



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE STOCKTON SCHOOL
DBN (i.e. 01M001): 14K297
Principal: JAMES E. BROWN
Principal Email: JBROWN28@SCHOOLS.NYC.GOV
Superintendent: ALICIJA WINNICKI
Network Leader: CYNTHIA FELIX

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
James E. Brown	*Principal or Designee	
Charles Rabbach	*UFT Chapter Leader or Designee	
Christine Petito	*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	
Debra Argenziano	Member/ Teacher	
Mechelle Smith	Member/ Teacher	
Melissa Cunningham	Member/ Teacher	
Gladys Rhoads	Member/ Parent	
Sylvia Robinson	Member/ Parent	
Diana Romeo	Member/ Parent	
Jeangely Gonzalez	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
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, 50% of all students will effectively solve CCLS-aligned real-world mathematical problems using various problem-solving strategies and complete performance-based tasks that require students to model with mathematics, construct viable arguments and critique the reasoning of others.

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.

- **After conducting a two-year analysis of student performance data on both state and school-based assessments, it was determined that all student groups from kindergarten through fifth grade demonstrated deficiencies in constructing and solving multi-step equations and giving a rational explanation for their work even though all student groups showed an increase in performance overall on the State Mathematics assessment.**

Instructional Strategies/Activities

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

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

Strategy- All students will be able to use various problem solving strategies and complete assessments and performance-based tasks based upon the CCLS which will shift student practices.

1. **Activity -Teachers will write and implement lessons and develop units based upon the GO Mathematics curriculum which is aligned to the CCLS.**
2. **Activity - PD will be provided to teachers on the following topics; how to develop open ended problem solving strategies and how to demonstrate differential strategies to solve multi-step equations and workshops to meet the needs of general education students, ELL's and SWD's.**
3. **Activity - All teacher teams (Inquiry, grade level, and Department) will evaluate student assessments and performance based tasks a minimum of three times using protocol for looking at student work developed during the 2013 - 2014 school year.**
4. **Activity- Monthly classroom observations to observe practices across competencies 1e, 2b, 3b, and 3d of the Danielson rubric.**

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

1. **Assistant Principal will hold monthly department meetings with teachers in each grade and provide feedback for developing lessons and units.**
2. **SEIS Specialist will meet weekly with teachers of ICT classes.**
3. **All Teachers teams (Inquiry, and grade level).**
4. **Data Specialist and all teachers.**
5. **Assistant Principal and all teachers.**

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

1. **By the end of 2013-2014, school leaders and teachers would have calibrated 80% of the time on lesson planning and unit planning aligned to the CCLS.**
2. **All teachers will complete self-reflection forms and feedback forms for PD's.**
3. **The data specialist will conduct an analysis of school-based assessments to evaluate the alignment between internal and external assessment data of no more than a 10% deviation in the scoring alignment.**
4. **By the end of 2013-2014 school year, school leaders and teachers will agree with the calibrated rating 80% of the time as to whether teacher practice, as observed in a training video(s), represents Highly effective, Effective, Developing, or Ineffective practice across competencies 1e, 2b,3b, and 3d.**

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

1. **Beginning in September 2013 and ending in June 2014, teacher teams will hold four grade level meetings each month.**
2. **PD will be provided every other month with feedback forms and teacher evaluation.**
3. **Teacher teams (Inquiry teams) will meet with school leaders four times a month to review performance based tasks and feedback sessions for writing lessons and units.**
4. **All teachers will be observed, both formally and informally, a minimum of four times per year (on a rolling basis throughout the year), and will engage in mid-year and end-of-year reflections and assessments.**

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

1. Common preps each week allow teacher teams to hold meetings each week 4 times a month X 10 months.
2. PD will be provided every month during faculty meetings during teacher lunch periods and on Chancellor PD's days.
3. Inquiry Teams comprised of 2-6 teachers on each of the 6 teams meets 4 x per month x 10 months.
4. Common preps each week allow school leaders to hold meetings 1 time a month x 10 months.
5. No cost associated with this activity.

