



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: JUAN MOREL CAMPOS
DBN (i.e. 01M001): 19K290
Principal: DR. WILLENA GEORGE
Principal Email: WGEORGE@SCHOOLS.NYC.GOV
Superintendent: MS. JOYCE STALLINGS-HARTE
Network Leader: MS. ELLEN PADVA

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
Dr. Willena George	*Principal or Designee	
Deborah McKiernan	*UFT Chapter Leader or Designee	
Christy Loutre	*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	
Milagros Alvarez	Member/ Parent	
Miriam Crespo	Member/ Teacher	
Lizbeth Pasco	Member/ Parent	
Leonore Pietrzak	Member/ Teacher	
Johanna Cole	Member/ Teacher	
Kissundai Seepaul	Member/ Parent	
Scott O’Sullivan	Member/ Teacher	
Ana Rivera	Member/ Parent	
Christopher Gagliano	Member/ Teacher	
Sonia Lopez	Member/ Parent	
Shirley Campos	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, general education students and special needs students will demonstrate progress towards achieving state standards as measured by 88% of students meeting or exceeding promotion criterion in the content area of English Language Arts.

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.

Analysis of data from standardized tests and data extracted from our school Progress Report, for general education students, ELL students, and special needs students indicates the following: In the area of reading, results reveal that 18.3% of our students in grades 3, 4 and 5 are performing on or above grade level, and 55% of our students made at least 1 year of progress. The results of the Literacy Performance Tasks show a need for targeted focus on literacy and rigorous instruction. However, this is not sufficient growth in order to meet the demands of CCSS and new testing.

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. Full implementation of ReadyGen.
2. We will differentiate instruction based on student needs and data using an interactive workshop model, and aligned with the common core state standards.
3. Creative schedules, using a 120 minute uninterrupted literacy block. This will provide the opportunity for small group differentiated data driven instruction, using push-in teachers.
4. Grade specific teacher data teams. These are grade specific, data driven teams (Cluster Teachers work with the grades they service). These teams work in 4-6 week cycles focusing on one goal per cycle. Each team works with flexible, small targeted populations in areas of high need. By using the data from assessments, the team plans Common Core Standard driven instruction. These teams' successful practices may be implemented grade-wide or school-wide.
5. The Response To Intervention (RTI) Team. This team was created after a review of data to target students in grades K-5 that were not reading at grade level. These students were assessed using running records to determine their ability to read on grade level and identify deficiencies in fluency and comprehension.
6. Ongoing differentiated professional development will be provided focusing on topics such as, but not limited to the following: using data to drive instruction and set goals, aligning curriculum to Common Core Standards, use of rubrics, academic rigor in performance tasks, Depth of Knowledge, and parental involvement.
7. Parental Involvement activities focusing on ELA will be conducted. Specifically, ESL parent classes are provided five days per week, ELA workshops are given, focusing on how parents can best support their children in literacy. Parents are invited to participate in school-wide literacy events such as Books and Breakfast, etc. After school programs and Spring Academy will be provided to targeted students to provide additional test preparation strategies and skills.

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

For each numbered strategy/activity indicated above, the following personnel/resources will be used:

1. Administration and Coaches
2. Coaches and Teachers
3. Administration
4. Grade Leaders
5. Literacy Coach and AIS Coordinator
6. PD Team – Administration/Coaches/UFT Rep.
7. Parent Coordinator

Other resources will be the following:

- ESL program from the Office of Adult and Continuing Education - coordinates with the instructional strategies/activities to achieve this goal by providing parents and students with the opportunity to learn English as a second language. This provides parents with the language tools and skills to support their children and gain a better understanding of the ELA. This service provides students with the language tools and skills to achieve on the ELA. This program coordinates with this goal by encouraging progression towards college readiness, developing intrinsic motivation, improving writing skills, reading skills, and oral skills, and building links between words and ideas through realistic practice. This also increases social awareness and builds skill sets.
- After School- coordinates with the instructional strategies/activities to achieve this goal by providing additional time beyond the school day to target skill deficiencies in English language arts. This program coordinates with this goal by encouraging progression towards college readiness, developing intrinsic motivation, improving writing skills, reading skills, and oral skills, and building links between words and ideas through realistic practice. This also increases social awareness and builds skill sets.
- Referrals to outside agencies such as New York Psychotherapy- coordinates with the instructional strategies/activities to achieve this goal by providing special needs services to students and their families.
- Partnerships with local schools such as East New York Family Academy - coordinates with the instructional strategies/activities to achieve this goal by offering swimming classes. Studies show that physical activities release endorphins, thus improving focus.
- Partnerships with local community based organizations such as the local library- coordinates with the instructional strategies/activities to achieve this goal by offering resources, promoting literacy and fostering a love for reading. This program coordinates with this goal by encouraging progression towards college readiness, developing intrinsic motivation, improving writing skills, and reading skills.
- Penny Harvest- coordinates with the instructional strategies/activities to achieve this goal by teaching students community service responsibility and altruism.
- Ballet Tech- coordinates with the instructional strategies/activities to achieve this goal by allowing our students to participate in ballet classes. Studies show that physical activities release endorphins, thus improving focus.
- Swimming instruction through the YMCA - coordinates with the instructional strategies/activities to achieve this goal by offering swimming classes. Studies show that physical activities release endorphins, thus improving focus.
- Learning Leaders- coordinates with the instructional strategies/activities to achieve this goal by encouraging parental involvement and by allowing parents to play an active role in school activities.

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

1. For ReadyGen, we are starting at a baseline and will be able to set realistic targets as we move throughout the year. DIBELS (3x/yr) Beginning of Year Results show 70% at benchmark. Our target for the middle of year assessment is 75%. MOSL/Running Records data show 73% of our students on or above grade level. Our mid-year target will be 78%. Other indicators will be the following: Practice ELA (MOY), State ELA (1x/yr), Rubrics (Ongoing), and Portfolio Checklists.
2. Formal and informal observations will be utilized to evaluate progress. Targets are determined based on individual teacher performance.
3. Formal and informal observations will be utilized to evaluate progress. Targets are determined based on individual teacher performance.
4. For ReadyGen, we are starting at a baseline and will be able to set realistic targets as we move throughout the year. DIBELS (3x/yr) Beginning of Year Results show 70% at benchmark. Our target for the middle of year assessment is 75%. MOSL/Running Records data show ,Other indicators will be the following: Practice ELA (MOY), State ELA (1x/yr), Rubrics (Ongoing), and Portfolio Checklists.
5. MOSL/Running Records data show 73% of our students are reading at or above grade level.
6. Formal and informal observations will be utilized to evaluate progress. Targets are determined based on individual teacher performance.
7. Targets for this strategy/activity will be based on attendance rates for each, specific activity, therefore, targets will be varied.

Other means of evaluating the progress, effectiveness, and impact of each strategy/activity will include the following:
Teacher Made Assessments (periodically)

NYSESLAT (1x/yr)

Rubrics (Ongoing)

Bulletin Boards (bi-monthly)

8. Portfolios/Checklists (grade specific timeline)

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

1. September, 2013-June, 2014

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

1. 120-minute literacy block, Words for the Wise, Guided Reading, Ready Gen, Close Reading, Storytown Phonics (Gr. K)

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).

Here at PS 290, ongoing efforts are employed to increase parental involvement by working with the PTA and our parent coordinator. We offer workshops and programs to not only keep parents informed, but to engage families in instructional programs that would help them best support their children. The strategies and activities implemented to achieve this specific goal are ongoing meetings held by the P.T.A., the Parent Coordinator, Administrators, Coaches, The School Leadership Team, Teachers, and Outside Organizations. Topics for these meetings that address this goal are the following: ELA instruction and methodologies, ELA test formats and expectations, Common Core Standards, Books and Breakfast, Parent Partnership Program, and ESL classes offered five days per week (mornings and evenings). Additional strategies and activities include monthly parent calendars and newsletters. We also have a daily outreach automated system that contacts parents via phone. Parent-teacher conferences are held periodically throughout the year to maintain a partnership and to discuss updates on their child's progress in English language arts. The school distributes a parent handbook that is translated in all the dominant languages. Parents will be trained on how to use ARIS Parent Link.

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
---	----------	---	----------	---	-----------	--	-----------	--	-----------	--	--------

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

As a Title I School-wide Program school, Conceptual consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, IDEA funds, NYSTL allocations, and human resources to implement this action plan from September, 2013 – June, 2014 as indicated below:

- Professional Instructional materials to support curriculum development during the regular school day and during after school.
- Consumable instructional materials for use during extended day programs.
- Supervisor and Teacher per session (2 days per week) for after school programs.
- Workshop and Professional development materials for parents and staff
- Professional personnel (administrator, staff, special needs providers, etc.) to carry out the goals

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, general education students and special needs students will demonstrate progress towards achieving state standards as measured by 88% of students meeting or exceeding promotion criterion in the content area of Mathematics.

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.

Analysis of data from standardized tests and data extracted from our school Progress Report for general education students, ELL students, and special needs students indicates the following: In the area of mathematics, results reveal that 29.3% of our students in grades 3, 4 and 5 tested grades are performing on or above grade level and 69.7% made gains. However, this is not sufficient growth in order to meet the demands of CCSS and new testing requirements.

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. Full implementation of a math block, using Envision Mathematics and supplemental instructional materials such as Math Exemplars.
2. We will differentiate instruction based on student needs and data using an interactive workshop model, and aligned with the Common Core State Standards.
3. Grade specific teacher data teams. These are grade specific, data driven teams (Cluster Teachers work with the grades they service). These teams work in 4-6 week cycles focusing on one goal per cycle. Each team works with flexible small targeted populations in areas of high need. By using the data from assessments, the team plans Common Core Standard driven instruction. These teams' successful practices may be implemented grade-wide or school-wide.
4. Ongoing differentiated professional development will be provided focusing on topics such as, but not limited to the following: using data to drive instruction and set goals, aligning curriculum to Common Core Standards, use of rubrics, academic rigor in performance tasks, Depth of Knowledge, and parental involvement.
5. Parental Involvement activities focusing on math will be conducted. Specifically, workshops are given, focusing on how parents can best support their children in mathematics. Parents are invited to participate in school-wide math events such as Morning Math, etc. After school programs, Spring Academy, if budget permits, will be provided to targeted students with additional test preparation strategies and skills.

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

1. Administration and Coaches
2. Teachers
3. Grade Leaders
4. PD Team – Administration/Coaches/UFT Representative
5. Parent Coordinator

Other resources will be the following:

- ESL program from the Office of Adult and Continuing Education - coordinates with the instructional strategies/activities to achieve this goal by providing parents and students with the opportunity to learn English as a second language. This provides parents with the language tools and skills to support their children and gain a better understanding of not only ELA, but in math. This service provides students with the language tools and skills to achieve on the State math exam. This program coordinates with this goal by encouraging progression towards college readiness, developing intrinsic motivation, improving math problem solving skills, oral skills, and building links between words and ideas and numbers through realistic practice. This also increases social awareness and builds skill sets.

