



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** P.S. 289, THE GEORGE V. BROWER SCHOOL

**DBN (i.e. 01M001):** 17K289

**Principal:** DENNIS JEFFERS

**Principal Email:** [DJEFFER@SCHOOLS.NYC.GOV](mailto:DJEFFER@SCHOOLS.NYC.GOV)

**Superintendent:** BUFFIE SIMMONS

**Network Leader:** QADIR DIXON

**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
Dennis Jeffers	*Principal or Designee	
Jerome Walker	*UFT Chapter Leader or Designee	
Sureeta Collie	*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	
Kelvin Fraser	Member/ Teacher	
Brian Roberts	Member/ Teacher	
Lino Gomez	Member/ Teacher	
Arlene Pearson	Member/ Teacher	
Caridad Vasquez	Member/ Parent	
Gayle Broomes-Belisle	Member/ Parent	
Berita Harvey	Member/ Parent	
	Member/	

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

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

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

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

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

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

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

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

## **School Receiving Title I Funds**

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

## **CEP Checklist**

**All Schools**

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

	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June, 2014, 90% of our teachers would have strengthened their lesson planning and teaching strategies, to consistently provide multiple entry points for a variety of learners in order to promote high levels of thinking and participation.

### 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.

**P.S. 289 is a Common Core Learning Lab and as such we are required to complete tasks as we implement the Common Core Standards. Our teachers need to be able to comfortably implement the use of the standards in their instruction and getting more familiar with the Danielson domains. Our school has been a pilot school implementing the new standards and our committee members, after meeting with other staff members and attending meetings, are aware of the need for ongoing professional development in this area.**

**Teachers have expressed a need for additional training in their Professional Learning Communities and in conversations with their peers in unit planning using the common core standards. Teachers have also expressed a need for more professional development/training in the use of the Depth of Knowledge (DOK) chart. This chart is used in conjunction with the new standards and for planning/grouping for instruction.**

**Based on our last Quality Review report, lessons observed were delivered to the whole class, limiting consistent opportunities for differentiated activities.**

**Based on our last Quality Review report, there is a need for opportunities for students to discuss ideas among themselves to promote higher levels of thinking and participation.**

### 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. Special Education Teachers will frequent the ARIS website for use in planning according to the goals on the students' IEP and indicate it in their planning
2. Teachers will provide rubrics, thinking maps, and a reward system throughout instruction daily, and indicate it in their planning
3. Teachers will have tasks with differentiated guidelines that are scaffolded and indicate it in their planning
4. Teachers will have flexible grouping in their classrooms and indicate it in their planning
5. Teachers will provide opportunities for students to discuss ideas among themselves and indicate it in their planning
6. Teachers will conduct shared reading during lessons, including interactive questioning and indicate it in their planning
7. Teachers will focus on learning opportunity 132 to set instructional outcomes and align it to the framework competency 1c
8. Teachers will focus on learning opportunity 136 to design coherent instruction and align it to the framework competency 1e
9. Teachers will focus on Writing on Mondays and indicate it in their planning
10. All students will participate in DEAR Time daily

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

1. **The following key personnel and resources will be used for all activities listed in Part A. They include:**
  - a. Teachers
  - b. Administration
  - c. Data Specialist
  - d. Test Coordinator
  - e. ARIS

f. Students

**Other Resources being used for all activities listed in Part A include:**

- a. Technology
- b. Words Their Way
- c. On level informational text
- d. Six Traits of Writing Professional Development

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

- 1. December 2013 – May, 2014 – Teachers will administer teacher made assessments and end of unit assessments to evaluate the progress, effectiveness and impact of each strategy/activity listed in Part A. monthly

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

- 1. September, 2013 – October, 2013 – Overview and introduction to the new curriculum of Ready Gen and Go Math. Administer baseline assessments
- 2. November, 2013 – Analyze baseline assessments for planning and grouping of students in Professional Learning Communities. Decide on goals for students using data from baseline assessments. Focus on the Six Traits of Writing while planning instruction.
- 3. December, 2013 – May, 2014 Continue planning in Professional Learning Communities. Monitor progress of students. Differentiate planning accordingly
- 4. April – June 2014 – Administer and analyze MOSL Assessments. Compare data from first assessments. Differentiate planning accordingly

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

- 1. Teachers will be given time by grade throughout the day to frequent the ARIS website for data use when planning instruction and grouping in collaboration with the Assistant Principals. This data will be a guide to lesson planning and teaching strategies.
- 2. Data from baseline assessments will be used for planning.
- 3. Ready Gen and Journeys materials will be used for planning and differentiating of instruction
- 4. Title 1 funds will be used for per diem and per session

**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).

- **Our annual Family Literacy Night will take place in May, 2014 where an average of 350 family members attend.**
- **A Literacy and Math hands on workshop will take place for parents in December of 2013 and in February of 2014. Focus will be on the curriculum.**
- **We will provide materials and training to help parents work with their children to improve their achievement levels in literacy.**
- **We will provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.**
- **Parents will be given a monthly student progress report from the school.**
- **Workshops will take place for parents introducing them to the new Common Core Learning Standards in both ELA and Math, focusing on the new curriculum of Ready Gen and Go Math**
- **P.S. 289 will engage in an open exchange of information with students and families regarding students' learning needs and outcomes.**
- **P.S. 289 will communicate high expectations to students and families, engage them in decision-making and promote active involvement in the school community**
- **Our Annual Title 1 Day will take place for parents**

**Budget and Resource Alignment**

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

X	Tax Levy	X	Title IA	X	Title IIA		Title III		Set Aside		Grants
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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.

Teachers will demonstrate the ability to understand and analyze data from multiple sources. By June, 2014, 90% of our teachers would have effectively used assessment data in all content areas, across all grades, to effectively differentiate instruction and would have promoted student achievement.

### **Comprehensive Needs Assessment**

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

Based on our informal observations over time, it was noted that teachers were not effectively utilizing the results of assessments to benefit the students. Students were not being grouped effectively.

### **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. Data analysis
2. Inquiry Team Meetings focusing on their inquiry question
3. Teachers will be given time by grade throughout the day to frequent the ARIS website for data use when planning instruction and grouping in collaboration with the Assistant Principals.
4. Teachers will focus on learning opportunities 308 and 283 in their Professional Learning Inquiry Committees by grade
5. Teachers will focus on learning opportunity 105 to use data to inform teacher practice and align it to the framework competency 3d
6. Teachers will focus on learning opportunity 320 to use data to guide instructional decision making and align it to the framework competency 3d
7. Teachers will participate in professional development on data analysis given by the Administration and the Data Specialist
8. Network staff will conduct professional development for our teachers with a focus on data and inquiry
9. Teachers will participate in inquiry meetings in collaboration with the Assistant Principals
10. Lesson plans will be differentiated based on data to meet the academic needs or strengths of individual student groups
11. Teachers will implement strategies learned from the Junior Great Books Questioning Techniques Workshops held by our Network Support Team
12. Tasks will accommodate different learning styles, based on data

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

##### **1. The following key personnel and resources will be used for all activities listed in Part A. They include:**

- a. Teachers
- b. Administration
- c. Data Specialist
- d. Test Coordinator
- e. ARIS
- f. Students

##### **Other Resources being used for all activities listed in Part A include:**

- a. Technology

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

1. November, 2013 – Each grade will have analyzed data in their PLC groups and created lesson plans based on the data. The effectiveness will be evaluated from informal and formal observations by Administrators and having conversations with the teachers.
2. November, 2013 – Report card grades will be looked at as a starting point and monitored throughout the year
3. March, 2014 – Report card grades will be looked at by Administration and compared to the grades from November, 2013 for growth. Baseline assessments will also be looked at for growth.
4. June, 2014 – Report card grades will be looked at by Administration and compared to the grades from November, 2013 and March, 2014 for growth. Baseline assessment results will also be looked at for growth.

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

1. September 2013 – June, 2014 – ongoing Data analysis by teachers for planning and grouping of instruction. Teams will meet weekly
2. September, 2013 – June, 2014 – ongoing inquiry meetings by teachers to discuss data and the effective use of the data. Teams will meet weekly
3. September, 2013 – June, 2014 – Ongoing Professional Development on Data analysis by the Administration and Network Support Staff
4. September, 2013 – June, 2014 – Ongoing Professional Development on Danielson Framework and the various components by the Administration and Network Support Staff.
5. September 2013- October 2013 administer and score
6. November 2013- December 2013: analyze baseline assessments
7. November 2013-May 2014: monitoring progress of students – on demand genre writing pieces
8. April- June 2014: Administer and Analyze MoSL Assessments
9. December 2013 – June 2013 – Teachers will continue their focus of the effective use of data through progress monitoring and will meet with their supervisor to discuss and plan for students around the data for both ELA and Math

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

1. Title 1 funds will be used for per diem and per session .
2. In order to meet our goal, we have created a professional development plan. Our school used a school based option to designate Tuesday and Thursday mornings as professional development days for teachers on the new teacher evaluation system. Use data effectively is one of the topics on the professional development plan.
3. Administration will continue to monitor data binders on a monthly basis to ensure that the teachers are following through with the action plans that based on results from the baseline assessments.
4. Teachers will continue to meet during their professional learning community time to discuss student progress and strategies.
5. Teachers tutor students during extended day using data for grouping and student selection.