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).

Strategies to increase parental involvement

1. Teachers will host workshops and information sessions with parents.
2. Teachers will host mathematics workshops for parents.
3. Parent Coordinator and other staff (e.g. teachers) will attend regularly scheduled parent meetings (e.g. PTA) to share information and respond to parent questions and inquiries.
4. The PTA will distribute a monthly calendar of school-wide events
5. The school will distribute a parent handbook that is translated in all the dominant languages
6. The school will use ENGRADE an on-line tool for teachers to show progress for parents
7. 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	Title I A	Title II A	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

1. The school has implemented Study Island, IXL, Brian Pop for all student groups from kindergarten through grade five to assist students with numbers and numeration skills in solving multi-step equations.
2. Assigning AIS teachers to pull-out groups to focus on multi-step open ended problem solving.
3. Teachers will complete an inquiry cycle(s) in mathematics.

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 of 2014, 50% of all students will demonstrate the ability to use evidence during text-based classroom discussions and will produce writing that emphasizes the use of evidence to inform or make arguments.

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.

- **After conducting a two-year trend analysis of student performance data on both state and school-based assessments, and both informal and formal observations it was determined that all student groups from kindergarten through fifth grade demonstrated deficiencies in using evidence during text-based classroom discussions and respond in their writing drawing evidence from informational text effectively to inform or make arguments.**

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

Strategy- All students will be able to demonstrate the ability to use evidence during text-based classroom discussions and produce writing using evidence to inform or make arguments which will shift student practices.

1. **Activity** -Teachers will write and implement lessons and develop units based upon the Core Knowledge (CKLA) and Expeditionary Learning curriculums which is aligned to the CCLS.
2. **Activity** - PD will be provided to teachers on the following topics; how to connect fictional passages to non-fictional text so that students develop the strategies on how to respond to inference based questions; how to utilize records to gauge the leveled reading program of each student; how to develop teaching strategies to assist their students to draw the correct conclusion and workshops to meet the needs of general education students, ELL's and SWD's.
3. **Activity** - All teacher teams (Inquiry, grade level, and Department) will evaluate student assessments and performance based tasks a minimum of three times using protocol for looking at student work developed during the 2013 - 2014 school year.
4. **Activity-** Monthly classroom observations to observe practices across competencies 1e, 2b, 3b, and 3d of the Danielson rubric.

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

1. Assistant Principal will hold weekly department meetings with teachers in each grade and provide feedback for developing lessons and units.
2. SESIS Specialist will meet weekly with teachers of ICT classes.
3. All Teachers teams (Inquiry, and grade level).
4. Data Specialist and all teachers.
5. Assistant Principal and all teachers.

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

1. By the end of 2013-2014, school leaders and teachers would have calibrated 80% of the time on lesson planning and unit planning aligned to the CCLS.
2. All teachers will complete self-reflection forms and feedback forms for PD's.
3. The data specialist will conduct an analysis of school-based assessments to evaluate the alignment between internal and external assessment data of no more than a 10% deviation in the scoring alignment.
4. By the end of 2013-2014 school year, school leaders and teachers will agree with the calibrated rating 80% of the time as to whether teacher practice, as observed in a training video(s), represents Highly effective, Effective, Developing, or Ineffective practice across competencies 1e, 2b,3b, and 3d.

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

1. Beginning in September 2013 and ending in June 2014, teacher teams will hold four grade level meetings each month.
2. PD will be provided every other month with feedback forms and teacher evaluation.
3. Teacher teams (Inquiry teams) will meet with school leaders four times a month to review performance based tasks and feedback sessions for writing lessons and units.
4. All teachers will be observed, both formally and informally, a minimum of four times per year (on a rolling basis throughout the year), and will engage in mid-year and end-of-year reflections and assessments.

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

1. Common preps each week allow teacher teams to hold meetings each week 4 times a month X 10 months.
2. PD will be provided every month during faculty meetings during teacher lunch periods and on Chancellor PD's days.
3. Inquiry Teams comprised of 2-6 teachers on each of the 6 teams meets 4 x per month x 10 months.
4. Common preps each week allow school leaders to hold meetings 1 time a month x 10 months.
5. No cost associated with this activity.