- After School- coordinates with the instructional strategies/activities to achieve this goal by providing additional time beyond the school day to target skill deficiencies in math. This service provides students with the language tools and skills to achieve on the State math exam. This program coordinates with this goal by encouraging progression towards college readiness, developing intrinsic motivation, improving math problem solving skills, oral skills, and building links between words and ideas and numbers through realistic practice.

- Referrals to outside agencies such as New York Psychotherapy- coordinates with the instructional strategies/activities to achieve this goal by providing special needs services to students and their families.
- Partnerships with local schools such as East New York Family Academy - coordinates with the instructional strategies/activities to achieve this goal by offering swimming classes. Studies show that physical activities release endorphins, thus improving focus.
- Penny Harvest- coordinates with the instructional strategies/activities to achieve this goal by teaching students community service responsibility and altruism.
- Ballet Tech- coordinates with the instructional strategies/activities to achieve this goal by allowing our students to participate in ballet classes. Studies show that physical activities release endorphins, thus improving focus.
- Swimming instruction through the YMCA - coordinates with the instructional strategies/activities to achieve this goal by offering swimming classes. Studies show that physical activities release endorphins, thus improving focus.
- Learning Leaders- coordinates with the instructional strategies/activities to achieve this goal by encouraging parental involvement and by allowing parents to play an active role in school activities.

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

1. Envision Math Topic Assessments (grade specific) beginning of year shows 28% of our students are performing on or above grade level. Our mid-year target will be 33% of students performing at or above grade level, Other means of evaluating progress, effectiveness, and impact of this strategies are the following: Math Performance Tasks, Teacher Made Assessments (periodically), Baseline MOSL (BOY), State Math (1x/yr), Rubrics (Ongoing), Bulletin Boards (bi-monthly), Portfolios/Checklists (grade specific timeline)
2. Formal and informal observations will be utilized to evaluate progress. Targets are determined based on individual teacher performance.
3. Envision Math Topic Assessments (grade specific), Other means of evaluating progress, effectiveness, and impact of this strategies are the following: Math Performance Tasks, Teacher Made Assessments (periodically), Baseline MOSL (BOY), State Math (1x/yr), Rubrics (Ongoing), Bulletin Boards (bi-monthly), Portfolios/Checklists (grade specific timeline)
4. Formal and informal observations will be utilized to evaluate progress. Targets are determined based on individual teacher performance.
5. Targets for this strategy/activity will be based on attendance rates for each, specific activity, therefore, targets will be varied.

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

1. September, 2013-June, 2014

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

1. Bath Blocks, Operate That Number, Exemplar, Envision, Skill-Related Games

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).

We offer workshops and programs to not only keep parents informed, but to engage families in instructional programs that would help them best support their children. The strategies and activities implemented to achieve this specific goal are ongoing meetings held by the P.T.A., the Parent Coordinator, Administrators, Coaches, The School Leadership Team, Teachers, and Outside Organizations. Topics for these meetings that address this goal are the following: math instruction and methodologies, math test formats and expectations, Common Core Standards, Morning Math, Parent Partnership Program, and ESL classes offered five days per week (mornings and evenings). Additional strategies and activities include monthly parent calendars and newsletters. We also have a daily outreach automated system that contacts parents via phone. Parent-teacher conferences are held periodically throughout the year to maintain a partnership and to discuss updates on their child's progress in Math. The school distributes a parent handbook that is translated in all the dominant languages. Parents will be trained on how to use ARIS Parent Link. Here at PS 290, ongoing efforts are employed to increase parental involvement by working with the PTA and our parent coordinator.

Budget and Resource Alignment

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

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

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

As a Title I School-wide Program school, Conceptual consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, IDEA funds, NYSTL allocations, and human resources to implement this action plan from September, 2012 – June, 2013 as indicated below:

- Professional Instructional materials to support curriculum development during the regular school day and during after school.
- Consumable instructional materials for use during extended day programs.
- Supervisor and Teacher per session (2 days per week) for after school programs.
- Workshop and Professional development materials for parents and staff
- Professional personnel (administrator, staff, special needs providers, etc.) to carry out the goals

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.

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

By June 2014, 85% of our parents will participate in school events as measured by increased attendance on sign-in sheets for workshops/meetings/events/activities, which represents an increase of 5% from last year.

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.

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.

Analysis of data extracted from our school Learning Environment Survey and Quality Review for our school community indicates the following: In the areas of academic expectations, communication, engagement, and safety and respect, results reveal a 2% drop in scores from the previous year.

These data results indicate that a focus needs to be placed on parental involvement in order to show improvement.

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. Offer parental involvement activities such as PTA meetings, PTA and Administrative quarterly, School Leadership Team, Open school, Movie Night, Game Night, Books and Breakfast, Morning Math, Learning Leaders, Parent Partnership Program, etc.
2. Provide ongoing communication with parents regarding curriculum, all school events, and activities such as school calendars, parent newsletters, automated system to call homes, postings of fliers, etc.
3. Offer self-development opportunities such as , parent fitness program, parent nutrition courses, parent book clubs, and other workshops.
4. Free ESL program from the Office of Adult and Continuing Education (morning and Evening)- coordinates with the instructional strategies/activities to achieve this goal by providing parents and students with the opportunity to learn English as a second language. This provides parents with the language tools and skills to support their children and gain a better understanding of the State Exams. This service provides parents with the language tools and skills.

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

1. Parent Coordinator and Administration
2. Administration, Coaches, and Teachers
3. Administration, Parent Coordinator, Coaches, and Teachers,
4. Office of Adult Education

Other resources are the following:

- Referrals to outside agencies such as New York Psychotherapy- coordinates with the instructional strategies/activities to achieve this goal by providing special needs services to students and their families.
- Partnerships with local community based organizations such as the local library- coordinates with the instructional strategies/activities to achieve this goal by offering resources, promoting literacy and fostering a love for reading. This program coordinates with this goal by encouraging progression towards college readiness, developing intrinsic motivation, improving writing skills, and reading skills.
- Penny Harvest- coordinates with the instructional strategies/activities to achieve this goal by teaching students and parents community service responsibility and altruism.
- Learning Leaders- coordinates with the instructional strategies/activities to achieve this goal by encouraging parental involvement and by
 1. allowing parents to play an active role in school activities.

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

1. Items used to evaluate this progress are sign-in sheets to show growth in parent participation.
2. Items used to evaluate this progress are sign-in sheets to show growth in parent participation
3. Items used to evaluate this progress are sign-in sheets to show growth in parent participation
4. Items used to evaluate this progress are sign-in sheets to show growth in parent participation

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

1. By December, 2014 – We would have at least 70% of parents participating in a school event, and by June, we would have 85%.

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

1. Personnel resources are administration, Parent Coordinator, Coaches, and Teachers. Material resources include, but are not limited to the following:
 Nutrition materials
 Books
 Refreshments
 Arts & Craft supplies, etc.
 Calendars, fliers, posted material, and parent newsletters are strategies used to inform parents of school events so that they may participate. Outreach to parents is also conducted via phone calls from teachers and our school messenger. A wide variety of participation activities are coordinated in order to interest parents. These activities/events are sometimes held during the day, and sometime during the evening in order to accommodate parents' schedules.

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).

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). The PIP template is provided on pages 11 through 15 in this CEP.

The strategies and activities implemented to achieve this specific goal are ongoing meetings held by the P.T.A., the Parent Coordinator, Administrators, Coaches, The School Leadership Team, Teachers, and Outside Organizations. Here at PS 290, ongoing efforts are employed to increase parental involvement by working with the PTA and our parent coordinator. We offer workshops and programs to not only keep parents informed, but to engage families in instructional programs that would help them best support their children. Topics for these meetings vary and address ways that parents can be more involved in their child's education (E.g. ARIS). Additional strategies and activities include monthly parent calendars and newsletters. We also have a daily outreach automated system that contacts parents via phone. Parent-teacher conferences are held periodically throughout the year to maintain a partnership and to discuss updates on their child's progress in content areas. The school distributes a parent handbook that is translated in all the dominant languages.

Budget and Resource Alignment

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

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

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

As a Title I School-wide Program school, Conceptual consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, IDEA funds, NYSTL allocations, and human resources to implement this action plan from September, 2012 – June, 2013 as indicated below:

- Title I 1% Parent involvement Funds will be used to purchase materials and supplies for parent involvement activities.
- Professional Instructional materials to support workshops held during the regular school day and during after school.
- Consumable instructional materials for use during workshops.
- Professional personnel (parent coordinator, administrator, staff, special needs providers, etc.) to carry out the goals

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, general education and special needs students will demonstrate progress towards infusing technology into curriculum as measured by 95% of students utilizing technology in various content areas, an increase of 2% from last year.

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.

There is a need for all teachers as well as all students to become proficient in utilizing technology in order to be prepared for this technologically driven society. In anticipation of technology-based State assessments, all students must be technologically literate.

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.

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

1. All classrooms are supplied with SMARTboards. Continued full utilization of SMARTboards in all content areas.
2. All classrooms are supplied with computers and/or laptops. Portable class sets of laptops are also available.
3. Ongoing differentiated professional development will be provided focusing on topics such as, but not limited to the following: using technology to explore data to drive instruction and set goals, SMARTboard training, aligning curriculum to Common Core Standards, use of rubrics, academic rigor in performance tasks, Depth of Knowledge, and parental involvement.
4. Parental Involvement activities focusing on technology will be conducted. Specifically, ARIS workshops will be provided. MyOn School-wide Online Reading Program.

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

1. Administration, Coaches, and Teachers.

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

1. Formal and informal observations will be utilized to evaluate progress. Targets are determined based on individual teacher performance.
2. Technology-based presentations conducted by both teachers and students are a way to evaluate the progress. Formal and informal observations will be utilized to evaluate progress. Targets are determined based on individual teacher performance.
3. Formal and informal observations will be utilized to evaluate progress. Targets are determined based on individual teacher performance.
4. The logon rates for MyOn are monitored monthly. Currently, our school has read 4,964 books. Our target for March is 9,928 books. Items used to evaluate this progress may also include sign-in sheets to show growth in parent participation

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

1. September, 2013 – June, 2014

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

1. Computers, Full-Time Technology Teacher, SMARTboards, I pads

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).

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). The PIP template is provided on pages 11 through 15 in this CEP.

We offer workshops and programs to not only keep parents informed, but to engage families in instructional programs that would help them best support their children as it pertains to technology. The strategies and activities implemented to achieve this specific goal are ongoing meetings held by the staff. Parents will be trained on how to use ARIS Parent Link. Utilizing ARIS provides information and tools for parents to best support their children in ELA and math instruction and methodologies. Parents are also informed of how to use the DOE website for information regarding ELA and Math test formats and expectations, Common Core Standards, City-wide Calendars, etc. We also have a daily outreach automated system that contacts parents via phone.

Budget and Resource Alignment

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

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

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

As a Title I School-wide Program school, Conceptual consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, IDEA funds, NYSTL allocations, and human resources to implement this action plan from September, 2012 – June, 2012 as indicated below:

- Hardware to support curriculum development during the regular school day, extended day, and during after school.
- Software instructional materials for use during the school day, extended day, and after school programs.
- Workshop and Professional development materials for parents and staff
- Professional personnel (technology teachers, administrator, staff, special needs providers, etc.) to carry out the goals

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.