**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).

- **November, 2013 – Administration will provide Professional Development for parents on the Common Core State Standards**
- **December, 2013 – June, 2014 – Parent Coordinator will provide ongoing meetings for parents, inviting them into the school. The parents will receive information on the use of ARIS to monitor the progress of their children.**
- **November, 2013 – June, 2014 – The PA will have monthly meetings for parents, inviting them into the school**

**Budget and Resource Alignment**

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

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

**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, 90% of our teachers would have effectively used interactive questioning and discussion techniques to communicate with, and engage students in discussions among themselves, and would have promoted higher levels of thinking and participation

**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.

During our informal classroom observations using the Danielson Framework and the use of the Teacher Effectiveness Intensive, it was noted that teachers' questioning techniques were of low quality and students were not engaged in discussions among themselves

**Instructional Strategies/Activities**

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

1. **Strategies/activities that encompass the needs of identified subgroups**
2. Teachers will focus on learning opportunity 124 to engage students in higher order thinking and align it to the framework competencies 3b and 3c
3. Teachers will focus on learning opportunity 127 to use questioning and discussion techniques and align it to the framework competency 3b
4. Teachers will focus on learning opportunity 128 to use questions to create critical thinkers and align it to the framework competency 3d
5. Teachers will focus on learning opportunity 450 to use effective questioning in the classroom and align it to framework competency 3b
6. Teachers will use the Depth of Knowledge chart in their planning of quality questions.
7. Teachers will plan learning tasks that require high level student thinking and invite students to explain their thinking.
8. Teachers will allow for questions of high cognitive challenge, formulated by both students and teacher
9. Teachers will allow for questions with multiple correct answers and approaches.
10. Teachers will use student responses and ideas effectively

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

1. **The following key personnel and resources will be used for all activities listed in Part A. They include:**
  - a. Teachers
  - b. Administration
  - c. Data Specialist
  - d. Test Coordinator
  - e. ARIS
  - f. Students

**Other Resources being used for all activities listed in Part A include:**

1. Technology

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

1. December 2013 – May, 2014 – Teachers will administer teacher made assessments and end of unit assessments to evaluate the progress, effectiveness and impact of each strategy/activity listed in Part A. monthly

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

1. November, 2013 – Teachers will be informally observed with a focus on questioning and discussion strategies
2. December, 2013 – February, 2014 – Teachers will participate in Professional Development on Questioning and Discussion techniques.

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

1. Title 1 funds will be used for per diem and per session
2. In order to meet our goal, we have created a professional development plan. Our school used a school based option to designate Tuesday and Thursday mornings as professional development days for teachers on the new teacher evaluation system. Questioning and Discussion Techniques is one of the topics on the professional development plan
3. Teachers will continue to meet during their professional learning community time to discuss student progress and strategies.
4. Teachers will plan during their professional learning communities with a focus on questioning techniques, to be incorporated into their plans.

**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).

- **Our annual Family Literacy Night will take place in May, 2014 where an average of 350 family members attend.**
- **A Literacy and Math hands on workshop will take place for parents in December of 2013 and in February of 2014. Focus will be on the curriculum.**
- **We will provide materials and training to help parents work with their children to improve their achievement levels in literacy.**
- **We will provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.**
- **Parents will be given a monthly student progress report from the school.**
- **Workshops will take place for parents introducing them to the new Common Core Learning Standards in both ELA and Math, focusing on the new curriculum of Ready Gen and Go Math**
- **P.S. 289 will engage in an open exchange of information with students and families regarding students' learning needs and outcomes.**
- **P.S. 289 will communicate high expectations to students and families, engage them in decision-making and promote active involvement in the school**

**community**

**Our Annual Title 1 Day will take place for parents**

***Budget and Resource Alignment***

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

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

**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 school leaders would have provided effective feedback and general next steps after each classroom visit, referencing the school and teacher goals, and would have allowed the teachers time to reflect, grow and develop professionally.

***Comprehensive Needs Assessment***

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

Based on feedback from our last Quality Review, feedback sessions after classroom observations did not always reference the goals and limited further advancement of teacher development.

***Instructional Strategies/Activities***

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

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

2. School Leaders will conduct Self assessments in ARIS
3. Teachers will receive feedback in a timely manner following each formal and/or informal observation.
4. School Leaders will complete the Teachscape certification series to become efficient in rating and providing feedback to teachers
5. School Leaders will work with their Talent Coach on rating teachers and providing effective feedback and general next steps
6. School Leaders will attend Network meetings and Professional Development sessions

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

1. Principal
2. Assistant Principals
3. Network Staff
4. Talent Coach

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

1. November, 2013 – Informal Observations providing feedback after each observation
2. December, 2013 – Informal Observations with an additional focus on previous observation feedback and checking for implementation of feedback
3. January, 2014 – March, 2014 – Continue formal and informal observations. Focus on teachers implementation of suggested strategies
4. April, 2014 – June, 2014 – Continue formal and informal observations, implementing strategies learned from Activities in A above and providing effective feedback and next steps.

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

1. November, 2013 – Informal Observations providing feedback after each observation
2. December, 2013 – Informal Observations with an additional focus on previous observation feedback and checking for implementation of feedback
3. January, 2014 – March, 2014 – Continue formal and informal observations. Focus on teachers implementation of suggested strategies
4. April, 2014 – June, 2014 – Continue formal and informal observations, implementing strategies learned from Activities in A above and providing effective feedback and next steps.

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

1. School leaders will receive training in the Danielson Framework
2. School leaders will receive training online through TeachScape
3. School leaders will work closely with their talent coach using strategies for feedback conversations
4. School leaders will develop an actionable next steps to improve teacher practice
5. School leaders will discuss previous teacher feedback and discuss the impact/results
6. School leaders will plan professional development to support teacher growth
7. School leaders will plan strategies for engaging teachers and developing a positive school culture around Advance implementation

**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).

- **Our annual Family Literacy Night will take place in May, 2014 where an average of 350 family members attend.**
- **A Literacy and Math hands on workshop will take place for parents in December of 2013 and in February of 2014. Focus will be on the curriculum.**
- **We will provide materials and training to help parents work with their children to improve their achievement levels in literacy.**
- **We will provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.**
- **Parents will be given a monthly student progress report from the school.**
- **Workshops will take place for parents introducing them to the new Common Core Learning Standards in both ELA and Math, focusing on the new curriculum of Ready Gen and Go Math**
- **P.S. 289 will engage in an open exchange of information with students and families regarding students' learning needs and outcomes.**
- **P.S. 289 will communicate high expectations to students and families, engage them in decision-making and promote active involvement in the school community**

**Our Annual Title 1 Day will take place for parents**

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

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

1.

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

3.

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

1.
<b>5. Timeline for implementation and completion including start and end dates</b>
1.
<b>6. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

***Strategies to Increase Parental Involvement***

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

***Budget and Resource Alignment***

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Repeated readings, interactive writing, accountable talk, questioning strategies	Cooperative small groups One to one Tutoring Extended day	Before school During school hours After school on Saturdays
<b>Mathematics</b>	Repeated readings of the math questions, rephrasing of the math questions, breaking down the questions using steps, accountable talk, questioning strategies to devise a plan for solving the problem and the use of hands on manipulatives for problem solving.	Cooperative small groups One to one Tutoring Extended day	Before school During school hours After school on Saturdays
<b>Science</b>	Repeated readings, interactive writing, accountable talk, questioning strategies, use of the computer for visual learners, hands on.	Cooperative small groups One to one Tutoring Extended day	Before school During school hours After school on Saturdays
<b>Social Studies</b>	Repeated readings, interactive writing, accountable talk, questioning strategies	Cooperative small groups One to one Tutoring Extended Day	Before school During school hours After school on Saturdays
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Strategy varies depending on individual student needs and their IEP	Small group counseling One to one counseling	During school hours

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**P.S. 289, in collaboration with our Network, will continue to Provide ongoing and intensive professional development to enable the students to meet the State's student academic standards. We will continue to design personalized programs so that staff can know students individually and follow their social and academic progress closely through the use of differentiated strategies including cooperative learning and team teaching.**

**Experts familiar with authentic literacy and math instruction as well as other content areas will provide professional development to all staff members. Experts will work individually with teachers in their classrooms, conduct workshops for staff and parents in all curriculum areas, with a focus on math, reading and science. P.S. 289 will connect with colleges such as Teachers' College, NYU and Columbia University to present workshops and programs to teachers in the areas of reading and writing.**

**The current staff will continue to participate in weekly Professional Learning Communities where the teachers share best practices, plan curriculum units and focus on their inquiry questions.**

**Teachers will continue to receive Professional Development in the Common Core Standards in both ELA and Math, focusing on the Ready Gen and Go Math curriculum.**

**Teachers are also sent to Network Wide Professional Development including Inquiry Team Meetings, Questioning Technique Institutes, and Common Core within the Content Areas.**

**Science Clusters will attend three network meetings in the area of science and ELA.**

**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).

Administrators and Teachers will frequent the ARIS website for professional learning opportunities. The self assessment will be done by each teacher and Administrator. This will be ongoing.