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).

1. **Teachers and the ESL Teacher will host ELA workshops and information sessions with parents**
2. **Teachers will host ELA workshops for parents**
3. **Parent Coordinator and other staff (e.g. teachers) will attend regularly scheduled parent meetings (e.g. PTA) to share information and respond to parent questions and inquiries.**
4. **The PTA will send home a monthly calendar of school-wide events**
5. **The school will distribute a parent handbook that is translated in all the dominant languages**
6. **The school will use ENGRADE an on-line tool for teachers to show progress for parents**
7. **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	Title I A	Title II A	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

1. **Core Knowledge (CKLA) reading program a whole language approach to reading is implemented from kindergarten through grade two and Expeditionary Learning for grades three, four, and five is the overall instructional program for the school in reading based on the CCLS.**
2. **Assigning AIS teachers to pull-out groups to focus on writing.**
3. **Teachers will complete an inquiry cycle(s) on writing.**

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, 75% of all teachers will demonstrate the ability to work with peers and school leaders to achieve both rigor and access for all students by planning lessons and units of study that align to CCLS and include opportunities for student engagement, discussion and student self-reflection.

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.

- **After conducting a two-year trend analysis of student performance data on both state and school-based assessments, and based upon formal and informal observations, it was determined that all student groups from kindergarten through fifth grade demonstrated a need for more rigorous instruction reflecting in the student work to ensure that the engaged learner has incorporated a higher quality of questioning by the instructor and instructional goals are met.**

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.

- **Strategies/activities that encompass the needs of identified subgroups**

Strategy- All teachers will participate in professional growth practices that shift teaching practices.

1. **Activity -Teachers will write and implement lessons and develop units based in all content areas based upon all of the curriculums which are aligned to the CCLS.**
2. **Activity - PD will be provided to teachers on the following topics; administration will host individual conferences to discuss teacher(s) goals for the school year and how they plan to improve their students performance by explaining concepts to their students; review the connection of lesson**

plans and units to the teaching process and types of highly qualified questions are being developed for their students; flexible grouping charts in all content areas and how it connects to meet the needs of general education students, ELL's and SWD's; and discuss the adjustment of questioning strategies and the development of accountable talk with their students with teachers to further the success of the student body.

3. Activity - All teacher teams (Inquiry, grade level, and Department) will evaluate student assessments and performance based tasks a minimum of three times using protocol for looking at student work developed during the 2013 - 2014 school year.
4. Activity- A minimum of four classroom observations to observe practices across competencies 1e, 2b, 3b, and 3d of the Danielson rubric.

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

1. Assistant Principal will hold monthly department meetings with teachers in each grade and provide feedback for developing lessons and units.
2. SESIS Specialist will meet weekly with teachers of ICT classes.
3. All Teachers teams (Inquiry, and grade level).
4. Data Specialist and all teachers.
5. Assistant Principal and all teachers.

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

1. By the end of 2013-2014, school leaders and teachers would have calibrated 80% of the time on lesson planning and unit planning aligned to the CCLS.
2. All teachers will complete self-reflection forms and feedback forms for PD's.
3. The school leaders will conduct an analysis of observation data to evaluate the alignment between lesson planning and instructional practices and it's impact on student achievement.
4. By the end of 2013-2014 school year, school leaders and teachers will agree with the calibrated rating 80% of the time as to whether teacher practice, as observed in a training video(s), represents Highly effective, Effective, Developing, or Ineffective practice across competencies 1e, 2b,3b, and 3d.

• **Timeline for implementation and completion including start and end dates**

1. Beginning in September 2013 and ending in June 2014, teacher teams will hold four grade level meetings each month.
2. PD will be provided every month with feedback forms and teacher evaluation.
3. Teacher teams (Inquiry teams) will meet with school leaders four times a month to review performance based tasks and feedback sessions for writing lessons and units.
4. All teachers will be observed, both formally and informally, a minimum of four times per year (on a rolling basis throughout the year), and will engage in mid-year and end-of-year reflections and assessments.