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

1.

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

1.

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

1.

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

6.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • AIS Program during the daily 120-minute literacy block (Pull out model) – focusing on testing skill deficiencies. • Response To Intervention (RTI) Program – Pull-out/Push-in model for Tier 2 and Tier 3 students. • After school and Spring Academy will offer additional targeted instruction to students in literacy beginning in December 2013 to April 2014. • Extended Day will offer additional targeted instruction in literacy for students in grades PK -5. 	<ul style="list-style-type: none"> • Small group and one-to-one • Small group • Small group • Small group 	<ul style="list-style-type: none"> • During the school day - daily • During the school day – daily • After school day/Spring Break – Tues. & Wed/Mon.-Fri.. • After school day – Tues. & Wed.
Mathematics	<ul style="list-style-type: none"> • AIS services will be provided daily for targeted students (Pull out model) – focusing on testing skill deficiencies. • Extended Day will offer additional targeted instruction in mathematics for students in grades PK - 5. • After-school and Spring Academy will offer additional targeted instruction to students in mathematics beginning in November 2012 to April 2013. 	<ul style="list-style-type: none"> • Small group and one-to-one • Small group • Small group 	<ul style="list-style-type: none"> • During the school day – daily • After school day/Spring Break – Tues. & Wed./Mon.-Fri. • After school day – Tues. & Wed.
Science	<ul style="list-style-type: none"> • To reduce student to teacher ratio, teacher push-in model, pull-out, as well as a smaller class size model in literacy using science content will be implemented during the daily literacy block. • Extended Day will offer 	<ul style="list-style-type: none"> • Small group & whole group • Small group 	<ul style="list-style-type: none"> • During the school day – daily • After school day – Tues. & Wed.

	additional targeted instruction in science for students in grade 4.		
Social Studies	<ul style="list-style-type: none"> To reduce student to teacher ratio, teacher push-in model, pull-out, as well as a smaller class size model in literacy using social studies content will be implemented during the daily literacy block. Extended Day will offer additional targeted instruction in social studies for students in grades K -5, Tuesday through Thursday. 	<ul style="list-style-type: none"> Small group & whole group Small group 	<ul style="list-style-type: none"> During the school day – daily After school day – Tues. & Wed.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> The guidance counselor (GC) will assess students support service needs of our students, target services to meet the needs of individual or groups of students and their families. In addition, they coordinate and plan preventative services and intervention programs and refer students and families as needed. The GC will provide substance and violence prevention program involving students, parent, staff members and the community, and provide age appropriate information and materials that focus on the promotion of “anti-drug” norms, and a drug-free school zone. The GC, Psychologist, Nurse, Special Needs Teachers, and Social Worker will collaborate with the school’s SAT to tailor personnel services to meet the needs of our educational community. The GC, Psychologist, Nurse, and Social Worker will collaborate in developing Individualized Education Plans with a focus on promoting parental involvement, creating student intervention plans and integrating school and community services. The GC will provide parent workshop and conduct parent meetings with a focus on strengthening the home-school relationship and increasing 	<ul style="list-style-type: none"> One-to-one, Small group & whole group 	<ul style="list-style-type: none"> During the school day - daily

	<p>parent and community involvement</p> <ul style="list-style-type: none"> • The school psychologist will assess students support service needs of our students, target services to meet the needs of individual or groups of students and their families as needed. <p>Additional At-Risk Services</p> <ul style="list-style-type: none"> • Open Airways Asthma Curriculum - Emotional, Health and Physical Components, Delivered by DOH School Nurse • Referrals to Supportive Agencies • Hygiene Classes • AIDS Awareness Week and Curriculum lessons • Sex/Health Education Classes 		
--	---	--	--

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Principals in collaboration with Department of Education Liaisons work with the Division of Human Resources to identify qualified literacy teachers through major recruitment fairs and through relationships with Colleges and Universities. The pupil personnel secretary works closely the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines. To attract highly qualified candidates to teach at PS 290, we invite them to visit the school and meet with current staff and administrators. Current staff share insights about the school and 'advertise' the positive aspects of working at and continuing to grow professionally at our school. Candidates are informed that provisions are made for a great deal of differentiated professional development. The prominence of clear expectations regarding teacher and student performance, as well as opportunities to actively contribute to their own professional growth and evaluation via the Teacher Performance Review process are other strategies which help us to attract highly qualified teachers. Principals in collaboration with Department of Education Liaisons work with the Division of Human Resources to identify qualified teachers through major recruitment fairs and through relationships with Colleges and Universities

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).
To maintain high quality teachers at PS 290, teachers are supported as they enhance their content knowledge and pedagogical skills. They fine tune their instructional skills and strengthen their professional practice through ongoing professional development via faculty conferences, study groups, Network offerings, professional development days, with the assistance of administrators, coaches, a mentor, and fellow colleagues. Mentors are assigned to support new and struggling teachers. P.S. 290 continues to target and assess pedagogical needs, and plan differentiated high quality professional development accordingly. All professional development is evaluated to determine its effectiveness in promoting high-quality instruction leading to improved student results. As highly qualified teachers participate in our professional community, we build capacity and improve in our expertise. Intentional reflection on the impact of instruction are the cornerstones of our efforts to ensure that all students receive instruction by highly qualified teachers.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As a Title I School-wide Program school, Conceptual consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, IDEA funds, NYSTL allocations, and human resources to implement our action plans from September, 2013 – June, 2014 as indicated below: -Title I 1% Parent involvement Funds will be used to purchase materials and supplies for ELA, Math, Technology, and parent involvement activities. -Professional Instructional materials to support workshops held during the regular school day and during after school. -Consumable instructional materials for use during workshops. -Professional personnel (parent coordinator, administrator, staff, special needs providers, etc.) to carry out the goals -Title I set-aside STH funds will be used to develop an after school program for the STH students

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.).

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.

Decision-making is a collaborative effort that includes all stakeholders. Specifically, the MOSL team, consisting of half administrative staff, and half classroom teachers, decided the MOSL 20% local measure for the Advance evaluation system. Teachers also participate in teacher-made assessments throughout the year. Grade specific teacher data teams meet every Monday. These are grade specific, data driven teams (Cluster Teachers work with the grades they service). These teams work in 4-6 week cycles focusing on one goal per cycle. Each team works with flexible small targeted populations in areas of high need. By using the data from assessments, the team plans Common Core Standard driven instruction. These teams' successful practices may be implemented grade-wide or school-wide.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

P.S. 290 PARENT INVOLVEMENT POLICY (PIP)

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

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

P.S. 290 SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

2.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 19	Borough Brooklyn	School Number 290
School Name Juan Morel Campos		

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 Dr. Willena George	Assistant Principal Ms. Newell Islar/Ms. Skop
Coach Ms. Reina Haas	Coach Ms. Miriam Crespo
ESL Teacher Ms. Cheng & Mr. Blum - ESL	Guidance Counselor Ms. Lydia Roman
Teacher/Subject Area Ms. Martinez & Mr. Rivera-bil.	Parent Christy Loutre
Teacher/Subject Area Ms. Hernandez - bil.	Parent Coordinator Ms. Leonor Roldan
Related Service Provider Ms. Baron	Other type here
Network Leader(Only if working with the LAP team) Ellen Padva	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	568	Total number of ELLs	113	ELLs as share of total student population (%)	19.89%
--	------------	----------------------	------------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1											3
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-in	2	13	9	4	4	6								38
Pull-out	10	0	0	14	9	0								33
Total	13	14	10	18	13	6	0	74						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	113	Newcomers (ELLs receiving service 0-3 years)	92	ELL Students with Disabilities	16
SIFE	2	ELLs receiving service 4-6 years	21	Long-Term (completed 6+ years)	

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. [i](#)

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	51	1	3							51
Dual Language										0
ESL	41	1	9	21		5				62
Total	92	2	12	21	0	5	0	0	0	113

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	17	14											51
SELECT ONE														0
SELECT ONE														0
TOTAL	20	17	14	0	51									

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

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	5	6	10	14	13	8								56
Chinese	1				2	1								4
Russian														0
Bengali														0
Urdu														0
Arabic				1										1
Haitian														0
French	1													1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	7	6	10	15	15	9	0	0	0	0	0	0	0	62

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
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

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)	13	1	2	2	1	0								19
Intermediate(I)	6	8	3	3	3	0								23
Advanced (A)	8	14	19	10	11	9								71
Total	27	23	24	15	15	9	0	0	0	0	0	0	0	113

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	12	6			18
4	9	5			14
5	7	5			12
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	4	1	9		4				18
4	5		7		1	1			14
5	6		6						12
6									0
7									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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			2		8		4		14
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.

1. Some of the assessment tools our school uses to assess the early literacy skills of our ELLs are as follows:

IDEL = DIBELS

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a series of short tests given to children in kindergarten through third grade to screen and monitor their progress in learning the necessary skills to become successful readers. ALL DIBELS measures are timed with most taking only one minute. DIBELS activities are administered individually, measure progress, and provides insight in Initial Sounds, Phoneme Segmentation, Nonsense Words, and Oral Reading Fluency. Implications from this data are used in tailoring early literacy skills instruction.

Fountas and Pinnell

As part of the Periodic Assessment Program, our students are assessed using the Fountas and Pinnell Benchmark Assessment System. Fountas and Pinnell, Running Records, are used to test students' reading fluency and comprehension. These assessments are done one-on-one and at least two times per year.

LAB-R

The Language Assessment Battery-Revised (LAB-R), is a test that provides insight into students' English proficiency level. Those children that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs.

The LAB-R has five levels: K-1, 2-3, 4-5, 6-8, and 9-12.

Level I includes subtests of Listening/Speaking, and Reading. At the remaining levels, the test includes Listening, Reading, Writing, and Speaking. Our school only administers up to level III as we only house up to grade five students. The LAB-R is both a group and individually administered test, depending on the subtest and level. Speaking is individually administered for all levels and all subtests in Levels I, II, and III are administered individually. Subtests for all levels are derived from NYS and ESL learning standards.

The Reading subtest asks students to answer questions about stories printed in their test books. The Writing subtest asks students to write and perform writing exercises in response to questions and stimuli in their test books. The Listening subtest asks students to select the correct response to a picture and/or dictated word or statement. The Speaking subtest asks students to respond to a dictated word or statement which sometimes refers to a picture.

The number of items varies by level. Implications from this data are used in tailoring early literacy skills instruction.

NYSESLAT

The NYSESLAT assessments reflect the New York State Learning Standards for English as a Second Language.

The language modalities assessed at each grade level, include:

- Listening
- Reading
- Speaking
- Writing

Listening

For grades K-4, the students answer questions based on pictures and photographs. Students are also asked to choose pictorial answers

in response to brief oral questions as well as short stories. This is delivered by pedagogues for grades K-1 and presented in a prerecorded tape for grades 2-4. The short stories, poems, and rhymes are said twice. For grades 5-12, the Listening assessments present four types of listening activities on a prerecorded tape.