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

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

1. The purchase of materials to support parent involvement during workshops
2. The purchase of materials for students in temporary housing

3. The purchase of materials for the Guidance Counselor to use with parents and for violence prevention programs
4. The purchase of materials for parent professional development
5. The purchase of consumable instructional materials for student use and for take home use with parents
6. Teacher per session to conduct workshops with parents on Saturdays and evenings during the week
7. Supervisor per session

**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.).

The Kindergarten teachers meet with all parents and students who are entering Kindergarten for the upcoming school year. The parents are given a tour of the school by the Parent Coordinator, while the children are screened in literacy and math skills. The Kindergarten grade leader contacts the pre-schools to discuss curriculum alignment and offers parent workshops to the incoming parents on the prerequisite skills needed to enter kindergarten. The IEP teacher meets with all incoming special education parents during registration to ensure that services will be provided from the first day of 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.

Teachers are members of the MOSL Team.

Teachers meet regularly in inquiry teams and in their professional learning communities by grade to analyze data and plan instruction.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, PS 289K, 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 PS 289K and the families. PS 289K 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. PS 289K Our school will support parents and families of Title I students by:

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

PS 289K Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

PS 289K, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>289</b>
School Name <b>George V Brower School</b>		

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

Principal <b>Dennis Jeffers</b>	Assistant Principal <b>Ms. W Bourne</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Ms. Yi Jun Han</b>	Guidance Counselor <b>Ms. N. Welch</b>
Teacher/Subject Area <b>Ms. Smith (ELA)</b>	Parent <b>Ms. Janel Cruickshank</b>
Teacher/Subject Area <b>Ms. Smith (Math)</b>	Parent Coordinator <b>Ms. Martha Willims</b>
Related Service Provider <b>Ms. E Cordova</b>	Other <b>N/A</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>N/A</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>529</b>	Total number of ELLs	<b>26</b>	ELLs as share of total student population (%)	<b>4.91%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	22	ELL Students with Disabilities	6
SIFE	2	ELLs receiving service 4-6 years	4	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	22	2	2	4	0	3				26
Total	22	2	2	4	0	3	0	0	0	26

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
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		2	3	1	2	2								10
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1	2			3								7
Haitian		1												1
French	1				2									3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	3											5
<b>TOTAL</b>	2	6	8	1	4	5	0	0	0	0	0	0	0	26

## 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	2		3	1									7

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	3	1		1									6
Advanced (A)	1	3		1	2									7
Total	3	8	1	4	4	0	0	0	0	0	0	0	0	20

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	1			2
4	1	2			3
5					0
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	1		2		1				4
4	1		2				1		4
5									0
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					1		3		4
8									0
NYSAA Bilingual (SWD)									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
  - ESLs are provided with various formal and informal assessments. Our school uses ECLAS-2, ELSOL, Fountas and Pinnell, DRA,TCRWP to assess the early literacy skills of our ESLs.
  - Assessment is carried out in a variety ways: teacher observation, conferencing with the student, articulation with ESLs' teachers, interim assessment testing, initial LAB-R, yearly NYSESLAT administration.
  - All ESLs, other than those here for less than a year, are now required to take the ELA exam.
  - Some ESLs must take all other content area state mandated exams: Math, Science, and Social Studies.
  - The data provides information about ESLs' English proficiency levels.
  - This information helps inform our school's instructional plan. Teachers modify their teaching plans to meet ESLs' needs.
  - Our school collaborative teaching team program is offered specifically to ESLs. With team teaching support the ESLs become more literate and their English language proficiency levels are improved.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The information about ESLs' weakness and strengths in English language proficiency is revealed by the data patterns across proficiency levels on the LAB-R and NYSESLAT.

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](#))

Patterns across NYSESLAT modalities will affect instructional decision. 80% ESLs do not pass LAB-R or NYSESLAT because of poor reading

and writing. ESL teacher must use different effective teaching strategies to design teaching and writing skills. N/A for the other questions because we did not get NYSESLAT Modality Analysis.

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?

because

a.

• The patterns across proficiency and grades are the following:

Speaking is good. Listening is better. Reading is worse. Writing is worst.

• The conversational proficiency is better than the academic proficiency.

• School success depends on the development of the academic language. ESLs are faring in tests in English as compared to the native language if traditional ESL programs have often focused on helping ESLs develop academic language through content areas learning.

b.

• The school leadership and teachers are using the results of the ELL Periodic Assessment by providing additional support during the school day.

• Within the school day, ESLs get ESL services in small group settings to bolter literacy.

c.

• The school learning about ESLs from the Periodic Assessment is that limited-formal schooling ESLs and long term English learners appear to have conversational proficiency but lack academic proficiency.

• There is a need for social and academic language development in both the native language and English through experiences that develop language skills.

• The native language is used in evaluating prior schooling and native language proficiency as well as English proficiency. Although it may be a challenge for our school to find ways to evaluate ESLs' literacy skills in their native languages, that information is crucial because native language literacy and content knowledge are strong predictors of academic success in English

Paste response to questions here:

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.](#))

RtI is an instructional model that aims at prevention and early intervention through a tiered system of instructional support. RtI model holds significant promise for better serving ESLs who are at-risk for academic difficulties. We use Strong Core Instruction for ELLs-Tier 1 to make the instruction focus on promoting language and literacy development. In our school, only once a rigorous, effective instructional core is in place-one that targets the the student population's needs on a daily basis as part of a long-term plan, we begin to build interventions that will serve truly supplemental and supportive instruction. We use instructional strategies that support differentiated, Tier 1 instruction to promote ESLs' literacy development. We assess and evaluate some ESLs for special education - Tiers 2 and 3. The ESL teacher focuses to develop a profile that includes information about the student's strengths as well as areas needs.

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

In our school, English is our ESLs' second language. The ESL program offered at our school is aligned with parent requests.

The core literacy instruction builds on and expands ESLs' existing oral language competencies to support literacy- learning and content knowledge.

We help our ESLs acquire the academic writing skills they need in the content area. Quality writing instruction during the classroom literacy core is sustained and extended, so that it is continuously linked to oral language and reading instruction.

We develop word reading and spelling skills in context. We design phonemic awareness and phonics instructions for ESLs to promote ESLs' phonemic awareness and develop phonics skills.

We provide instruction that enhances ESLs'reading comprehension through building background knowledge , highlighting key vocabulary, and interacting socially to make meaning.

ESLs' home and community literacy practices and funds knowledge are valued as resources for literacy learning in our school. Knowledge of what literacy-related skills and experiences ESLs have in their home language allows the ESL teacher to build on ESLs' strengths and needs, promote metalinguistic awareness, and encourage this type of language and knowledge bootstrapping.

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

- The success of ESL program for ESLs is that ESLs' both conversational proficiency and academic proficiency are greatly improved
- Within English language academic program, ESLs need to gain knowledge and experience in areas that are likely to lead to academic success.
- In order to succeed in ESL program, using versions of the language experience approach, we begin where each ESLs is. By involving ESLs in a literature-based curriculum, we use the power of language to heighten awareness and fully engage the mind. By these means, the reading and writing connection can be more fully realized. Motivation and guidance is provided through a workshop approach to writing in which the ESLs can take full advantage of the classroom community they and the teacher have established.

7. For dual language programs, answer the following:

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

N/A

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

See above.

## 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](#).)

Upon registration the parents complete the HLIS forms with administering the HLIS which includes the informal oral interview in

English and in the native language. For all admits, eligibility for LAB-R testing, done only once during the student's school year is based on the responses to the Home Language Survey. As new students register throughout the school year, the same process and criteria are used. ELLs in our school are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). Those who test out are deemed P(Proficient).

1a.

- We administer the HLIS and conduct an oral interview with both students and parents to determine the languages with the HLIS are completed.
- The interview along with the HLIS are completed with parents using the parents' native language. In the event that the school does not have an interview, we will conduct the DOE Translation Unit.
- One of the pedagogues trained in the intake process determines the students' home language based on the assessment of the HLIS and interview. Once the student's home language is determined to the language other than English, the student is LAB-Red by an ESL teacher.
- Students who scored below the LAB-R out-off scores are entitled for ESL/bilingual services. Entitled Spanish speaking students are also administered the Spanish LAB.
- The parents of all entitled students are invited to a parent orientation.
- The entire process is completed within the first 10 days of student enrolment.
- All entitled students are assessed with the NYSELAT in the spring.

1b.

- The languages are spoken by the ESL teacher Yi Jun Han are English and Chinese.  
The languages are spoken by the Related Service Provider Ms. Cordova are English and Spanish.
- The ESL teacher Yi Jun Han is a certified ESL teacher. Ms. Cordova is a certified Special Education teacher.
- The certified teacher Ms. Cordova is administering HLIS and LAB.
- The certified teacher Yi Jun Han is administering LAB-R.

1c.