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

1. Common preps each week allow teacher teams to hold meetings each week 4 times a month X 10 months.
2. PD will be provided every month during faculty meetings during teacher lunch periods and on Chancellor PD's days.
3. Inquiry Teams comprised of 2-6 teachers on each of the 6 teams meets 4 x per month x 10 months.
4. Common preps each week allow school leaders to hold meetings 1 time a month x 10 months.
5. No cost associated with this activity.

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).

1. Teachers and ESL teacher will host accountable talk workshops and information sessions with parents
2. Teachers will host 'How to engage in accountable talk with your child at home' workshops for parents
3. Parent Coordinator and other staff (e.g. teachers) will attend regularly scheduled parent meetings (e.g. PTA) to share information and respond to parent questions and inquiries.
4. Regular assembly programs to foster a sense of community based on the curriculum, which will include links to broader learning for our audience.

5. The PTA will distribute a monthly calendar of school-wide events
6. The school will distribute a parent handbook that is translated in all the dominant languages
7. The school will use ENGRADE an on-line tool for teachers to show progress for parents.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy		TitleIA		Title IIA	X	Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 100% of teachers on inquiry teams will use research-based protocols to review student work and student contributions to classroom activities for evidence of student growth and gaps in student learning in relation to both selected CCLS and personal behaviors to ensure the progress of all students.

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.
<ul style="list-style-type: none"> • After conducting a two-year trend analysis of student performance data on both state and school-based assessments and reviewing teacher inquiry teams, it was determined that all student groups from kindergarten through fifth grade demonstrated deficiencies in inferencing and drawing conclusions in non-fictional text even though all student groups showed an increase in performance overall on the state English Language Arts assessment. Students demonstrated deficiencies in problem solving and reasoning on the state Mathematics assessment.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
6. Strategies/activities that encompass the needs of identified subgroups
Strategy- All teachers will participate in inquiry work that shift teaching practices in closing learning gaps in student learning.
<ol style="list-style-type: none"> 1. Activity -Teachers will write and implement lessons and develop inquiry units based in both ELA and Mathematics based the school curriculums which are aligned to the CCLS. 2. Activity - PD will be provided to teachers on the following topics; looking at school-wide focus for inquiry; using various types of data; setting long and short term goals; identifying students; setting learning targets how it connects to meet the needs of general education students, ELL's and SWD's; and assessments and task to use to access student progress. 3. Activity - All teacher teams (Inquiry, grade level, and Department) will evaluate student assessments and performance based tasks a minimum of three times using protocol for looking at student work developed during the 2013 - 2014 school year. 4. Activity- A minimum of four classroom observations to observe practices across competencies 1e, 2b, 3b, and 3d of the Danielson rubric.
7. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Assistant Principal will hold weekly department meetings with teachers in each grade and provide feedback for developing lessons and units. 2. SEIS Specialist will meet weekly with teachers of ICT classes. 3. All Teachers teams (Inquiry, and grade level). 4. Data Specialist and all teachers. 5. Assistant Principal and all teachers.

8. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. By the end of 2013-2014, school leaders and teachers would have calibrated 80% of the time on lesson planning and unit planning aligned to the CCLS. 2. All teachers will complete self-reflection forms and feedback forms for PD's. 3. The data specialist will conduct an analysis of school-based assessments to evaluate the alignment between internal and external assessment data of no more than a 10% deviation in the scoring alignment. 4. By the end of 2013-2014 school year, school leaders and teachers will agree with the calibrated rating 80% of the time as to whether teacher practice, as observed in a training video(s), represents Highly effective, Effective, Developing, or Ineffective practice across competencies 1e, 2b,3b, and 3d.
9. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. Beginning in September 2013 and ending in June 2014, teacher teams will hold four grade level meetings each month. 2. PD will be provided every month with feedback forms and teacher evaluation. 3. Teacher teams (Inquiry teams) will meet with school leaders four times a month to review performance based tasks and feedback sessions for writing lessons and units. 4. All teachers will be observed, both formally and informally, a minimum of four times per year (on a rolling basis throughout the year), and will engage in mid-year and end-of-year reflections and assessments.
10. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 6. Common preps each week allow teacher teams to hold meetings each week 4 times a month X 10 months. 7. PD will be provided twice a month during inquiry meetings 2 times a month x 10 months. 8. Inquiry Teams comprised of 2-6 teachers on each of the 6 teams meets 4 x per month x 10 months. 9. Common preps each week allow school leaders to hold meetings 1 time a month x 10 months. 10. No cost associated with this activity.