The short and extended conversations are stated twice.

- In the first, students look at photographs while they listen to four statements, only one of which accurately describes what the photograph shows. The statements are said only once.
- In the second, students listen for details in brief, everyday conversation.
- In the third, students answer questions based on what is said or implied in conversations about everyday topics.
- In the fourth, students respond to questions based on conversations about general and academic subjects.

Reading

The teacher reads a script to guide students through the K-1 reading assessment. Tasks range from identification of letters and sounds to choosing answers to questions about stories of a few sentences. Each reading assessment (Grades 2-12) contains reading passages with multiple-choice questions.

- The passages offer a range of content that includes everyday topics and language; examples of social communication; literature texts for children; texts based on maps, charts, schedules, and calendars; and other academic subject matter.
- The multiple-choice questions assess cognitive and analytical proficiencies stressed in the standards. The questions focus on main ideas, facts, inferences, vocabulary, sequences of events, interpretation of non-fiction and literary texts, and social communication.

Speaking

Students will demonstrate their command of spoken English for everyday and academic purposes.

- In grades K-4, some descriptive tasks are based on picture stimuli.
- In grades 5-12, students are asked to perform a variety of cognitive tasks, such as: narrating a brief story based on a picture sequence, making predictions based on given stimuli, explaining a situation based on personal experience, giving directions to describe a process, expressing an opinion and/or persuading an audience, and interpreting visual material such as a graph, chart, or diagram.

Writing

The K-1 writing assessment is designed to measure how well a student writes letters, words, and simple sentences in English. The assessment presents three kinds of tasks:

- writing single dictated words
- writing short dictated sentences
- writing a short description of a picture printed in the student's test book.

Each writing assessment (Grades 2-5) presents three exercises: prewriting, writing an essay or story; and editing. The students perform and are evaluated on different parts of “The Writing Process” as indicated in the New York State Learning Standards for English as a Second Language.

Upon analyzing the four modalities being tested (listening, speaking, reading, and writing), it was found that the speaking score was the highest. Listening was higher than reading and writing, but the writing score was marginally the lowest of all the modalities.

The data from the NYSESLAT provides insight and implications for the school’s LAP and instruction. We must continue emphasizing the writing component using critical-thinking graphic organizers. This will continue to be fully implemented and integrated within the Writer’s workshop to support students' growth in writing skills.

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

Data patterns indicate that students who enter in Kindergarten, as demonstrated by the LAB-R, are stronger in speaking and listening skills. The NYSESLAT indicates that speaking and listening skills are stronger than reading and writing skills across the grades. For grades K-2, writing is initially stronger than reading, but the reading scores show improvement as the grades get higher. The levels of proficiency improve through the years, from beginning – to intermediate – to advanced, with more advanced students in the upper grades, 4th and 5th. Students become stronger readers, however, their writing takes longer to develop.

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 decisions by weaving the skills students lack into various lessons across all content areas throughout the year. Additionally, a tighter focus will be maintained on these skills during explicit NYSESLAT preparation. Our school uses AMAOs to check and set goals, identify the objectives students' have met, determine skill deficiencies, capitalize on strengths, use as implications for instruction, tailor instruction to meet students' needs, data discussions, identify grade-wide and school-wide trends. The data reveals a needs for more vocabulary, grammar and comprehension development.

4. For each program, answer the following:

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

a. Most students in the TBE program are at the beginner level of English proficiency when they enter the program in Kindergarten. In first grade, most students are at the intermediate level. By second grade, the majority of ELLs in this program have progressed to the advanced level (with the exception of newcomers, holdovers, SIFEs, and ELLs with disabilities). As for the ESL program, the majority of students are at the intermediate or advanced level of English proficiency when they enter Kindergarten. As they progress through the grades, most of them move to the advanced or proficient level. For ELLs in grades 3, 4, & 5, students are administered a practice math exam in both their native language and in English. Both tests are then scored in order to determine which language the student is more proficient in. For students that have had schooling in their native language, we find that they fair better on tests given in their native language. Similarly, students that are dominant in English foair better on the English exam. For students that are not literate in their native language or in English, we find that the results are the same.

b. All teachers that interact with ELLs received a copy of all scores from all assessments as soon as they are available from the city or state. These teachers include any intervention staff. School leaders, ESL and Bilingual teachers, and classroom teachers meet to decide and plan an instructional program that best meets the needs of our ELLs. These instructional programs include classroom instruction, extended day, after school, push-in/pull out intervention, one-to-one tutoring, and other intervention services. School leaders also create after school programs to address areas of deficiency within the ELL population. As data becomes available, (i.e. interim assessment, practice exams, etc.) they are distributed to the administrative staff and ELL personnel and then the instruction is adjusted accordingly.

c. The data reveals a needs for more vocabulary, grammar and comprehension development. Bilingual classes conduct Native Language Arts each day for 45 minutes per day where they focus on the above skill deficiencies in order to transfer those skills into English. For the ESL program, teachers use cognates and make grammar points in their native language explicit in order to facilitate understanding of English vocabulry and grammar.

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](#).)

This team focuses on literacy and is comprised of teachers, administration, coaches, and a mentor. This team will use a screening assessment (such as running records) to determine which students in grades K-5 may be “at risk” for not meeting grade-level standards. These students are grouped into Tiers 1, 2, or 3. Students whose assessment scores fall below a certain score or benchmark are identified as needing additional academic interventions, Tiers 2 and 3, are provided additional services beyond the initial 90 minutes of the literacy block. These students are progress monitored using other assessments (e.g. DIBELS, etc.) to track progress.

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

A child's second language development is considered in instructional decisions in many ways. When a child is a newcomer to the school, illiterate in his/her native language, and enrolled in a bilingual or ESL program, we aim to make them first literate in their native language to ease in the transfer of skills into English. Common language mistakes of ELLs are also considered and addressed in lesson planning with aims to mitigate them. Lessons are designed to embed academic goals through visuals, realia, student prior knowledge, and activities that cater to the multiple intelligences.

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.).

Our school evaluates the success of our programs for ELLs by analyzing hard and soft data. Examples of these data include, but are not limited to: NYSESLAT at the end of the school year, LAB-R within the first 10 days of entrance, ELA once a year, Fountas & Pinnell, practice exams, DIBELS, ReadyGen Assessments, daily evaluations through classroom monitoring, ongoing informal assessment, unit tests, mid-year tests, portfolios, and writing samples. We evaluate the programs by reviewing our AYP data.

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](#).)

The steps for the initial identification of those students who may possibly be ELLs are as follows:

During enrollment, Ms. Cheng and Mr. Blum, the two licensed ESL pedagogues, conduct informal oral interviews during the initial screening to determine the child's home language for the Home Language Identification Survey (HLIS). Ms. Cheng conducts the interviews in English and Spanish or Mandarin Chinese when necessary. Mr. Blum conducts the interviews in English and Spanish. The HLIS informs the ESL pedagogues of students that need to take the Language Assessment Battery-Revised (LAB-R), a test that determines students' English proficiency level and whether or not they are eligible for ELL state-mandated services. If the child's home language is a language other than English, he or she is given the LAB-R formal initial assessment by one of the two ESL pedagogues within the first 10 school days. If the HLIS indicated that the child's home language is Spanish, he or she is also given the Spanish LAB-R.

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.

Parents of ELLs, as determined by the LAB-R, are sent documents (translated if needed) including a Guide for the Parents of ELLs, a Program Selection form and Parent Survey, and a letter informing them of their child's eligibility for ELL services. They are also given a group orientation in September by Ms. Cheng and Mr. Blum so that they can make an informed decision about their child's placement. A make-up orientation is offered to parents that are unable to attend the first orientation. The orientations entail an explanation of the three program choices: Transitional Bilingual Education Education, Dual Language, and English as a Second Language as relayed by the two licensed ESL pedagogues, a translated video, a translated Parent Brochure from the EPIC ELL Parent Information Case, and a question-and-answer session. Mrs. Roldan, the parent coordinator, is available for Spanish-English translations, as needed. The Translation and Interpretation Unit is employed for all other translations. Parents then complete the Program Selection form and the Parent Survey in their native language; the ESL pedagogues collect them, and place the students according to parents' preferences. If parents request a program not offered at our school (e.g., Dual Language), they are given information about neighboring schools that offer their choice. As newly admitted ELLs are registered at the school, translated entitlement letters, orientations, Program Selection forms, and Parent Survey forms are given to individual newcomer parents within the first ten days. If parents do not attend any orientation, Ms. Cheng and Mr. Blum reach out to those parents through phone orientations.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Entitlement letters, Parent Survey and Program Selection forms, and Guides for Parents of ELLs are sent home in parents' requested language with the newly enrolled ELLs. If parents do not bring the Parent Survey and Program Selection forms to the orientations, extra copies are distributed to parents during orientations and collected by Ms. Cheng and Mr. Blum, the two licensed ESL pedagogues. After the first orientation, these documents along with a notification of a make-up orientation are sent home again with students whose parents did not attend orientation. After the make-up orientation, the ESL pedagogues contact parents to provide phone orientations and to try to obtain all completed forms. If the forms have not been returned within a week, the ESL pedagogues send them home via certified mail. In the rare occasion that forms are not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154. All forms are kept in the students' CUM files and an ESL compliance binder with the ESL coordinator.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

After students have been identified as ELLs according to the LAB-R, the ESL pedagogues communicate with parents about their child's English proficiency level through translated letters, phone calls, and/or group/individual orientations. As needed, the parent coordinator, ESL pedagogues, school pedagogues, and school aides are available on site for translations. If these resources are not able to provide translation, then the school enlists The Translation and Interpretation Unit for on-site or document translations. Identified ELLs are placed in either the Transitional Bilingual Education Program or the ESL program based on parent preferences in the Program Selection forms. Placement and continued entitlement letters are distributed and sent home. Copies of these placement letters and continued entitlement letters are maintained in an ESL compliance binder.

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.

In order to successfully administer the NYSESLAT each year we begin by rigorously maintaining a list of ELLs throughout the year, revising each week, if need be, by cross-referencing with the RLAT, RLER, RYOS, and ROCL. Knowing all ELLs in the school are accounted for is the first step. All student IEP accommodations are strictly adhered to and prepared for before the exam. Students are placed into classrooms according to their grade and/or their IEP needs and the test is administered by an ELL pedagogue. If there is an absence or lateness, the test is readministered as soon as the student returns to school.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [🔗](#)

After reviewing the Parent Survey and Program Selection forms, trends indicate that most parents of students with children that speak little to no English opt for TBE. Parents of children with intermediate to advanced proficiency or a home language other than Spanish generally opt for ESL classes. For example, for this school year, there are 20 ELLs in the Kindergarten TBE class; 11 of these ELLs are beginners, 3 are at the intermediate level of English proficiency, and 6 are at the advanced level. As for the ESL class, 2 are advanced, 3 are intermediates, and 1 is a beginner; the beginner's home language is Chinese and therefore does not qualify for the TBE program. In addition, there is 1 beginner ELL whose parents chose the TBE program as their first preference, but due to his IEP, he needed to be placed in an ICT setting with ESL services. Program models offered at our school are generally aligned with parent requests apart from the occasional exception when a parent requests TBE in grades 3 - 5 (in which this program is not currently offered). In these rare occurrences, we offer council to parents about schools in the area that offer these programs. We build alignment between parent choice and program offerings by making every effort to interview parents and explain the programs to them and how they are relevant to their children at their current and future levels of English proficiency, scheduling parent orientations, and ensuring every compliance correspondence is sent out.