- Steps taken to ensure all ELLs receive the NYSELAT annually

- 1) We will administer the NYSELAT to all ESLs in our school regardless of physical location of the student, classification as disabled, or number of years of service, until proficiency is attained as reflected in the score achieved on NYSELAT.
- 2) The ESL teacher Yi Jun Han will be administering these tests will become familiar with the directions in the manual. The school will schedule an orientation session to allow the test administer with training in the administration and scoring of the test.
- 3) Before the days that the NYSELAT is to be administered, we will prepare answer sheets for each student taking the test.
- 4) We will prepare the testing rooms.
- 5) We will plan to administer the test at a later date to all students who are absent when the test is initially given.
- 6) Orientation of Students

We will inform the ESLs about the NYSELAT a few days before its administration. We will tell the ESLs that the test is designed to show how well they can listen to , read, Write and speak the English language. We will make announcements in such a way to increase the students' interest in the test and at the same time not cause them to become overly concerned. We will explain the general types of questions they should expect to see on the test and the procedures they should follow in recording their answers.

7) Notification of Parents

We will inform parents / guardians of the dates of testing and the purpose of the test. We will ask them to encourage their students to do their best to ensure that their students are well rested on the dates of testing.

8) We will inform them that the NYSELAT Parent's Guide can be found at <http://www.p12.nysed.gov/osa/nyseslat>.

- Names of pedagogues / title of pedagogues

The certified ESL teacher Yi Jun Han will administer the NYSELAT.

- ATS reports will be used to determine NYSELAT eligibility.
- Procedures for ensuring four components of NYSELAT are administered.

- 1) The Speaking subtest must be administered to our ESLs individually at a location separate from other students.
- 2) The listening, Reading, and Writing subtests must be administered to groups of students. The make-up test dates are any dates

that remain in the primary administration period.

3) Our ESLs with disabilities should be provided the testing accommodations specified in their IEP or Section 504 Accommodation Plan ( 504 Plan ).

4) Our ESLs with disabilities must be provided with the testing accommodations authorized by the IEP or 504 Plan, with two expectations:

a) The Reading subtest may not be read to any student.

b) For the writing subtest, our ESLs may not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation.

5) The school must supply CD players for administering the Listening subtest to students in Grades 2 and above.

6) We will plan and administer the test at later date to all students who are absent when the test is initially given, The make-up date(s) can be any time within the designed testing period.

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.

Our school's written translation and oral interpretation are used to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL).

- All parents are provided with appropriate and timely information they can understand.

- The written translation needs of the school are the following:

a. Home Language Surveys

b. Parent Survey and Program Selection Form

c. Translated parent notices from our school the DOE

- The oral interpretation needs are the following:

a. Oral translation at the orientation session of the parents of newly arrived bilingual students.

b. Oral translation at interviewing parents

c. Oral interpretation when principal, guidance counselors, teachers have a conference with parents

d. Use of translators to make phone calls to parents when it is necessary

- During the parent orientation, the video is presented to parents informing them of the three available in NYC public schools: Free Standing ESL, Transitional Bilingual, and Dual Language.

- This session is conducted by the ESL teacher along with an assisting staff comprised of the family worker and the parent coordinator.

- This team assist with translation and interpretation.

- A copy of the NYC guides for parents of ESLs describing the three programs is handed to parents at the orientation in their native language.

- We will give the Parent Survey and Program Selection forms to all participants to make informed decision about the preferred program for their children.

- The school informs parents of the requirements for TBE program formation that is a minimum of 15 students in two contiguous grades speaking the same language whose parents chose such program. Our school does not have the warranted number of the students to form a bilingual program, the school informs parents of sites within the district where bilingual programs are offered.

- Parents either accept to transfer their children to another school with such program, or reject the transfer and opt to have their children participate in the school's ESL program.

- Students are then placed in their parents' preferred program within their first 10 days of enrollment.

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

Parents of ELLs are notified in the languages they understand of Parent Survey Program Selection forms, and entitlement letters.

- All of these forms are printed in all the necessary languages applicable to our school so that parents can more readily understand and make informed choices.

- To further facilitate parental enrollment and understanding all of these forms to parents are translated. If Parent Survey and Program Selection forms are not returned, translators on our staff are provided to facilitate meaningful communication between parents and administration/staff.

- At the Parent Orientation, we discuss standards, assessments, school expectations, community resources as well as program choices. This helps parents of ELLs to become active knowledgeable members of our school learning community..

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.

Performance levels on the LAB-R determine ELLs' entitlement.

- The new students who are entitled are tested with LAB-R and/or Spanish and placed in ESL program at our school.
- Those students who have already been NYSESLAT tested last spring and scored on the B (Beginning), I (Intermediate) or A (Advanced) levels continue participating in SSL instructional program.
- Our school strives to strengthen the home school relationship, increase parental participation in school activities and involve parents in the educational process. A school walk-through with translators is provided to inform ESL students and their parents about the school ESL program, school environment, and expectations.

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 designed to annually assess the English proficiency of all English language learners enrolled in Grades K - 12 in New York State schools. The test will feature greater emphasis on academic and classroom contexts and new items that address the common Core shift to reading for information. Changes have been made to the procedures for scoring the Speaking and Writing subtests.

- 1) All school personnel who will be involved in administering any session of the NYSESLAT, or in overseeing the administration and scoring of the NYSESLAT, must be provided and read a copy of the entire manual.
  - 2) The administrators must obtain answer sheets and scanning services from New York City scanning center. The answer sheets will be used to record student responses for all questions in the listening and reading subtests and multiple-choice questions in the writing subtest. For the writing and Speaking subtests, the answer sheets provide fields in which raters will record student scores on open-ended questions.
  - 3) The administrators must pay attention to receive the test materials on time and remember the Administration Schedule.
  - 4) The Speaking subtest must be administered to students individually at a location separate from other students. The listening, Reading, and Writing subtests must be administered to groups of students.
  - 5) All ESLs with disabilities identified by the Committee on Special Education must participate in the NYSESLAT. The administrators determine which NYSESLAT grade-level assessment to administer to students with disabilities who, according to their IEP. In general, students with disabilities must be provided with the testing accommodations specified in their IEP or 504 Plans when taking these tests.
  - 6) The person responsible for administering the NYSESLAT must have special training in administering the NYSESLAT.
  - 7) Inform ESLs about the NYSESLAT a few days before its administration. ESLs are told about that the test is designed to show how well they can listen to, read, write, and speak the English language. Announcements are made in such a way as to increase the students' interest in the test and at the same time not cause to become overly concerned. Explain the general types of questions they should expect to see on the test and the procedures they should follow in recording their answers.
  - 8) Parents / guardians are also informed of the dates of the testing and the purpose of the test and notified of the prohibition all phones and other devices during testing. They encourage their students to do their best and ensure that their students are rested on the dates of testing.
  - 9) The administrators should prepare the answer sheets and the testing room before the days that the NYSESLAT is to be administered.
  - 10) Prior to the start of each session of the NYSESLAT, test administrators must provide the directions to students.
  - 11) The administrators plan to administer the test at a later date to all students who are absent when the test is initially given.
  - 12) All of the student responses to the constructed questions are to be by committees of teachers.
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. 
- The trend in program choices that parents have requested is that 90% of parents have chosen ESL services rather than bilingual or Dual Language. They want immersion in the new language - English along with support of ESL service which they feel helps their children learn English faster. The minority of native Spanish speaking parents request bilingual and/or Dual language. Parents who are native speakers of other language predominantly select ESL. The ESL program offered at our school is aligned with parent requests. The few parents who request programs not available at our school are offered transfer options.

## **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])?
    - a. The organizational model is that our school provides ESL service to our ELLs through pull-out program.
    - b. The program models are Block (Class travels together as a group) and Ungraded (All students regardless of grade are in one class).
    - c. The ESLs are grouped homogeneously or heterogeneously as the situation demands.
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)?
    - a. The instruction and distribution of time is in accordance with part 154. Our B (Beginning) and I (Intermediate) level students receive 2 units (360 minutes) of ESL per week. Our A (Advanced) level students receive 1 ESL unit (180 minutes) and 1 ELA unit per week.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
  - a. Content Areas Instruction
    - The ESL teacher plans for the development of both social and academic language skills. The ESL teacher also demonstrate knowledge about:
      - 1) Current scientifically based research in the fields of ESL and Cognitive Theory.
      - 2) Providing academic intervention for ESLs who have the English language deficiency, or low academic proficiency.
      - 3) Differentiating ESL instructions to align with ESLs' prior knowledge and their needs.
    - The ESL teacher develops English language and cognitive skills through content topics and themes.
    - Content area instructions are designed to mediate the ESLs' learning of various proficiency classifications: new comers, long-term ESL beginners, intermediate and advanced proficiency levels.
    - The ESL teacher's lesson plans are aligned to meet NYC and NYS ESL Standards which there is differentiation for the needs of ESLs in our school.
    - Ongoing assessment strategies are used to determine movement towards NYC and NYS content area standards.
    - Instruction of our ESLs is explicit, direct and systematic, emphasizing construction of meaning, problem-solving critical thinking and vocabulary development in the content area.
  - b. Alignment of the ESL standards with the ELA standards
    - English language instruction is aligned to ESL standards and ELA standards.
    - The ESL teacher scaffolds instruction to support ESLs' participation in content area learning.
    - The ESL teacher uses visual and/or manipulative to promote ESLs' understanding of the main academic content.
    - The ESL teacher models the use of the English language in ways in which the ESLs are expected to participate.
    - During the instruction, the ESL teacher uses the cultures of the ESLs to connect prior knowledge with new language.
    - Teaching materials include a wide range of print, visual, and digital resources designed for the ESLs' English language and academic language proficiency.
    - English language functions and structure are taught within the content of lessons.
  - c. Methods and Strategies
    - The ESL teacher speaks slower, models language and questions they ask themselves as they read aloud, speak aloud their thinking process to answer questions and how to find needed information, become aware of cultural differences, gain expertise knowing and implementing ELA and ESL standards, promote social interaction among all ESLs.
    - The strategies employed by ESL teacher include those highlighted in QTELC (Quality Teaching for ELLs) which focus on scaffolding. This strategy covers a wide range of techniques that includes modeling, bridging, contextualizing, schema building, text representation, and metacognitive development.
    - These strategies are used along with cooperative learning, phonics awareness, and independent reading and writing.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We ensure that ELLS are appropriately evaluated in their native language by LAB Spanish test, NYS Math test, and NYS Science test.