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).
<ol style="list-style-type: none"> 1. Teachers will host inquiry workshops and information sessions with parents 2. Teachers will host 'How to help your child at home in solving a performance based task.' 3. Parent Coordinator and other staff (e.g. teachers) will attend regularly scheduled parent meetings (e.g. PTA) to share information and respond to parent questions and inquiries. 4. Regular assembly programs to foster a sense of community based on the curriculum, which will include links to broader learning for our audience. 5. The PTA will distribute a monthly calendar of school-wide events 6. The school will distribute a parent handbook that is translated in all the dominant languages 7. The school will use ENGRADE an on-line tool for teachers to show progress for parents.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		TitleIA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #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
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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.

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

1.

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

1.

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

1.

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

1.

9. 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 I A		Title II A		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	<p>Early childhood ELA is using CKLA assessment remediation guides</p> <p>Upper grades are using Reading A-Z, individual skills mini lessons, and read alouds.</p> <p>Data is used to continue secure goals and plan next steps.</p>	<p>Small group pullout/push in model.</p>	<p>All done during the school day and extended day.</p>
Mathematics	<p>Early childhood program uses hands on use of manipulatives and games to support GO Math aligned with the Common Core Standards.</p> <p>Upper grades are using computer programs and games to support GO Math and deepen learning.</p> <p>Data is used to continue secure goals and plan next steps.</p>	<p>Small group pullout/push in model</p>	<p>All done during the school day and extended day.</p>
Science	<p>Early childhood and upper grades use guided reading and small group activities that include open-ended questions based on the topics addressed in the NYC Scope and Sequence.</p> <p>Data is used to continue secure goals and plan next</p>	<p>Small group pullout/push in model.</p>	<p>All done during the school day and extended day.</p>

	steps		
Social Studies	<p>Early childhood and upper grades use guided reading and small group activities that include open-ended questions based on the topics addressed in the NYC Scope and Sequence.</p> <p>Data is used to continue secure goals and plan next steps.</p>	Small group pullout/push in model.	All done during the school day and extended day.
<i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	The counselor services students on a needs basis and who are at-risk.	The counselor works in small groups or one to one as suited in individual cases.	All done during the school day.

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

1. 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.
<ul style="list-style-type: none"> • Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers. • The pupil personnel/payroll secretary will work closely with the network HR point person that non-HQT meet all required documentation and assessment deadlines. • Mentors (internal and external) are assigned to support struggling and un-qualified teachers. • Instructional coaches are paired with struggling teachers. • In-house professional development opportunities to be offered for all members of the teaching community, especially for our new staff. • Weekly grade meetings and monthly faculty conferences are conducted covering a variety of topics, including but not limited to: differentiated instruction, Common Core Learning Standards, unit planning, formal and informal observation guidelines, all curriculum related areas, and student support instructional activities.

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).
<ul style="list-style-type: none"> • Mentors (internal and external) are assigned to support struggling and un-qualified teachers. • In-house professional development opportunities to be offered for all members of the teaching community, especially for our new staff. • Weekly grade meetings and monthly faculty conferences are conducted covering a variety of topics, including but not limited to: differentiated instruction, Common Core Learning Standards, unit planning, formal and informal observation guidelines, all curriculum related areas, and student support instructional activities.