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])?

Instruction is delivered through the Transitional Bilingual Education model and the Push-in/Pull-out model.

- a. All Transitional Bilingual Education classes are self-contained with content area and Native Language Arts instruction delivered on a sliding scale in both native and English language, i.e. first year students receive 60% of instruction in their native language and 40% in English, and receive less native language support as their English proficiency improves. ESL students are also self-contained for grades K-5 with ESL language and content instruction through the Push-in/Pull-out model. Push-in involves teaching in whole class, co-teaching, and small group capacities as per curriculum design and student need as developed between the ESL and classroom teacher. Pull-out involves the facilitation of English language acquisition for students with higher needs, i.e. newcomers and at-risk students through small group instruction. Instruction is given in English, however, translation, if possible, may be utilized to clarify concepts.
- b. Program models in each grade are heterogeneous for the classroom as a whole, e.g. a newcomer student may be in the same class as an advanced ELL. When pushing in/pulling out for small group instruction, however, students are grouped fairly homogeneously to foster solidarity and unify objectives. Some Pull-out groups may be heterogeneously mixed by grade level if they have similar needs, e.g. fourth and fifth grade newcomers may be grouped together.

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)?

The organization of our staff ensures that the mandated number of instructional minutes is provided according to proficiency levels in each program model by holding ESL teacher and classroom teacher scheduling meetings in the beginning of the year.

- a. As per CR Part 154, all ELLs in both TBE and ESL programs receive ESL instruction. ELLs at the beginner and intermediate level of English proficiency receive 360 instructional minutes in ESL per week and students at the advanced level of English proficiency receive 180 instructional minutes in ESL per week. Only advanced ELLs in both programs receive ELA instruction, i.e. 180 minutes of ELA instruction per week. Only students in the TBE model receive Native Language Arts instruction daily. Beginning ELLs receive 60 – 90 minutes of NLA per day, intermediate ELLs receive 45 – 60 minutes, and advanced ELLs receive 45 minutes.

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.

Student's native language skills are being used for instructional purposes in the following way: Native Language Arts is aligned with the Common Core State's Standards and is given daily in the TBE model. As stated earlier, content for ESL classes is delivered strictly in English unless clarification is required and can be given in a child's native language. In the TBE model, content area instruction (e.g., Science, Math, Social Studies) is given in the native language. Native language instruction, as research data indicates, supports, and facilitates second language acquisition. ESL methodologies, student's home language, visuals, manipulatives, media, cooperative learning strategies, scaffolding, graphic organizers, cloze activities, turn-and-talk, think-pair-share, popcorn, reader's theater, buddy reading, choral reading, questioning, predicting, making inferences, brainstorming, listening activities, and Total Physical Response are used as a support when needed to clarify concepts, make content comprehensible, and to enrich language development. Language instruction is clearly aligned to ESL, ELA, and NLA standards. Our Transitional Bilingual Education program follows the mandates of CR Part 154 and is composed of self-contained bilingual classes from Kindergarten to fifth grade. Initially, we follow the 60/40 model that is 60% Spanish and 40% English.

Gradually, the English language instruction increases as the student develops English fluency.

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

In order to evaluate ELLs in their native language, Bilingual classroom teachers use DIBELS, and teacher made assessments as diagnostic and formative assessments.

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

Ells are evaluated in all four modalities of English throughout the year via the following:

Reading - Fountas and Pinnell Running Records, DIBELS, thematic tests, unit tests, ELA & NYSESLAT practice exams and other Teacher Made Assessments

Writing - ELA & NYSESLAT practice exams, Readygen performance tasks, teacher made tests, and unit tests.

Listening - NYSESLAT practice exams, Listening component of ELA, teacher assessment using informal classroom observations

Speaking - Daily interactions during discussions, NYSESLAT practice exam, teacher assessment using informal classroom observations.

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).

Instruction for ELL subgroups is differentiated according to NYSELAT score, grade level, informal and formal assessments. The classroom teachers and ESL teachers collaborate to further tailor instruction according to students' needs.

a. SIFE students get support through Academic Intervention Services and small group instruction. Push-in teachers provide additional services in the morning and throughout the day. One – to – one and peer assistance is offered, and during Literacy and Math Block students are mainstreamed according to their performance level.

b. Newcomers receive differentiated instruction according to their English proficiency level. In addition, they are given daily instruction in a small group setting by the ESL teachers, and lessons are tailored towards skills needed to take the NYSESLAT exam. They also receive peer assistance.

c. ELLs receiving service 4 to 6 years are placed in a reduced size classroom. They receive support through Academic Intervention Services and one – to – one professional period tutoring by the classroom teacher and/or paraprofessional. They are also mainstreamed during the literacy and math block. Ms. Jacobi, the Academic Intervention Teacher, designs lessons to differentiate instruction during school, and meets with parents and teachers to discuss students' progress and next steps.

d. Long-term ELLs - N/A

e. ELLs who score proficiently on the NYSESLAT will continue to receive services from an ELL pedagogue for one year afterwards. Depending on parent preference, proficient ELLs can be placed in the ESL classroom or transitioned to a non-ESL classroom for the following year; classroom teachers are advised of their former ELL status once placed in this environment. These ELLs are given instruction through ESL methodology just as they were in years past and receive at least 45 minutes of ELA from an ESL pedagogue per week. In addition some may be placed in enrichment programs for extended day. We offer transitional instruction for students reading at proficiency or who have scored out of the NYSESLAT by providing two years of extended time accommodations for state-wide assessments, small group instruction during the literacy block, and up to two additional years of ESL support through the content areas.

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?

Teachers of ELL-SWDs use the following instructional strategies and materials: SMART board, Brainpop videos and activities, wordprocessing to encourage writing, MyON reading program, ABC mouse, Wilson Program, picture cards, manipulatives, literacy packets facilitating guided reading, listening centers, Spotlight on English, graphic organizers, Elements of Reading vocabulary cards, collaborative learning, TPR, and songs. The Bilingual classroom teachers, related service providers, and psychologists review ELL-SWDs' IEPs to ensure that students are placed in a bilingual setting (if their IEP mandates bilingual instruction). If their IEP mandates a 12:1:1 setting, students are placed in a self-contained bilingual special education class. If their IEP does not mandate a 12:1:1 setting, students receive services from related service providers.

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

Our school differentiates instruction and curriculum as per students' needs. Meetings between ESL teachers, bilingual teachers, classroom teachers, and related services providers are coordinated to ensure ELL-SWDs receive mandated instruction within the least restrictive environment. Our school ensures that flexible programming is used to maximize time spent with non-disabled peers by creating blocks of instruction that are held during the day at the same time. Specifically, we have a 120-minute literacy block where the entire school does literacy at the same time. This programming creates the opportunity for mainstreaming students to spend time with non-disabled peers. On selected grades there are also math blocks to create mainstream opportunities. Through creative programming, we were able to have each grade have at least two common preps. This creates opportunity for schedules to be aligned and similar, so that time spent with non-disabled peer is maximized during other content areas and the Arts.

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

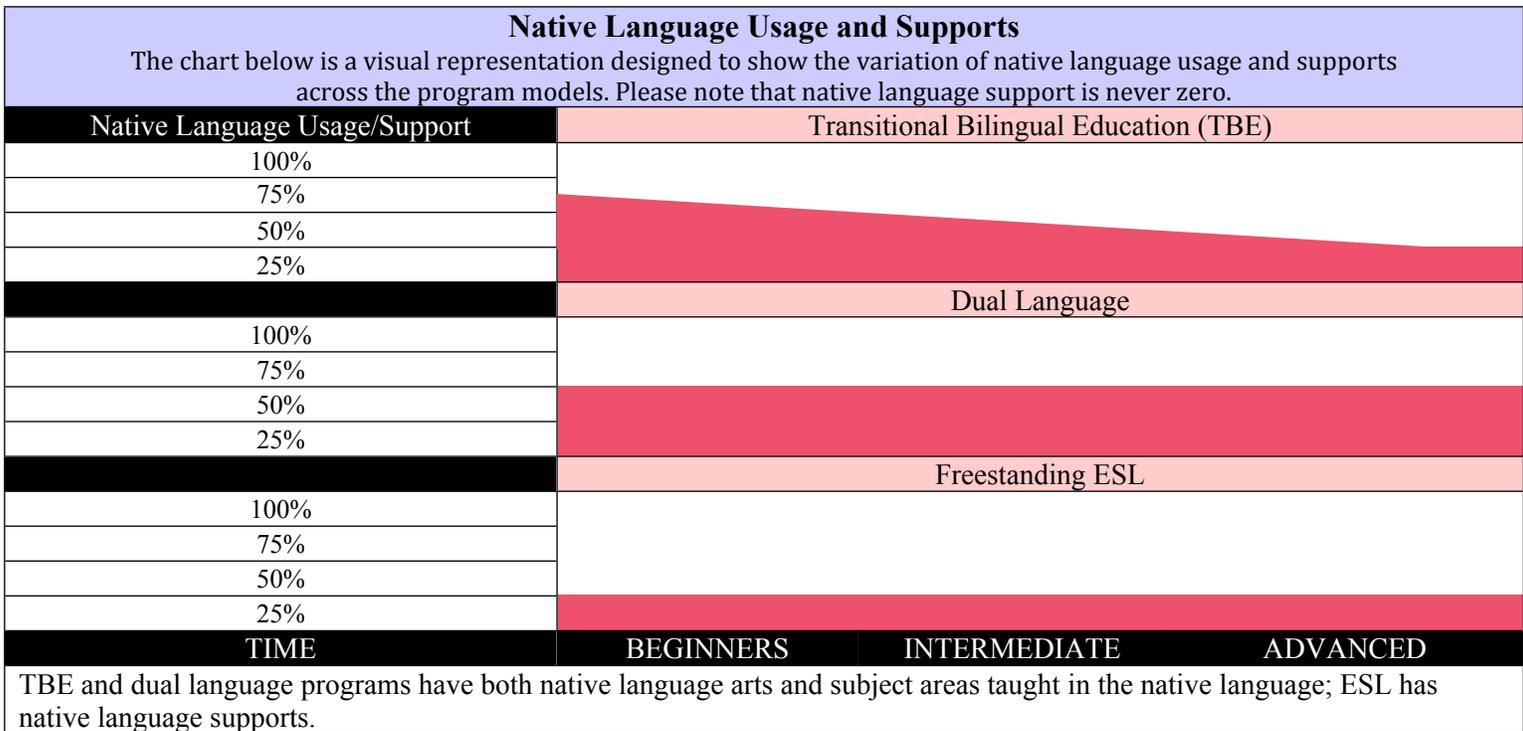
Class/Content Area	Language(s) of Instruction
Native Language Arts:	Spanish
Social Studies:	Spanish
Math:	Spanish
Science:	Spanish

Class/Content Area	Language(s) of Instruction

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

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

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



B. Programming and Scheduling Information--Continued

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

Our targeted intervention programs are as follows:

ELA:

Placement in Reduced Size Class (Levels 1 and 2, including ELLs, beginner, intermediate, and advanced)

- Reduced Student-Teacher Ratio Enabling Small Group instruction
- Individualized Instruction Based on Assessed Needs.
- Grades K-5 (20-27 students, where possible)
- Daily throughout school year during the school day

Extended Block (General Ed., Special Ed., ELLs – beginner, intermediate, advanced, and SIFE in English and Spanish)

- Small Group Instruction Based on Needs (Levels 1 and 2)
- Extended Time on Tasks
- Grades K-5 - (70 minutes ELA grades K through 2, 75 minutes ELA grades 3 through 5)
- Daily throughout the school year during the school day

Push-In/Pull-Out and AIS Teacher

(Levels 1 and 2, including ELLs – beginner, intermediate, and SIFE)

- In identified classes grades K-5
- Reduced Student-Teacher Ratio enabling small group instruction
- Individualized instruction based on assessed needs.
- Small Group Instruction based on needs (Levels 1 and 2)
- Frequency according to need during the school day

ReadyGen Intervention (ELLs – beginner, intermediate and Sp. Ed.)