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

One way to manage such language assessment and make evaluation an integral part of the classroom environment is to use portfolios to gather ESLs' work, performance checklists, and other data.

1) portfolios are individual collections of representative student work compiled over time.

2) Portfolios may contain exemplary pieces of work and work in progress.

3) Portfolios may also contain the teacher's observations and student self evaluations. They may contain performance checklists in all skill areas, preparation notes for writing and discussion ( graphic organizers, brainstorming devices, and the like ), materials that the student has read , summaries, illustrations, conferencing forms, Writing samples of various kinds, reading logs, performance logs, error analyses, oral production samples, journal entries, anecdotal notes based on teacher observation, student learning journals, questionnaires, videotaped performances, and so forth.

4) Portfolios may be used in the classroom for the same three purposes of testing: placement, replacement, assuming that the students have already been placed initially; diagnosis; and informally measuring achievement.

5) As assessment instruments, portfolios can be instructive as well as evaluative, and they allow students , teachers, administrators, and parents to see the progress that has been made over time.

6. How do you differentiate instruction for ELL subgroups?

a. Instructional plan for SIFE

- The ESL teacher provides SIFE ESLs with the literacy skills and concept development they have missed and help them develop enough academic English to survive in our school.

- The ESL teacher must help them build self-confidence and pride in themselves, their culture, and their language.

- The ESL teacher enriches the linguistic context for SIFE ESLs by using pictures, gestures, intonation, and other nonlinguistic cues,

- The ESL teacher enriches the context by drawing on students' interests and background knowledge.

- The ESL teacher uses a number of techniques to make the English instruction comprehensible, including hands-on activities, visuals and regalia.

1) Manipulative, miniature objects, regalia.

2) Visual (photos, pictures and drawings)

3) Facial expression and pantomime

4) Clear expression and articulation

5) Short, simple sentences

6) Eye contact with students

7) High-frequency vocabulary

8) More description through synonyms

9) Prior content introduction (preview)

10) Reduction of idiomatic expressions

- In order to accelerate the content-area learning for ESLs who have had an interruption in formal education our ESL program runs at extended time in the morning.

- In order to enhance literacy development for our SIFE students, ESL strategies and/or native language instruction are utilized, So that their academic performance improves.

- The ESL teacher applies stage of language acquisition, teaching practice in order to focus on phonics awareness, word families, word and sentence building and integrated area teaching and learning.

- The ESL teacher modifies ESL teaching plans and makes curricular adaptations to teach SIFE students.

- The ESL teacher focuses on word recognition developing vocabulary, reading comprehension, oral expression, daily writing and integrated content area learning to transfer one level to the next.

b.

- The ESL teacher uses scaffolding strategies and Balanced Literacy Reading strategies to develop ESLs' English language skills.

- The ESL teacher meets with math teachers and literacy teachers on a regular basis to review ESLs' work as well as to plan the next phase of ESL instruction.

- The ESL teacher designs learning activities that actively engage ESLs in ESL learning activities that build critical thinking skills.

- The ESLs are required to write on daily basis across all subjects, using a variety written forms including retelling, paragraphs, summaries, stories, journals, brief reports, picture descriptions, charts and other graphs for math, social studies, and science information and explanation.

c.

- ELA and ESL teachers collaborate on lesson-planning and instruction that are designed to amplify ESLs' knowledge in content area reading strategies, identifying text structures, content-area vocabulary, literary elements, and text-taking strategies in preparation for the ELA exam.
- Instruction also focuses on the writing process in different genres, as well as the mechanics of writing and grammar conventions.
- Recognizing the importance and effectiveness of instruction through technology, the advanced ESLs are enrolled in a reading intervention software program that is supplemented by classroom instruction in ELA.
- The math instruction is delivered by a math teacher and an ESL teacher at the Block Time. ESLs acquire knowledge and reinforcement of math skills. Instruction is clear and explicit. Demonstration of the topic under consideration is employed through the use of the blackboard, charts, overhead project, computer and manipulative. Test preparation will be a part of ESL program as well, to prepare ESLs who are now required to take the standardized NYS Math exams.

d.

- There are no long-term ESLs in our school. If there are long-term ESLs, the ESLs are required to participate in a program that is aligned with mandated ESL and content learning standards and the core curriculum.
- The long-term ESLs must participate in instructions that are aligned with both ESL standards and ELA standards.
- The long-term ESLs participate in the Balanced Literacy program. This program assists the ESLs in developing their English language skills and reading comprehension.
- Teachers work collaboratively to evaluate ESLs' work and use data to ascertain the English language and cognitive demands of tasks aligned to NYC and NYS standards so that the long-term ESLs can demonstrate their learning through measurable products development, demonstrations, and exhibits.

e.

- The ESL teacher modifies ESL lesson plans and make curricular adaptations to teach those ESLs who struggle to understand the basic concept.
- Providing teacher-direction
- Offering manipulative (flashcards, out of sequence sentence strips)
- Color-code elements (parts of speech, figurative language, quotes, and evidence in text)
- Providing definitions/vocabulary/word bank
- Providing a model of the type of writing expected (persuasive essay, memoir, comparison/contrast essay, a critical lens essay, a book review, an editorial, etc. for up graders)
- Guiding with questions
- Providing sentences starters to help structure their writing
- Providing cloze passages (with or without word tanks)

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).

See above.

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?

- a. Our teachers engage ESL-SWDs in content learning activities to develop academic concepts. We draw on their background experiences, their culture, and their languages. Our teachers use scaffolding strategies to provide content instruction to build students' academic proficiency.
- b. Ready GEN, GOMATH, Science, and Social Studies are interrelated. Vocabulary is repeated naturally as it appears in different content area studies.
- c. In the areas of the curriculum, the focus of planning and programming is often on the subject content. We determine the resources and teaching materials according to ESL-SWDs' levels. We often consider how to select and focus on English in all curriculum areas with the aim of developing ESL-SWDs' language proficiency and academic achievements.

c. We deal with universal topics so that all ESL-SWDs can be involved. Lessons and activities can be adjusted to different levels of English language proficiency.

d. The materials that are used include grade-level content area text books , informational texts, magazines, and newspapers.17

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?

a. We implement the Pull-out and Push in models. The ESL teacher uses Pull-out model and brings the SES-SWDs together with general education ESL students from various class for English acquisitionfocused instruction. The ESL teacher plans lessons carefully with general education teachers to ensure curricular alignment.

b. The ESL teacher uses Push-in tesching during content instruction in collaboration with regular classroom teschers to provide language acquisition and vocabulary support while retaining content instruction time.

c. In order to serve our ESL-SWDs the ESL teacher uses differenated teaching strategies and ESL methodology to provide academic subject instruction in English. The ESL teacher assists our ESL-SWDs to achieve the state designnated level of English proficiency for their grade, and helps these students meet or exceed the common Core Standards.

d. Our school uses constructs of effective instructions: challenge, involment, success, seffolding/feedback, collaborative teaching for second-laguage acquisitio/sheltered English, and respect for cultral diversity.

e. Our scchool challenges students academically, challenge them to think, learn, and engage intellectually. Our school addresses both meaning and skills, promote both high level thinking and appropriate drill and practice , and Provide complementary protins of student-tescher centeredness. Our school achieves cotinuity in curriculum and instruction as students move from primary to middleto upper grades and from different language to English language arts. The school builds upon and makes explicit the connections between students' existing knowledge , skills, and experiences and academic curriculum to be learned ( including literacy, language, and content ). The school provides ESL program, reding and extended time, affternoon program, and Saturday program to meet the diverse needs of ESL-SWDs.