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.).
Students in Temporary Housing,

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.).
Incoming pre school students begin with a staggered schedule to support their adjustment. Parent meetings are held to welcome families to the school and to provide them with information regarding the preschool program. Experienced teachers are assigned and they provide the children with a caring, nurturing classroom experience. The curriculum is developmentally appropriate with hands on exploration and discovery and oral language development activities, family style dining and outdoor play. Socialization activities are carefully planned.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers meet regularly with the administrative team to select assessments, and to utilize protocols for reviewing student assessments.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

PS 297 agrees to implement the following statutory requirements:

- **Meetings will take place at the beginning of year school year to consult with the parents of Title I students and establish the design of the plan for funding.**
 - **The committee established will be attending periodic meeting to continue to organize and deliver the workshops and academic assistance that was designed.**
 - **They will be invited to work with the Leadership Team in the writing of the CEP. All meetings will have in attendance a translator.**
 - **The parents will be invited to participate in workshops that will offer assistance with methods used to facilitate the academic progress of their own children.**
2. **PS 297 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:**

Four meetings will be held to consult with the parents of the children who are at-risk. ~ The parents will be invited to attend the monthly Leadership Meetings.

3. **PS 297 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: ~ The parents will be included in the writing and review of the CEP.**

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 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: nutrition and exercise, 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, and the 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**

At PS 297 will further encourage school-level parental involvement by:

- **Holding an annual Title I Parent Curriculum Conference**

- Hosting educational family events/activities such as our annual Open House event for parents/guardians to discuss school-wide expectations in instruction and social skills and 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
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents
- We will support and host Family Day events; we will host three award assemblies to recognize student achievement; in October, we will have a “Think Pink” school-wide focus and hold a breast cancer assembly and walk-a-thon; in June to celebrate our multiculturalism we will host our annual Multicultural Day event and our annual Career Day celebration.
- The school will host assemblies to ensure a sense of community and the PA and the parent coordinator will host their monthly meetings prior to each show
- To promote family time we invite parents to participate in family movie night, disco night, etc.
- Host a parent workshop on “How to Use the ARIS Parentlink”
- Encouraging more parents to become trained school volunteers (Learning Leaders)
- Providing written monthly progress reports to keep parents informed of their children’s progress
- Informing parents on the school website and on Facebook 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

PS 297 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Workshops will be conducted in:

6. ESL
7. Computer usage (ARIS Parent Link)
8. ELA
9. Math
10. Health Issues
11. Educational Trips (e.g. Fall/Spring college tours for our fifth grade students)
12. PS 297 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
 - a. Open Airways
13. PS 297 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality:
 - Design and distribute a survey to parents offering them the opportunity to determine the personal value any policies have had.
 - Use rating forms at each workshop with the opportunity to communicate any further workshops in the areas.
14. PS 297 will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - Grade wide meetings to explain the State and Common Core Standards in ELA and Mathematics.
 - The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by creating celebrations in Literacy and Math at which all will participate and further the students potential.
 - The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities,

such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by conducting joint meeting and visits.

- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand by having both oral and written translations available.

PS 297 is aware of the need for many parents to have a safe place to leave their non-school age children when participating in the school's activities. We will help to create a way for those children to be safely supervised.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by . This policy was adopted by the PS 297 on 09/15/2012 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 09/15/2012.

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

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

PS 297, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2013-2014.

I. School Responsibilities

PS 297 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
2. PS 297 will be using the Curriculum designed and suggested by the New York Department of Education.
3. Hold two parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
4. Specifically, those conferences will be held in the Fall and again in the Spring.
5. Provide parents access to ENGRADE an on-line Progress Report on their children's progress. In addition to the three scheduled report cards, the school will send home individual reports on at-risk students and additional two times a year. Provide a Parent and Student Handbook also translated into the dominated language of the school community.
6. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
7. All staff has at least one non teaching period per day. The parents are notified of this schedule and are encouraged to request meetings during these times.
8. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities. PS 297 has a policy, which permits parents and guardians the opportunity to enter classrooms, as long as they are signed into the building and have an office pass.
9. Parents are asked to meet with the teachers to participate in the planning, review, and improvement of the school's parental involvement policy reading our monthly newspaper (with translation available) and attending PA and Leadership meetings.
10. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
11. All parents of Title I students are invited to attend the two annual meetings of the PIP.
12. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. The school and providers will send notification to parents in September.
13. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
14. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
15. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I. 0