- Grades K-3
- Paraprofessional/Push-in Teachers Support-Based on Need
- 40 Minutes Daily
- Identified by Running Records and DIBELS
- Small Group Instruction
- Monitoring of Student Progress-DIBELS-during the school day

Paraprofessional Tutoring in English and Spanish for ELLs – beginner and intermediate

- Tutoring during class instruction in grades K, 2, 3, 4, 5
- Small group and individualized tutoring
- Frequency according to need during the school day

Kaplan Learning

- Content-based test readiness (Grades 3-5 ELLs – beginner, intermediate, and advanced, and Sp. Ed.)
- Skills Driven
- Frequency Based on Students' Identified Needs Daily-during school day

Summer School Grades 3-5 (Levels 1, ELLs – beginner, intermediate, and advanced, General Ed., Special Ed.)

- Small Group Instruction
- Frequency Based on Assessed Needs

Consultant Teacher / SETSS

- Supporting At Risk Students (including ELLs – beginner, intermediate, and advanced)
- Small Group Instruction

- Frequency Based on Assessed Needs

Teacher Supervised Peer Assistance

- Students at risk of failing required courses (including ELLs – beginner and intermediate)
- Student Progress Monitored
- Before School, After School, or During Lunch Period

Professional Period Tutoring

- Small group instruction (including ELLS - beginner, intermediate, and SIFE)
- All teachers
- Grades K-5
- At least one time per week

Mathematics:

Extended Mathematics Block in English and Spanish (Levels 1 and 2) (General Ed., Special Ed., and ELLs – beginner, intermediate, and advanced)

- Small Group Instruction Based on Needs
- Extended Time on Tasks
- Grades K-5
- Daily throughout the school year

Placement in Reduced Size Class (Levels 1 and 2, including ELLs – beginner, intermediate, and advanced)

- Reduced Student-Teacher Ratio Enabling Small Groups
- Individualized Instruction in English and Spanish based on assessed needs
- Grades K-5 (20-27 students, where possible)
- Daily throughout school year

Paraprofessional Tutoring in English and Spanish for ELLs – beginner, intermediate, and advanced

- Tutoring during class instruction
- Small group and individual
- Frequency according to need

Kaplan Learning

- Test readiness (Grades 3-5) (including ELLs – beginner, intermediate, and advanced, and Sp. Ed.)
- Skills Driven
- Frequency Based on Student's Identified Needs
- Daily in English and Spanish

Summer School Grades 3-5 (ELLs - beginner, intermediate, and advanced, General Ed., Special Ed.)

- Small Group Instruction in English and Spanish
- Frequency Based on Assessed Needs

Consultant Teacher / SETSS

- Supporting At Risk Students (including ELLs – beginner, intermediate, and advanced)
- Small Group Instruction in English and Spanish
- Frequency based on assessed needs

Teacher Supervised Peer Assistance in English and Spanish

- Students at risk of failing required courses (including ELLs – beginner, intermediate, and SIFE)
- Student's Progress Monitored
- Before School, After School, or During Lunch Period

Professional Period Tutoring in English and Spanish for ELLs – beginner, intermediate, and advanced

- Small group instruction
- All teachers
- Grades K-5
- At least one time per week

Science:

Teacher Supervised Peer Assistance in English and Spanish for grade 4

- Students at risk of failing required courses (including ELLs – beginner, intermediate, and SIFE)
- Student’s Progress Monitored
- Before School, After School, or During Lunch Period

Professional Period Tutoring for ELLs – beginner, intermediate, and SIFE

- Small group instruction in English and Spanish
- All teachers
- Grades K-5
- At least one time per week

Social Studies:

Teacher Supervised Peer Assistance in English and Spanish for grade 5

- Students at risk of failing required courses (including ELLs – beginner, intermediate, and SIFE)
- Students’ Progress Monitored
- Before School, After School, or During Lunch Period

Push-In Teacher

(Levels 1 and 2, including ELLs – beginner, intermediate, SIFE, and Sp. Ed. in 4th and 5th grade)

- Reduced Student-Teacher Ratio enabling small group and individualized instruction in English and Spanish based on assessed need
- Small Group Instruction based on needs (Levels 1 and 2)
- Frequency according to need

Professional Period Tutoring for ELLs – beginner, intermediate, and SIFE

- Small group instruction in English and Spanish
- All teachers
- Grades K-5
- At least one time per week

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

Our current program, Ready Gen, aims to meet the needs of the ELL population in both content and language development by providing a scaffolded instruction component. Students receive strategic support in vocabulary and the structure of language. They also engage with the text multiple times through oral reading workshops and close reading activities. Students are reflective practitioners who set their own measurable smart goals which has them self-assess their needs and lets them become engineers of their own development. Lessons are aligned to the Common Core standards and also tailored to meet the academic requirements and skills of the NYSESLAT throughout the year.

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

New programs and plans for improvement will include:

Readygen literacy program

Academic Intervention Services After School Program

Extended day enrichment programs

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

We plan to continue all current programs/services for ELLS.

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

ELLs are afforded equal access to all school programs by taking part in the following:

Extended Day - academic intervention and enrichment

Peer assistance - academic intervention

AIS - academic intervention provided by Ms. Jacobi

Push-in/Pull-out instruction daily

Special Needs Services (as per IEP): Speech (mono. & bil.), Occupational Therapy, Physical Therapy, SETSS

Swimming

Translations Services provided as needed

All written communications are translated for accessibility

At-risk Services Provided by the Guidance Counselor:

Guidance Counselor Intervention

- Group and Individual Counseling
- ELL counseling services
- Needs Based
- Students not Meeting Promotional / Performance Standards
- Students Experiencing Behavioral / Emotional / Family Issues Negatively Impacting on Learning
- Referrals to Supportive Agencies

Alternative Instruction Suspension Program (SAVE Room)

- All Levels of Suspension
- Uninterrupted Academic Instructional Support
- Frequency Based on Needs
- Counseling Provided
- Outreach Services
- Reduced Student-Teacher Ratio enabling small group and individualized instruction based on assessed needs.
- Referrals to Support Agencies

At-risk Services Provided by the School Psychologist (English and Spanish)

- Frequency according to need
- Counseling
- Referrals to outside agencies

At-risk Services Provided by the Social Worker/Family Worker:

- Social Worker Intervention
- Group and Individual Counseling
- ELL interpretation services
- Crisis Intervention
- Students/families Experiencing Behavioral / Emotional / Family Issues Negatively Impacting on Learning
- Referrals to Supportive Agencies

Attendance Intervention

- Monitor Attendance of At Risk Students (Less than 90% attendance)
- Conducts Needed Outreach Services
- Family Counseling

- Attendance Teacher at Every School
- Attendance Coordinator at Every District
- Referrals to Supportive Agencies

At-risk Health/Special Needs-related Services:

Health Services

- Regional Nursing Director- Coordinates Services Throughout Region
- Supervising Nurse for Each District- Monitors Services
- Contract or DOH Nursing Services Support All Elementary Schools @ 6hrs /day
- Public Health Advisor for Each Middle School @ 7hrs/day
- Trained Health Aide in Each High School
- Monitor Health Needs of All Students
- Provide First Aid
- Referrals to Supportive Agencies
- Defibrillator and trained personnel

Open Airways Asthma Curriculum

- Emotional, Health and Physical Components
- Delivered by DOH School Nurse
- Small Group Instruction
- Referrals to Supportive Agencies

At-Risk Resource Room

- SETSS Teacher Identifies and Supports non-mandated students
- Small Group Instruction
- Frequency Based on Needs

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

ELLs are supported through the use of various instructional materials and resources such as:

Technology:

- . SMART Board
- . First Thousand Words Software
- . Brainpop.com
- . Computers
- . Myon
- . Duolingo.com
- . abcmouse
- . Videos
- . Audio equipment (e.g., listening tapes, CDs)
- . Manipulatives
- . Starfall.com
- . Thinkfinity.com
- . Leapfrog

Literacy:

- . Word builders
- . Reading Rods
- . Bilingual Picture cards
- . Bilingual Guided reading texts

- . Bilingual Libraries
- . Manipulatives
- . Letter blocks
- . Spotlight on English
- . Readygen
- . Wilson Phonics
- . Letter blocks
- . Alphabet tubs
- . Reader's Theater

Math:

- . Envision Math software and activities
- . Manipulatives
- . Math Tools

Science:

- . F.O.S.S. Kits
- . Harcourt Science (English and Spanish)
- . Manipulatives
- . Science Tools and Equipment
- . Libraries

Social Studies:

- . Houghton Mifflin Social Studies texts and interactive activities
- . National Geographic Textbooks
- . Libraries
- . Maps and Globes

In addition to the above, the following subgroups use:

SIFE – listening tapes, reading rods, picture cards, starfall.com, leapfrog, Spotlight on English, handwriting and other writing conventions activities, SMART board, alphabet tubs, ELL intervention kits, Spelling Connections, bilingual dictionaries

Newcomers – listening tapes, reading rods, picture cards, starfall.com, leapfrog, Spotlight on English, handwriting and other writing conventions activities, SMART board, alphabet tubs, Spelling Connections, bilingual dictionaries

ELLs receiving service 4-6 years – Kaplan study strategies, dialogue journals, reader's theater, graphic organizers, SMART board, Keep On Reading, Read, Write, Edit & Listen, Comprehension Connections

ELLs identified as having special needs – Wilson Phonics, Kaplan, Harcourt Elements of Reading, Scholastic Literacy Place, Moving Into English

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

Native language support is delivered in each program model as per program design, i.e., TBE uses Villacuentos which are Spanish literacy programs aligned with the English literacy program, Readygen. Guided bilingual texts and musical CDs accompany programs to deliver native language arts instruction. Native language is supported through ESL by the use of translation services through bilingual dictionaries when deemed necessary, bilingual texts, cognate studies, and Spelling Connections.