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

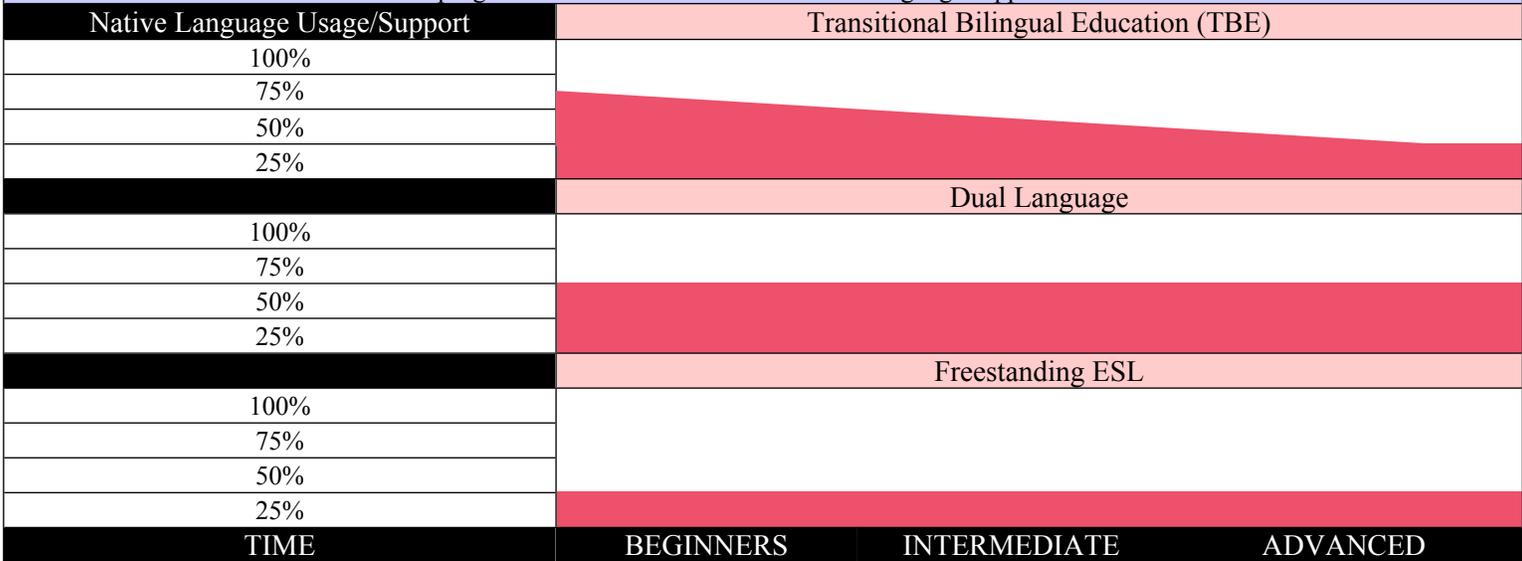
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

1) We have Pull-out intervention program to provide individualized instruction in developing the four language skills. In this program the first key to success is to engage ESLs in content area learning activities to develop academic concepts. The ESL teacher uses a variety of instructional techniques as a way of developing second language, content, cognitive and study skills. We do our target intervention programming for language across the curriculum by identifying the functions of language such as classifying, comparing, criticizing, describing, enquiring/questioning explaining evaluating, hypothesising, identifying, inferring, predicting, refusing, reporting, sequencing, suggesting, wishing, and hoping.

2) To identify language functions currently being used in ESL program the ESL teacher tries matching some of teaching and learning activities in ESL program with the relevant language functions. Our school checking that the ESL teacher is using a range language functions throughout the ESL program will help ensure that the ESL teacher gives the ESLs opportunities to hear and use it.

3) Our ESLs who exhibit inadequate growth on reading and writing receive 40 minutes at extended time per day in literacy instruction using reading and writing interventions focused on helping them achieve grade-level proficiency in each essential reading component ( phonemic awareness, phonics, spelling words, and sentences ).

4) At dear reading time ESLs receive individual help in class.

5) In Math, Science, and Social Studies classes our cluster teachers help ESLs develop both language and academic skills by the language functions. Our ESLs are given test accommodations for NYS tests.

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

1) The ESL teacher delivers content knowledge in a way that both language and academic proficiency to be nourished. In this instruction, academic content is taught to ESLs by using techniques such as speaking slowly, using visual aids and manipulatives, and avoiding the use of idioms to ensure they are meeting NYS and NYC Standards.

2) The ESL teacher encourages reading and celebrates accomplishment of reading many books or other written material over time so that ESLs' speaking fluency, language acquisition, vocabulary expansion, general knowledge, and specific content knowledge are increased. Also, understanding of concepts is developed.

3) The ESL teacher will do the following:

a. Provide a wide variety of reading materials based on Common Core Standards.

b. provide adequate time of sustained reading with no other obligations, including writing and sharing.

c. Allow ESLs self-selecting of reading materials by interesting level.

d. Provide opportunities to pursue a favorite author, genre, or area of interest.

e. Allow ESLs to take books and materials home for reading.

4. The ESL teacher will provide opportunities for retelling stories to improve writing. Writing for others can be motivating, reinforces existing, helping form a sense of a community of learners, and introduces as having a purpose and benefit for others.

a. Sending invitations to classmates and others, notes to relatives, and postcards home to describe accomplishments.

b. Color coding for multiple authors, feedback to peers with sticky notes, and highlighting favorite parts of a writing buddy's first draft.

c. Create class journal that everyone helps complete at the end of the day or week.

5. Set up e-mail pen and e-mailing parents and students.

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

The ESL teacher will analyze the data and provide opportunities for improving reading and writing skills of the ESLs. For the upcoming school year ESLs will write a variety of topics for improving reading and writing skills.

Our ESLs will discover more effective writing techniques with guidance of the ESL teacher and classroom teachers. Writing topics are students -controlled. Writing will be reviewed as a collaborative, social process. ESLs will assist one another in composing texts. Grammar will be taught in the context of writing for ESLs' communication. Feedback will be given throughout the writing process.

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

NA

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

The ESLs are offered equal access to all school program including extended day. ESLs participate in afterschool program, and in extended time program. Parents of ESLs are informed of these programs in their languages.

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

There is library in ESL classroom. The school provides ESLs with Ready Gen and Math Go textbooks, phonics books, fiction and various materials and special resources that are needed ( Phonics ABCD, Connecting Vocabulary ABCD, Comprehension ABCD, Quick Reads ABCD, Just Right ABCDE and Math practice books. The ESLs use utilize technical, digital proficiency including, but not limited to maintenance of an electronic portofolio and learning log, research on the internet use programs in computer and the continued use of the computer.

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

1) In the ESL classroom the ESL teacher adds ESLs native languages and cultures to the school curriculum, encourages parents of all groups to become involved in the school, using transformative models of teaching, and adopting types of assessment that show what ESLs can do.

2) The ESL teacher finds out about the schooling of parents and siblings to determine the kinds of support ESLs can be received at home.

3) The ESL teacher allows ESLs to read their native languages. Reading in native Language develops the academic register of ESLs first Language that reinforces English acquisition.

4) An important strategy for drawing on ESLs' native languages and teaching academic content Preview/View/Review. Key concepts are introduced by the ESL teacher or parents in the students' native languages ( preview ). Then ESLs are given opportunities to work with those concepts in English ( view ). The ESL teacher uses a number of techniques to make the English instruction comprehensible, including hands-on activities, visuals, and realia. Finally, ESLs are allowed to review the concepts in their native language to clarify, summarize, and ask questions ( review ).

5) The ESLs will actively participate in cultural celebrations in our school. Lessons will be conducted to build knowledge about cultural awareness and help ESLs gain a better understanding of the different culture.

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

For Upgraders

a. Word Processors

Writing on a word processing is challenging to the ESLs. ESLs are able to work with word processors, especially if the programs are designed with them in mind.

b. Computer Network

Computer network can provide an important means for communicating with fellow ESLs in English. Their electronic discussions allow them to initiate and extend their discussions about whatever it is that they happen to be studying or doing as a result of assigned work.

For Lower Graders

Games

Computer games can present simulations that call for the ESLs to make decision and they can require interaction with others involved in the game. Computer games are currently available in content areas. For example, a Math program introduces ESLs to the concept number lines, number pairs, and graph plotting. Computer games also include chess, word games, memory games, teasers with missing numbers, and many more.

Videos

Videos show real people in compelling scenarios like soap operas that enable the ESLs to have input. Another use of interactive video is to teach the listening skills necessary for academic success. Finally, a video disk can also be used as a dictionary.

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.

When the child arrives...the first few days

1) Take the time to show the child around the school, so that he or she will know where the places like the toilets, tuckshop, and library are.

2) Establish a buddy system.

3) Use an interpreter or another child to make sure the new arrival knows and understands regular classroom routines.

- 4) Teach some basic survival language.
- 5) Discover how much English the new arrival has.
- 6) Allow the new arrival the right to remain silent.

#### Providing support in the classroom

- 1) At times let pairs of children develop and teach mini lessons to the new arrival.
- 2) Create opportunities for the new arrival to participate in classroom situations which do not require language.
- 3) Involve the new arrival in lots of opportunities to listen to English and interact with peers in a small group.
- 5) Use picture talks.
- 6) Provide activities which use skills that require understanding rather than the productive skills of speaking or writing.
- 7) Provide a variety of activities where the child can work with others in less structured situations.
- 8) Recall events orally, especially excursions in which the new arrival has taken part, using drawings, photographs, objects collected or tapes.
- 9) Use 'Written conversations' The child begins by writing briefly about anything he or she wishes and the teacher writes the response, where possible using this to model the correct forms of any words or structures which have been used incorrectly. The child responds in return.

