-term ELLs including free-standing pull-out ESL, targeted instruction, differentiated instruction, counseling, student assessment analysis, Pupil Personnel Committee, RTI, referrals for related services, Resource Room, extended day targeted instruction, and referrals to community agencies. Newcomers are especially welcomed and engaged immediately at P.S. 279 by using best strategies for ELLs such as following established routines; providing comprehensible input by use of context clues, visuals, realia, manipulatives and gestures; listening centers; modeling of standard language structures; encouragement of students to work in pairs when appropriate; and variations in levels of lessons to name a few.

Transition plan for students reaching English proficiency include RTI and extended day instruction time. Former ELLS receive time and a half on all testing.

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

The materials used are the Strategies to Achieve Reading Success and Comprehensive Assessment of Reading Strategies program for Grades 3-5. All grades use the National Geographic Language and Literacy program to enhance literacy instruction. Technology is a large part of instruction at PS 279. Each classroom is equipped with a SmartBoard and desktop computer. A laptop cart is available for use by the students as well as two full computer labs. Students use programs such as Starfall, Readworks.org, Performance Series and PebbleGo to enforce their reading. Literature in native language is also available for students to use. The ESL teacher works closely with the Special Education teacher to strengthen student's IEP goals and to work towards mastery of the goals using the various programs listed above.

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

The school will do all possible to use curricular, instructional, and scheduling flexibility to meet the diverse needs of all ELLs. The school culture enables grade team leaders, inquiry team leaders and administration to meet frequently to discuss the special needs of all students. The ESL teacher also meets with classroom/cluster teachers frequently to discuss various needs of particular student(s) so that the necessary changes can be made in scheduling or instructional matters. The ELL specialist are invited to join any of the teams that are in place at the school. The focus is to be as flexible with the needs of all ELLs within the least restrictive learning environment. We have a guidance counselor available for those students who may need additional counseling or other needs. Flexible programming is used to ensure that ELL-SWD's are receiving their ESL service with their General education peers as much as possible.

Courses Taught in Languages Other than English 

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

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

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

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

| | | | | |
|----------|--|--|--|--|
| 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.



| 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.
- Targeted intervention programs for ELLs in ELA include ReadyGen, Expeditionary Learning, for ninety minutes literacy block, Fountas and Pinnell (K-2), Comprehension Matter (3-5).
- Targeted intervention programs for Math include Math on Focus, sixty minute math block (K-2) Math Baseline ninety minute math block (3-5), planning guide and curriculum pacing calendar schoolwide.
- Targeted interventions for Science include hands on lessons using scientific materials and manipulatives, inquiry based instruction aligned to Common Core Standards, NYS Learning Standards.
- Targeted interventions for Social Studies include schoolwide thematic assembly programs, Multi-Cultural Awareness Day Celebration, small group guided discussions and readings, computer internet sites for research.
- Additional targeted intervention programs for ELA and Math include RTI for students scoring three and below on either ELA and Math or both on the NYS Assessments. These programs are offered in English with the use of Word by Word glossaries as approved by the NYSED.
- Continuing transitional support for ELLs reaching proficiency on NYSESLAT include RTI, extra time on all tests and assessments either inclass or state mandated, extended time tutorial differentiated instruction.
- Improvements for our programs include better use of data using RTI and articulation between pedagogues concerning ELLs progress.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- P. S. 279 has a wide array of services to assure that ELL/SIFE/Long-term ELLs to meet their needs in both content and language development including free-standing pull-out ESL, targeted instruction, differentiated instruction, counseling, student assessment analysis, Pupil Personnel Committee, RTI, referrals for related services, extended day targeted instruction, and referrals to community agencies.
11. What new programs or improvements will be considered for the upcoming school year?
- There are currently no programs before the beginning of the school year for newly enrolled ELL students.
12. What programs/services for ELLs will be discontinued and why?
- none
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have access to all school programs including WID (Wonderment, Inquiry, Discovery). This program is an enrichment program where students come up with questions of their choosing, do research, and produce a culminating project. Scholastic Writers of Tomorrow is another program where students produce their own book to be published. ELLs are invited to participate in all school programs, including the Enrichment Afterschool programs, as well as the Academic Afterschool/Saturday Academy programs. ELLs students are encouraged to attend these programs, as well as extended day, which can offer them targeted instruction based upon their individual needs. The Guidance Counselor and Parent Coordinator work together with the ESL teacher to notify parents of these programs to ensure participation.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- PS 279 is rich with materials for ELLs. Newcomers use Longman Phonics, Oxford University Press, The Oxford Picture Dictionary for Kids tapes, workbooks and monolingual dictionaries, Addison Wesley-ESL, and Language Master series. Content area instruction is aided by Oxford Picture Dictionaries in the Content Areas by Oxford University Press, and Windows on Literacy and Reading Expeditions by National Geographic. SIFE students are helped with Word by Word Phonics picture dictionaries by Longman. Learning English Through Literature by Jamestown Publishers, and Poetry Power ESL by Modern Curriculum Press are used with the ESL/ELA component. Into English by Hampton Brown Books and Amazing English by Addison Wesley series are also on hand. Leveled multi-genre classroom libraries including multi-cultural books round out the selection of materials.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native Language Arts is not assessed by PS 279 ELLs as there are not enough students in one language group on any two contiguous grades to warrant Bilingual classes. Language electives are not offered. However, Language support is offered through

bilingual, multi-cultural library books. Languages include Spanish, Chinese, Haitian Creole and Korean.□

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

Required services support ELLs. Materials are plentiful and correspond to primary school level K-5 age and grade appropriate.□□

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.