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

Required services support and resources are tailored to ELLs ages and grade levels and based on formal and informal assessment.

All ESL students have the support of their teachers, administration, and the following staff members:

Guidance Counselor:

- Group and Individual Counseling
- ELL counseling services
- Needs Based
- Students not Meeting Promotional / Performance Standards
- Students Experiencing Behavioral / Emotional / Family Issues Negatively Impacting on Learning
- Referrals to Supportive Agencies

School Psychologist:

- Frequency according to need
- ELL interpretation services
- Counseling
- Referrals to outside agencies

Social Worker/Family Worker:

- Social Worker Intervention
- Group and Individual Counseling
- ELL interpretation services
- Crisis Intervention
- Students/families Experiencing Behavioral / Emotional / Family Issues Negatively Impacting on Learning
- Referrals to Supportive Agencies

Parent Coordinator:

- Liaison between parents and school thus facilitating a home-school relationship
- Provides translation services, both written and oral, to ensure effective communication
- Provides workshops, meetings, and school-wide activities to encourage parental/community involvement
- Coordinates the Parent-Volunteer Program in order to encourage parents to take an active role in school proceedings

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.

In order to assist newly enrolled ELLs before the beginning of the school year, summer reading lists and informational packets are sent to parents' homes, individual informal assessments are conducted, parent orientation meetings are held, and the Parent Coordinator reaches out to the parents.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

1. Monthly ESL teacher professional development are facilitated by the Network specialist. Teachers discuss current research, best practices, materials, NYS-ESL standards, Common Core standards, instructional strategies and alignment to core curriculum.

All staff members, including assistant principals, paraprofessionals, guidance counselor, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinator attend professional development which is coordinated by a Professional Development Team, that includes the Principal, Assistant Principals, UFT Chapter Leader, Staff Developer, Literacy Coach, Reading First Coach, Math Coach, Grade Leaders, and Teachers, who work together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and assessing teachers' needs for professional development. The team meets regularly to reflect and refine school-based practices and up-date the professional development plans. This team provides a two-tier approach to staff development. On one level, they work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, implemented concurrently, focuses on effective practices in the delivery of instruction. Most professional development is delivered in the teacher's classroom. Particular emphasis is being placed on the reading programs. School based coaches, in literacy and in math, and support personnel from the Network will provide professional development. In-house component meetings focus on various aspects of instructional methods and strategies. Through feedback from observations, modeling and opportunities for inter-visitations, teachers' skills are refined. In addition, staff development for the State Standards and Common Core Standards for English Language Arts is provided during the school day as well as after school. Literacy, Math, Science, Social Studies, bilingual studies, and Technology instruction are supported by on-site staff members. Throughout the school year, there are ongoing share-sessions between the classroom teachers, cluster teachers, service providers and administrators.

Grade conferences, workshops, study groups, share sessions, and team meetings are held to help improve student achievement in English Language, Mathematics, and other Content Areas using ESL strategies to meet the New York State and the Common Core Performance standards.

Intensive professional development is provided for teachers in specialized strategies to meet the needs of special populations; and implementation of effective strategies for meeting the needs of the growing ELL population. Professional Development is differentiated by grade and teacher need. Professional Development is ongoing and based on both hard and soft data.

Sample topics addressed during professional development includes but is not limited to the following:

Literacy:

Balanced Literacy Program (Grades 4 & 5)

Reading First Program (Grades K, 1, 2, & 3)

Critical thinking graphic organizers

Reading Academy

Villacuentos Program

Ready Gen

KAPLAN

DIBELS Assessment

Preparation for ELA

Native Language Arts

Standards

Running Records

Data analysis and implications for instruction

Mathematics:
enVision Math
math exemplars
KAPLAN
Preparation for Mathematics Standardized Assessments
Standards
Data analysis and implications for instruction

Science:
FOSS Kit
Preparation for ESPET
Classroom/Cluster Teacher Connection (maintain continuity)
STEM projects
Literacy through the content area
Data analysis and implications for instruction
Standards

Social Studies:
Literacy through the content area
Classroom/Cluster Teacher Connection (maintain continuity)
Multicultural culminating activities
Data analysis and implications for instruction
Standards

Other
Setting Long and Short Term Goals
Scheduling
Lesson Planning
Differentiated Instruction for ELLs
UDL
ELLs' Instructional needs
Inter and Intra- visitation observations and feedback
Students with IEPs
Using Data to Drive Instruction
Tests - NYSESLAT, LAB
Incorporation of the Arts through the Content Areas

2. ESL teachers attend meetings and turnkey best practices to all staff members including assistant principals, paraprofessionals, guidance counselors, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators. Related service providers and monolingual, ESL, and Bilingual Teachers meet with coaches during Study Groups, Grade Conferences and Team Meetings to plan how to best meet our ELLs' needs.

3. Staff such as teachers, parent coordinators, etc., are supported by school leadership through various professional development opportunities. Monthly differentiated professional development calendars are disseminated and staff are encouraged to attend both on-site and off-site opportunities. Professional development for non-ELL pedagogues are created and delivered by ELL pedagogues in order to familiarize staff with the needs of the ELL population and offer strategies to help them transition from elementary to middle school. The Guidance Counselor receives off-site professional development to assist ELLs as they transition. Such activities may include, but not be limited to How To Fill Out Applications and Making Middle School Choices.

4. As per Jose P., staff development is on-going whereby all staff serving English Language Learners are informed about ESL methodologies and best teaching practices. Training is done by certified ESL teachers and the Network. Specific activities include professional development on collaborative learning, differentiation strategies, how to read ELL data, how to support newcomers, and

the identification and placement process for ELLs.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. At P.S. 290 we recognize that families and other community members are a vital part of all students' academic and social success and consider family involvement a central ingredient for a successful educational program. Parents participate in the following activities:

Teacher and Parent Meetings- Scheduled daily based on teachers' prep schedule

Parent Book Club- Monthly discussion of provided reading translation available

Parent Workshop Series- Development of parenting and social skill development

Parent fitness program

PTA Meetings - Timely parent information provided and support from in school and outside agencies

Leadership Team Meetings - committee of staff and parents meet to plan and discuss school policy

Dial-A-Teacher- Homework help provided

Mother/Child Dinner/Breakfast- Parents and students celebrate through literacy and art based activities

Father/Child Dinner/Breakfast

Learning Walks- Parents invited to participate in physical activities while discussing educational topics

Family Movie Nights- Parents and students share the experience of watching a film together and group discussion

Open House- Parents are invited to meet with support staff and visit classrooms for orientation

Open School - Individual parent teacher conferences

Arts & Crafts - Parents invited to create projects

Intervention Meetings - Parents invited to individual meetings to discuss student progress and meet school support staff and connect with support from outside agencies

Books & Breakfast- Parents and students are invited to dress as their favorite storybook character and participate in literacy activities

Morning Math- Parents and students participate in math based games and activities

Learning Leaders - Parents are invited to train to be in-school volunteers

Parents of ELLs also participate in the activities listed above, as well as, orientations conducted by the two ESL teachers.

The parent coordinator, Bilingual and ESL teachers, and the Translation and Interpretation Unit are available to provide translation services and to unite the teachers and parents.

2. The school partners with the following agencies and Community Based Organizations (CBOs) in order to provide workshops or services to ELL parents:

Learning Leaders – how to volunteer at the school

New York Psychotherapy – inform families and individuals of counseling services available

Cornell University Nutrition Classes – teaches parents about healthy habits

Dial-A-Teacher – provides homework assistance

CUNY Adult Literacy Programs – teaches basic literacy skills

YMCA North Brooklyn – provides health awareness workshops for women

Citibank Community Bank – teaches math and money skills and money management

Community Empowerment, Inc. – provides free, supportive, and intervention services

Community Summer Camps Programs – gives information about the Fresh Air Fund

Ohel Children's Home & Family Service – provides housing, foster care, outpatient counseling, at-home services, school-based programs, camp programs, and sexual abuse services

Fire Department Mobile – trains parents in CPR

Arlington Library – teaches parents about library skills and resources

New York Urban League – informs parents of preventive services programs
Coalition for Hispanic Family Services – provides family support services for Hispanics
Urban Innovation: Cypress Hills Community School – works with parents to build a better community
Kings County GED Preparation Programs – prepares parents for the GED
NYC Department of Education Office of Adult and Continuing Education – encourages parents to continue education
New Horizons Adult Education Program – provide technology services
Highland Park Community Development Corporation - provides youth enrichment program

The Parent Coordinator and the Translation and Interpretation Unit are available to provide translation services when needed.

3. In order to evaluate the needs of the parents, we conduct parents' needs surveys and hold monthly meetings to ascertain the needs of the parents. The results from the surveys and feedback from the parents are then drawn up into an action plan for improvement by the School Leadership Team.

The Parent Coordinator provides translation services, organizes individual and group parent meetings to determine parents' needs, and acts as a liaison between the parents and the teachers in the school. In addition, the PTA, Parent Coordinator, School Staff, and Guidance Counselor organize and conduct regularly held meetings and workshops to address the needs of the parents.

4. Our school addresses the needs of the parents by notifying them of the following parental involvement activities:

ESL Orientation – informs parents of services available
Teacher with Parent Meetings – informs parents of student progress and ways they can help as a partner to the school
Parent Book Club – literacy development for parents and skill building
Parent Nutrition Workshop - health awareness and cooking classes
PTA Meetings – encourages parental involvement
Leadership Team Meetings – collaboration between staff and parents on goals for the school
Dial-A-Teacher – provides homework assistance
Mother/Child Dinner/Breakfast – encourages parental involvement and the mother's role in her child's education and development
Father/Child Dinner/Breakfast – encourages parental involvement and the father's role in his child's education and development
Learning Walks – community exploration and awareness
Family Movie Nights – encourages community involvement
Pajama Night – literacy development
Open House – orientation and information is provided to the parents on the school curriculum
Open School – individual parent-teacher conferences
Arts & Crafts – skill building and ideas for activities to do at home with child to build relationship
Intervention Meetings – provides parents with tools and resources to assist their child
Books & Breakfast – parents participate in a literacy lesson
Morning Math – parents participate in a Math lesson
Learning Leaders – encourages parents to volunteer and participate in our school

These workshops address the needs of the parents by providing various information, skills and strategies used to help their students achieve. For example, during Books & Breakfast, the parents learn part of the literacy program and are able to better assist their child at home. Parents also receive translated results of benchmark and standardized tests as well as copies of the annual school report card. During workshops, translation services are provided by the parent coordinator, Ms. Roldan, and/or The Translation and Interpretation Unit. Our continuing efforts will focus on strengthening home-school relationships and increasing parent and community involvement.