#### Building on literacy skills

- 1) Allow the child to write in the first language.
- 2) Encourage the new arrival to continue to read regularly in the mother tongue.
- 3) Provide a bilingual dictionary or encourage the child to obtain one.

#### Getting settled

- 1) Allow the child many opportunities to do what he or she is best at.
- 2) Pace the activities during the day so that the child does not become exhausted.
- 3) Set up situations where the new arrival is expert.
- 4) Praise all success and share all achievements with the child's parents.
- 5) Give the new arrival opportunities to hear and practise social language, such as asking for something, asking someone to do something, saying thank you and expressing disagreement politely.
- 6) Make the child feel a useful member of the class.

#### Activities

- 1) Give instructions clearly and precisely.
- 2) Use open-ended questions so that the child is able to respond at his or her own level.
- 3) Use visual aids such as diagrams, maps, videos, pictures or mime to help make meaning clear.
- 4) Try to get information from the learner rather than always presenting it.
- 5) Provide activities where the language is predictable or repetitive.
- 6) Include some activities which recycle newly learned language.
- 7) As far as possible design activities which either use known language patterns to teach new vocabulary, or use known vocabulary to model new language patterns.
- 8) Use activities which involve real communication.
- 9) Use whole class activities where the new arrival can join as much as he or she feels able.
- 10) In the early stages choose books and print materials not only in terms of their language difficulty but also in terms of their cultural content.

18. What language electives are offered to ELLs?

English is offered to ESLs.

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)?

NA



## C. Professional Development and Support for School Staff

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

1.

- The Professional Development Program will be a high quality and research-based program for our staff outlined in the school's comprehensive education plan. Professional development will engage all teachers of ELLs in a variety of high quality professional development activities, which will include studying ESL scaffolding strategies and content area teaching strategies that are aligned with the NYS ELA and ESL standards. Teaching and learning will have academic rigor in order to increase the number of ESLs who are proficient in English.

- Our participating faculty will acquire through professional development activities:

- 1) ESL methodologies and scaffolding strategies for improving instruction and promoting English language proficiency for ESLs through workshops.

- 2) Use of authentic learning, hands-on activities, use of manipulatives, cooperative learning.

- 3) The ability to engage in performance based assessment that provides qualitative data.

- 4) The opportunity to collaboratively participate in small study groups regularly which allow for action research and sustain ability of effective teacher practices.

- 5) The means to network and share successful teaching practices with other colleagues.

- Our professional development activities accountability will be evidenced by: agendas, training materials, focus groups, surveys, questionnaires, workshop evaluation-self assessment forms, attendance sheet, journal writing.

3.

- 1) Guidance Counselor provides intervisitation opportunity for other schools. Individual counseling session is provided by our bilingual Guidance counselor. The ESL students have a chance to participate in individual tutorial session during and after school hours.

- The school Professional Development Program will provide staff with skills in both content and pedagogy and by providing instruction on hands-on techniques and standards based content.

- It will provide interdisciplinary approach with literacy skills, math skills, science and social studies skills, as well as, the arts and activities that are easily integrated in the classroom. All staff will learn through song and dance hypothesizing, and experimenting and recreating our built and natural environment in order to assist our ESLs as they transition from elementary to middle school.

4.

Our professional development plans for 2013-2014 school year are designed to promote high levels of academic achievement while integrating second language instruction. The 7.5 hours ESL mandated professional development will be fulfilled for all staff. The 10.5 hours of ESL mandated professional development will also be fulfilled for all staff that serve special education students. Topics and tentative dates for all staff members, including para-professionals, include:

2.

Date	Topic	Presents	Participants
November 8, 2013	K-5 Curriculum Maps for Literacy	Grade Leaders	All Staff
November 8, 2013	ESL-Stages of Language Acquisition	ESL teacher	All Staff
November 8, 2013	Attendance in SESIS for Special Education Students	IEP Teacher	All Staff
November 14, 2013	K-5 Curriculum Maps for Math	Math Cluster	All Staff
June 6, 2014	Training of Content Area Teachers for ESL Strategies	ESL Teacher	All Staff
June 6, 2014	Differentiated Instruction for Mainstream & ESL Students	ESL teacher Grade Leaders	All Staff
June 6, 2014	Using ESL Methodologies to Create Activities for Cooperative Learning	ESL teacher Literacy Cluster	All Staff All Staff



## 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?
  01. Our school uses some types of parent involvement. They are the following:
    - 1) Parenting  
Help all families establish home environment to support children as students
      - Parent education and other courses or training for parents. The parent coordinator will host a series of workshops throughout the school year to continue the dialogue as regards the importance of attendance at ELA/ESL and math institute. Parents of ESLs will be invited to join with their children to attend all sessions of the Math Skills Institute and the ELA/ESL Institute.
    - 2) Communicating  
Design effective forms of school-to-home and home-to-school communications about school programs and children's progress
      - Conference with every parent at least twice a year
      - Language translators to assist parents as needed
      - Regular schedule of useful notices, memos, phone calls, newsletters, and other communications
    - 3) Volunteering  
Recruit and organize parent help and support
      - School and classroom volunteer program to help teachers, administrators, students, and other parents
      - Parent room as family center for volunteer work, meetings, and resources for families
    - 4) Learning at Home  
Provide information and ideas to families about how to help ESLs at home with homework and other curriculum-related activities, decisions, and planning.
      - Information for families on skills required for ESLs in all subjects at each grade
      - Information on homework policies and how to monitor and discuss school work at home
    - 5) Gathering information from parents  
School staff gathers information from parents of ESLs about their background
      - Information about a student's prior education in his native language can help the ESL teacher gauge the challenges the ESLs will be facing.
      - ESLs who arrive in U.S. schools with appropriate grade-level achievement in their native language will make the transition to learning in English more easily.
    - 6) Participating  
Parents are encouraged to participate in school activities, I.e. learning walks, assembly, field trips, technology classes, and etc.

2.

Our School partners with Brooklyn Children Museum

- Yes, it does. It identifies and integrates resources and services from the community to strengthen school programs, family practices, and student learning and development.
- It provides information for students and families on community health; cultural, recreational, or social support; and other programs or services.
- It provides information on community activities that are linked to learning skills and talents, including summer programs for students
- It provides service to the community by students, families, and schools (e.g. recycling, art, music, drama, and other activities for seniors or others)

3.

1). All parents of ESL students are invited to participate in a Welcome Back to school meeting and curriculum night in September every year to receive information about our school. Topics addressed include: school expectations, assessments, City/State Standards, the community resources as well as program options. Presenters include: Instructional Team leaders, ESL teacher,

Guidance Counselor, Parent Coordinator, Principal, and Assistant principal. This helps parents of ESL students become active knowledgeable members of our school learning community. All parents express their opinions, give good advice and tell the school what they need.

2) Parents of ESL students are invited to attend our Parent Orientation Meeting where they are informed about the available services for their children. The Parent Selection forms are printed in all the necessary language applicable to our school so that parents can more readily understand and make informed choices. Their most often expressed sentiment is that they want immersion in the new language, English, along with support of ESL Services which they feel helps their children learn English faster. To further facilitate parental involvement and understanding, school letters and notifications to parents are translated. When needed, translators on our staff are provided to facilitate meaningful communication between parents and administration/staff.

3) Our school Parent Co-ordinator provides workshops for parents. Through talking and discussing with our ESL students' parents we get to know their thoughts, suggestions, and needs.

4) Through Parent-Teacher Conference, telephone conversation, writing notes to each other, going on trip together we obtain a lot of useful information and what our ESL parents really need.

- The role of the parent is vertical to ESLs' overall ability to achieve high standards.
- They lay the groundwork for high expectations that are carried out in our school.
- By participating in school activities and attending all sessions of the Math Skills Institute and the ESL/ELA institute, not only will parents be helping themselves, but, in addition, they will be forming special learning partnerships with their children that will be the great benefit of both parents and children. There will be awards and recognition to highlight literacy and achievement.

4.

1) Family Days will be held throughout the school year to encourage parental involvement in the academic development of their children. The teachers will conduct interactive activities for the children and their parents to enhance their learning and language experiences.

2) During Family Days, the teachers will use hands-on and developmentally appropriate activities to promote literacy skills, math skills, and scientific explorations for students and parents. The children and their parents can make connections, promote imagination, creativity, and have opportunities to learn new skills.

3) Encouraging parent involvement helps parents from other cultures may view their role in their children's education differently than U.S. parents. For example, instead of asking their children questions about a story- asking them to predict outcome, for instance, or having them interpret the story based on their own experiences- immigrant parents from rural Mexico and Central America are more likely to use the story to teach a moral lesson.

4) To help the parents of ESLs contribute more actively to the education of their children, our school offers training at ELA/ESL and Math Institute sessions on increasing the knowledge and skills parents need to help their children with the acquisition of English, literacy development, and academic proficiency in different content areas.