Newcomers are welcomed into the PS 279 community by immediate engagement into the school community and culture.

Newcomers are enrolled into the extended day program immediately to give them extra academic support. Assessment data is used to pinpoint individual needs and target instruction in the ESL classes towards these needs. Parent workshops are conducted to assist parents in supporting their child with entry into school.

18. What language electives are offered to ELLs?

Paste response to question here:

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)?

Paste response to questions here:

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.

Professional Development plan for ELL personnel at PS 279 include monthly collaborative planning for content area congruence. Articulation is ongoing through individualized meetings and grade conferences where some topics include rubrics, use of data, portfolios, differentiated instruction, conferencing and Core Curriculum. Faculty conferences and professional development are used to support staff with training, and Smart Board training.

Support provided staff to assist ELLs as they transition from elementary to middle school include intervisitations between our school and the closest middle school, articulation between the schools applied to by our students by the guidance counselor, parent advise meetings and open house invitations.

The certified ESL teacher provides turnkey training as part of the 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose.P. Topics for the training include best strategies for ELLs in the mainstream classroom, cooperative learning techniques, modeling lessons, training for the six types of scaffolding (modeling, bridging, contextualization, schema building, text representation, and metacognition), use of graphic organizers, and differentiated instruction. Coaches and school leadership are also involved through conferencing and group training. Records are maintained in the PD binder located in the Main Office.

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?

Parental involvement at PS 279 is important and linked to student success. ELL parents are welcome and included in all programs and meetings by the PTA and Parent Coordinator. This is achieved through flyers and invitations to events translated into the eight major language groups. Our Parent Coordinator has ongoing events for all parents including Parents Fitness Challenge, Kinder-Dance Presentation, and Parent Book Club. Our school participates in Parents as Learning Partners where parents/guardians are invited to our school once a month to visit their students classroom and share the learning and teaching that is going on at PS 279. The adults can move with the student and share part of the day with them.

PS 279 does not directly partner with outside community based organizations, but through the Parent Coordinator, Social Worker and Guidance Counselor our ELL parents are assured assistance with problems that may arise for them. The Parent Coordinator is in constant communication with all parents and notifies ELL parents when workshops are given by the Department of Education through the Office of English Language Learners, the Office for Family Engagement and Advocacy, and the Office of Public and Community Affairs.

The needs of parents at PS 279 are evaluated by the Parent Coordinator's accessibility to our population. The HLIS form is a useful reminder when a parent wants to be notified in their home language. The ESL teacher is also a liaison between our school and parents of students whose first language is other than English.

The Parent Teacher Association holds open meetings and discusses events and issues important to our school. Topics include computer lab equipment, school uniform policy, picture day, character day sale, and any new business for future meetings.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____ School DBN: _____

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
| | Principal | | 1/1/01 |
| | Assistant Principal | | 1/1/01 |
| | Parent Coordinator | | 1/1/01 |
| | ESL Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Guidance Counselor | | 1/1/01 |
| | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 18K279 School Name: The Herman Schreiber School

Cluster: CFN Network: 533

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.

Upon registration families are provided with a language identification form. English language learner teacher assesses forms to ensure that information is provided in the necessary home language to families. Translation support is provided in various sources both oral and written: Home Language Forms, ATS systems, Parent Coordinator interviews and informal oral communication.

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.

Parents who ask for information sent home in other languages are accommodated by us; information can also be downloaded from the NYC DOE website. We also provide in-house written translations and have in-house staff members who speak Haitian-Creole and Spanish. Our school's written and oral translation needs indicate there is a need to provide services for parents in the following languages: Haitian Creole and Spanish.

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.

Parent meetings are conducted with the assistance of an in-house translator. Documents are available from the translation and interpretation unit. We have a sign in the main lobby, in each covered language, indicating parent rights regarding translation interpretation services. We will provide written translation services by using the NYC DOE translation unit for all translation needs. Translated letters will be used to invite our parents of English language learners to an orientation meeting.

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 interpretations are conducted by in-house staff where necessary. Parents receive assistance for parent teacher conferences as well. Oral interpretation services will be available by the NYC DOE Translation and Interpretation Unit's phone service when needed. In-house translators are available during parent orientation meetings, teacher conferences, and IEP meetings.

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>.

Our school will fulfill section VII of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services. Our school will provide each parent who speaks a language other than English and who requires language assistance with written notification of his/her rights regarding translation and interpretation services. Our school has posted a sign which covers in all eight languages where translated versions of the Parent's Bill of Rights can be obtained.