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: K290

School DBN: 19K290

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Willena George	Principal		10/1/13
Ms. Newel-Islar/Ms. Skop	Assistant Principal		10/1/13
Ms. Roldan	Parent Coordinator		10/1/13
Ms. Cheng and Mr. Blum	ESL Teacher		10/1/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Ms. Haas	Coach		10/1/13
Ms. Crespo	Coach		10/1/13
Ms. Roldan	Guidance Counselor		10/1/13
	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: 19K290 School Name: Juan Morel Campos

Cluster: 535 Network: CEI-PEA

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

Part A: Needs Assessment Findings

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

During enrollment, the two licensed ESL pedagogues, conduct informal oral interviews in English and in the native language with parents to determine the home language. If we cannot communicate in the native language, the translation and interpretation unit is employed. This is done within the first 10 school days after enrollment. The Home Language Identification Survey (HLIS) HLIS data informs the pedagogues in the school of our written translation and oral interpretation needs. The data reveals that approximately 30% of our parents need written and oral translations. All parents are provided with appropriate and timely information in a language they can understand through translated materials such as HLIS, program brochure, program selection form, entitlement letters, and progress reports. With the assistance of the parent coordinator, ESL teachers, bilingual teachers, and bilingual school aides, parents are informed of all school activities, and oral translation services are readily available on-site.

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

The major findings of our school's written translation and oral interpretation needs are that 30% of our parents need written and oral translations in Spanish and roughly 5% in other languages (i.e., Chinese and Arabic). The other 70% need English. We have found that due to the fact that P.S. 290 has a large Hispanic population, there was a need to hire bilingual personnel so that someone is always available to translate in Spanish for both oral and written communication. The personnel hired for these translation services are the parent coordinator, SAT Team, school aides, and bilingual teachers.

Findings are reported to the school community in a variety of ways; Staff is notified of our translation needs initially during orientation. They may also be reminded when needed during faculty conferences, professional development, share sessions, etc. The school community is informed of the findings and need for translation services via the variety of Spanish, English and additional language information that is

disseminated. These things include, but are not limited to the following: postings, PTA meetings, report cards, Parent-Teacher conferences, and face-to-face contacts.

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.

At P.S 290 the majority of written translation is done in-house by either the parent coordinator, SAT member, School Aide, bilingual teachers, and bilingual parent volunteers. For ELLS, all forms and essential documents are readily available in all languages via the EPIC kit. All written communication is translated into Spanish and provided to the parents in addition to the English version. All translations are provided in a timely manner. Look above if school staff is not able to provide translation (i.e. in other language besides Spanish) for other documents and notifications, then the school enlists The Translation and Interpretation Unit for on-site or document translations.

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.

At P.S. 290 all oral interpretation services are done in-house by school staff such as, the parent coordinator, SAT Team, bilingual school aides, bilingual teachers, and bilingual parent volunteers. Interpreters are provided whenever requested. If these resources are not able to provide translation, then the school enlists The Translation and Interpretation Unit for on-site translations.

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>.

In order to fulfill the Chancellor's Regulations A-663, all parents are asked to complete the Home Language Identification Survey, at registration. We determine at registration during a student's enrollment, the primary language spoken by the parent. If that language is other than English, we determine whether the parent requires language assistance in order to communicate effectively with our school personnel. Our school maintains appropriate and current records of the primary language of each parent. Such information is maintained in ATS on the student emergency card, and in an ELL compliance binder.

P.S. 290 provides translation services upon request and if a parent chooses they may use a relative or family member to assist them with translation. In addition, written communications are also provided in Spanish, for which there is a need due to our high Hispanic population. P.S. 290 accommodates any translation needs by enlisting resource personnel, and/or by utilizing the Translation and Interpretation Unit. Parent notices are sent in English and other languages informing parents of the availability of translation and interpretation services at P.S. 290. In addition, copies of such notifications are posted in a prominent location near the main entrance of the school. We provide parents whose primary language is not English with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:

- a. health;
- b. safety;
- c. legal or disciplinary matters; and
- d. entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program.

Our school's safety plan contains procedures that ensure parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

Parents receive translated versions of the Parent Involvement Policy, and a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: Juan Morel Campos	DBN: 19K290
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Rationale: The major area of concern at P.S. 290 is the low academic achievement of some of its LEP students, as measured by results on State standardized assessments. A review of the Spring 2013 State standardized assessments indicated that 81.1% of students are performing at levels 1 and 2 in English Language Arts, and 70.5% were performing at levels 1 and 2 on the State mathematics assessment. The academic performance of English language learners is of particular concern, as this group represents a disproportionately high percentage of students performing at level 1 in both reading and mathematics. The Title III after school program will, therefore, focus on the areas of literacy and mathematics. Our school's language instruction program for limited English proficient (LEP) students will mimic instruction taught during the course of the day. Specifically, the language of instruction for our after school program will be English and Spanish. There will be 6 classes. The specific classes are the following:

1 Licensed Common Branch Teacher with Licensed ESL Teacher - Grade K - Room 209 - Students = 13

1 Licensed Common Branch Teacher with Licensed Bilingual Teacher - Grade 1 - Room 205 - Students = 13

1 Licensed Common Branch Teacher - Grade 2 - Room 405 - Students = 13

1 Licensed Common Branch Teacher - Grade 3 - Room 403 - Students = 15

1 Licensed Common Branch Teacher - Grade 4 - Room 419 - Students = 15

1 Licensed Common Branch Teacher - Grade 5 - Room 401 - Students = 15

Subgroups and grade levels of students to be served: LEP students are provided with after school academic services in grades 3-5. The program offers additional literacy and math instruction for targeted students.

The ESL teacher will push-in 30 minutes into the ESL classes to give support for the duration of the program. Teachers will work with small groups of targeted student to strengthen weak skills in both literacy and mathematics. This program is designed to remediate and enhance instruction that is given throughout the regular school day. For literacy, teachers and students, using an interactive model, will share literacy strategies, apply the skills to real text, respond to focused writing tasks and listen to stories for specific skill purposes. Students will be grouped based on assessed needs for additional instruction to improve literacy skills. Students throughout the grades will have access to books at both their instructional and independent levels. As students acquire more literacy strategies, the text

Part B: Direct Instruction Supplemental Program Information

materials will become increasingly more difficult.

Schedule and duration: The Title III funded program is a program that will meet two times per week for two hours after school. The program will begin in November and run until the end of April. The program will be on Tuesdays and Wednesdays from 3:10PM - 5:10PM. This will be in session for 16 weeks, which is approximately 34 sessions.

Language of instruction: English and Spanish

Number and types of certified teachers: __1__ ESL Teachers, __1__ Bilingual teacher, __4__ Common Branch Teachers. All staff who services our LEP population are highly qualified and have all the necessary certification.

Types of materials: With Title III funds in addition to other funds, the after school program will purchase and use the following materials: Best Practices in Reading - Options Publishing, Targeted Math Intervention - Teacher Created Materials, Scantron Performance Series - Literacy & Math, IXL Math Online - Math Activities, Super Teacher Online - Math Activities, Ready Gen, and Envision Math.

Part C: Professional Development

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

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

Begin description here:

Rationale: During school, and periodically after school, all teachers are given regular professional development to ensure that they are implementing best practices. Through study groups, grade conferences, and faculty conferences teachers are offered professional development opportunities through the duration of the programs. Professional development is coordinated by a Professional Development Team. This team provides a two-tier approach to staff development. On one level, they work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, implemented concurrently, focuses on effective practices in the delivery of instruction. Most professional development is delivered in the teacher's classroom. Particular emphasis is being placed on the reading programs. School based coaches, in literacy and in math, and support personnel from the District will provide training for the implementation of this reading program. Through District 5 staff development workshops, in-house component meetings which focus on various aspects of reading methods and strategies, feedback from observations, modeling and opportunities for inter-visitations, teachers' skills are refined. In addition, staff development for the State Standards for English Language Arts is provided during the school day as well as through the after school programs. ESL teachers attend meetings and turnkey best practices. Monolingual/ESL/Bilingual Teachers, and Coaches,

Part C: Professional Development

collaborate by meeting during Study Groups, Grade Conferences and Team Meetings, to best meet our ELLs' needs.

Teachers to receive training: Intensive professional development is provided for all teachers. Training is in specialized strategies to meet the needs of ELLs, bilingual, and special needs populations. We focus on the implementation of effective strategies for meeting the needs of the growing ELL population. Professional Development is differentiated by grade and teacher need. Professional Development is aligned to the instructional program being delivered during the instructional school day, after school, and Saturday programs. Professional development is ongoing and based on both hard and soft data. It will be at no cost to program.

Schedule and duration: Professional development is provided throughout the school year (September, 2013 through June, 2014). There is also on-going articulation between the classroom teachers, cluster teachers, service providers and administrators.

Topics to be covered: Literacy and Math Performance Tasks, Common Core Learning Standards, ReadyGen (All Grades), Envision Mathematics (All Grades)

Name of provider: The Professional development team includes the Principal, Assistant Principals, UFT Chapter Leader, Staff Developer, Literacy Coach, Math Coach, and Grade Leaders, and Teachers, who work together to combine ideas on effective planning for monolingual, bilingual, and ESL teachers, on different ways to assess learning, on developing curricula and instructional materials, and assessing teachers' needs for professional development. The team meets regularly to reflect and refine school-based practices and update the professional development plans.???

Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale: Here at PS 290, ongoing efforts are employed to increase parental involvement by working with the PTA and our parent coordinator. We offer workshops and programs to not only keep parents informed, but to engage families in instructional programs that would help them best support their

Part D: Parental Engagement Activities

children. All activities are designed to increase parental involvement, which in turn will have an impact on student academic achievement. There are appropriate translation and interpretation services to meet our parents' needs. These activities include, but are not limited to the following:

Teacher with Parent Meetings

Character Day, Books and Breakfast, Parent ESL Courses, Parent Fitness Program, Parent Book Club, Parent Workshop Series, PTA Meetings, Leadership Team Meetings, Dial-A-Teacher, Mother/Child Dinner/Breakfast, Father/Child Dinner/Breakfast, Parent Nutrition Classes, Learning Walks, Family Movie Nights, Pajama Night, Open House, Open School, Arts & Crafts, Intervention Meetings, Morning Math, Learning Leaders, and Academic Workshops on Multiple Topics, Trips, and Celebratory Events

Schedule and duration: Workshops, meetings, and activities for parental involvement are conducted throughout the year, September through June.

Topic to be covered: We have a full-time ESL day and evening program 5 days per week. Topics for these meetings include, but are not limited to Common Core Learning Standards, Envision Math, ELA and math instruction and methodologies, ELA and math test formats and expectations, etc.

Name of provider: There are ongoing meetings held by the P.T.A., the Parent Coordinator, Administrators, Coaches, The School Leadership Team, Teachers, and Outside Organizations.

How parents will be notified of these activities: Information is disseminated via monthly parent calendars and newsletters. We also have a daily outreach automated system that contacts parents via phone. Parent-teacher conferences are held periodically throughout the year to maintain a partnership and maintain communication. The Parent Coordinator maintains a parent resource center that contains updated and translated information regarding all upcoming events. At each activity or event, parents are notified of other upcoming events and activities.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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