## **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)
Dennis Jeffers	Principal		1/1/01
Ms. W. Bourne	Assistant Principal		1/1/01
Ms. Martha Williams	Parent Coordinator		1/1/01
Ms. Han	ESL Teacher		1/1/01
Ms. Janel Cruickshank	Parent		1/1/01
Ms. Smoth ( ELA )	Teacher/Subject Area		1/1/01
Ms. Smith ( Math )	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ms. Welch	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: 17k School Name: PS 289

Cluster: Groll Network: 410

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

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

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

Various sources provide our schools with information about the different home languages of our students and translation needs for conferences, parent orientation needs, and school notices:

1) Home Language Identification Surveys ( HLIS )

All parents of new admits to the school are required to complete HLIS as part of the registration process. The HLIS is printed in a variety of languages so that the use of one in the appropriate languages facilitates its proper completion. Some parents/guardians are unable to complete the HLIS on their own, so staff members interpret for parents during the registration process.

2) Parent Coordinator Interviews

The Parent Coordinator, in making calls to students' homes for a variety of reasons, determines that some parents need translation or oral interpretation to better understand an issue.

3) ATS system provides information of the primary language of the students ( RHLA ).

4) Informal oral communication with parents and teachers

5) Attendance in PTA meetings

6) Interviewing students

7) Analyzing the existing translated materials

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.

Home Language Identification Surveys and teacher/parent input have proven that majority of our school parent population speak English. Other languages spoken by our parents include: Spanish, Haitian Creole, French and Arabic .

1) We send and post parental correspondence in each of the languages that represent at least 3%-8% of our student population.

The written translation needs of the school are the following:

Letters about students' progress and attendance, informative letters sent to parents about school events, flyers and posters.

2) We offer interpretation services in the appropriate language during parent conference and meetings.

Oral translation is needed :

a. At the orientation session of the parents of newly arrived bilingual students

b. At PTA meeting when necessary

c. At teacher/parent conferences and Open School Nights

Oral interpretation is offered when principal, assistant principals, guidance counselors and teachers conference with parents. We use school staff translators to make phone calls to parents when there is a need. Our school always offers interpretation services during parent conferences and meetings in the desired language.

## **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.

1) The school will provide written translation services through the use of the NYCDOE Translation and Interpretation Unit, which provides professional translation services for eight standard languages by a network of qualified vendors.

2) We will be using the NYCDOE translation unit for some translation needs: including many materials and forms already translated and available on the DOE website.

3) All parent correspondence will be translated by school staff or Translation and Interpretation Unit, from English to the native languages of school population.

4) We will translate documents that contain individual, student-specific information, including students' health, safety, legal or disciplinary matters, entitlement to public education or placement in ESL or any special education program.

5) We will provide each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services and how to obtain such services.

6) We will post, in assigned locations, a sign in each of the covered languages indicating the office/room where a copy of the notification of parental rights regarding translation and interpretation services by school staff or parent volunteers.

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.

1) The NYCDOE Translation and Interpretation Unit also provides types of oral interpretation services, over the phone interpretation services Monday through Friday from 8: 00 am to 5: 00 pm and on site interpretation services during scheduled events such as Parent-Teacher conferences, PTA meetings, Testing meeting , IEP meetings and workshops between faculty and non-English speaking parents.  
2) We will provide interpretation services by the translation unit and our school staff members who speak the desired languages so that they will be able to facilitate articulation between parent and teacher, parent and administration, parent and support personnel.  
3) Staff members fluent in the desired languages will interpret at parent orientations/meetings and teacher conferences. The translation will be carried out by staff members, with assistance of the Translation and Interpretation Unit.

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>.

1) We will translate letters and notices to parents in the appropriate languages for our school - Spanish, Haitian Creole, French, and Arabic.  
2) Our school will provide each parent who speaks language other than English and who requires language assistance services with written notification of their rights regarding translation and interpretation and instructions on how to obtain such services.  
3) We will use the services of the NYCDOE Translation and Interpretation Unit to inform parents .  
4) For Spanish, Haitian Creole, French, and Arabic, we will use in-house staff to provide translation.  
5) We will translate letters that are sent out annually, in addition to school notices, school code, discipline code, promotion criteria, exam schedules, parent-teacher meetings, parent association meetings, student accountability, graduation requirements, middle school selection, holdover notices, supplemental school activities before and after school, and NYSESLAT notification. We will provide translations for new situations as they arise. Our school's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administration due to language barriers.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: George V. Brower	DBN: 17K289
Cluster Leader: G. Groll	Network Leader: Altagracia Santana
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 26
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 5

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Students coming into our school with English as their second language need to be given the opportunity to become proficient in English language. Our school will provide English language Learners with direct supplemental services in a Saturday Academy. Students of grades 2, 3,4 and 5 will participate in the program. Subgroups include English Language Learners in general education and special education classrooms. ESL instruction will address all four modalities: Listening, Speaking, Reading and Writing through the content areas. Instruction will be delivered in English and a variety of materials will be used, these include Vocabulary Cards, Visual (photos, pictures and drawings), Tape Recorder, books for guided reading and manipulatives which include miniature objects and regalia and the SMARTBoard. In addition, the teachers will use phonic books, fiction and nonfiction books, Math and ELA textbooks that are used in the general education classroom. Students will be instructed in small groups. the goal is to help prepare students for the NTSELAT as well as the State examination. Five teachers and one administrator will participate in the Supplemental program. One holds the ESL license and the other four hold common branch licences but received training in ESL. A Saturday Academy will be held for ESL students. There will be five teachers participating including the ESL teacher. One supervisor will participate. The supervisor's role is to ensure that the teachers plan instruction to meet the needs of the students attending the program. Supervisor and teachers will examine data to identify strengths and weakness of students and to develop strategies that will help students become proficient in that area identified. A schedule will be developed and the pushin model employed. The ESL teachers will go into the classrooms and co teach with teachers who have common branch licenses as well as providing small group instruction. There will be ten sessions beginning at 8.30 and ending at 11.30 am.

### Part C: Professional Development

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

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

Begin description here: On It is essential that all teachers become familiar with the strategies and resources that are helpful in supporting the English Language Learners thereby allowing them to become proficient in English Language. All teachers will be involved in a variety of high quality professional development activities which include ESL methodologies and scaffolding strategies for improving instruction and promoting English Language proficiency, use of authentic learning, hands-on-activities, use of manipulative and cooperative learning. The ESL teacher and content area teachers will receive training in ESL strategies and will be given the opportunity to participate in study groups and time to meet and plan together. The training will be held over a period of ten hours. Topics to be covered in the

### Part C: Professional Development

Professional Development workshops are:

1. Curriculum Mapping,
2. Training of Content Area Teachers in ESL strategies,
4. Using ESL methodologies and strategies to create activities for Cooperative Learning
5. Differentiated Instruction for ESL students.
6. Aligning instruction for ESL students with the Common Core Learning Standards.

Our professional development topics are designed to promote high levels of academic achievement while integrating second language instruction. All staff will be given 7.5 hours of ESL training. The ESL teacher and members of the network will provide professional development for the teachers. In addition, teachers will be involved in professional development which includes data Analysis of the nyselat and classroom assessments, researching best practices for the targeted group, and ongoing monitoring of progress reports.

### Part D: Parental Engagement Activities

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

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

Begin description here: The ESL teacher, the Parent Coordinator, and personnel from the network will provide activities to involve parents. Parents of ESL students will be invited to join their children as they attend math and literacy workshops. Parents will participate in workshops that will teach them English as a second language. Workshops pertaining to daily living will also be presented. In order to communicate effectively with parents letters from sent home will be written in English as well as the child's native language. Communication will also include, newsletters, memos, notices and phonecalls. Conferences will be held with parents of ESL students at least three times a year. During the conferences, language translators will support the parents. Parents will also be given information about how to help the ESL student at home. Information on homework policies, and how to monitor and discuss school work at home will be given to parents. In an effort to link home and school, parents will be encouraged to participant in school activities such as family literacy night, assemblies, neighborhood walks, field trips and participating in the learning leader program.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$ 10,317.38	<p>Planning Sessions</p> <p>. Five teachers and one administrator involved in the program will be paid at per session rate for 2 two -hour sessions of preservice planning time.  <math>5 \text{ teachers} \times 2 \text{ sessions} \times 2 \text{ hours} \times \\$50.19 = \\$1003.80</math></p> <p>1 administrator x 2 sessions x 2 hours x \$52.52 = \$210.08</p> <p>Saturday Program</p> <p>. Five teachers and one administrator involved in the program will be paid at per-session rate for 10 three hour sessions of instructional time:</p> <p>5 teachers x 10 sessions x 3 hours x \$50.19 = \$7,528.50  1 administrator x 10 sessions x 3 hours x \$52.52 = \$ 1,575.60</p>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		Network staff will provide Professional Development. Network will recommend presenters for Professional Development
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional</li> </ul>	\$882.62	Vocabulary Cards  Language Games  Word Sentence cards

**Part E: Budget**

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

Allocation Amount: \$11200

materials. • Must be clearly listed.		Wall charts Puppets Fountas and Pinell Assessments
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	\$ 11,200	