II. Parent/Guardian Responsibilities:

We, as parents, will support our children's learning in the following ways:

- **Monitoring 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.**
- **Making sure that homework is completed.**
- **Read to my child and/or discuss what my child is reading each day (for a minimum of 30 minutes).**
- **Monitoring amount of television their children watch.**
- **Volunteering in my child's classroom.**
- **Participating, as appropriate, in decisions relating to my children's education.**
- **Encourage my child to follow school rules and regulations and discuss this Compact with my child.**
- **Promoting positive use of my child's extracurricular time.**
- **Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.**
- **Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.**

III. Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- **Attend school regularly and arrive on time.**
- **Do my homework every day and ask for help when I need to.**
- **Submit all assignments on time.**
- **Read at least 30 minutes every day outside of school time.**
- **Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.**
- **Show respect for myself and other people**
- **Try to resolve disagreements or conflicts peacefully**
- **Follow the Discipline Code of the DOE and the school.**

2.

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 14	Borough Brooklyn	School Number 297
School Name The Abraham Stockton School		

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 J. Brown	Assistant Principal G. Espinal
Coach J. Cusumano	Coach
ESL Teacher W. Vargas	Guidance Counselor J. Cashman
Teacher/Subject Area M. Cunningham	Parent C. Petito
Teacher/Subject Area C. Rabbach	Parent Coordinator N. Houser
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently	0	Number of certified NLA/foreign language	0	Number of teachers who hold both a bilingual extension and ESL	0

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	269	Total number of ELLs	27	ELLs as share of total student population (%)	10.04%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) school

Check all that apply

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

This offers (check all that apply):

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Pull-out	6	1	4	1	11	4								27
SELECT ONE														0
Total	6	1	4	1	11	4	0	27						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	6
SIFE	2	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	17	2	2	10	0	4				27
Total	17	2	2	10	0	4	0	0	0	27

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
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: ____
Native American: ____	Hispanic/Latino: ____
White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language
Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	1	3	1	11	4								26
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	6	1	4	1	11	4	0	27						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1		1	1									3
Intermediate(I)	2	1		2										5
Advanced (A)	4	3	1	8	3	0								19
Total	6	5	1	11	4	0	0	0	0	0	0	0	0	27

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													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	3			12
4	3	2			5
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	8		2		1				11
4	2	1	2						5
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					2	1	3		6
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
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:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
 The current tools used at PS 297 are Fountas & Pinnell Running Records, Words Their Way Spelling Inventory, CKLA aligned Concepts of Print, First Fifty Sight Words (grade dependent), and Performance Task (grades 4–5). This data provides information regarding students current levels of performance in reading (fluency and comprehension), phonemic awareness, and writing (focused task).
 We will align this data to our school’s CEP. In supporting our school plan, this data measures our ELL students’ abilities to use evidence to support class discussions and produce writing pieces that uses evidence to form or make arguments.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 The data patterns across the proficiency levels and grades show that 70% of the ELL population shows that they are advanced and on the cusp of becoming proficient, 18% of the students are intermediate and 12% of the students are beginner.
- 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](#))
 RNMR report not available as of 11–14–13
- For each program, answer the following:
 - What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a) In kindergarten the proficiencies are as follows: 66% advanced, 34% intermediate.
 In grade 1 the proficiencies are as follows: 60% advanced, 20% intermediate, and 20% beginner.
 In grade 2 the proficiencies are as follows: 100% advanced,
 In grade 3 the proficiencies are as follows: 72% advanced, 18% intermediate, and 10% beginner.

In grade 4 the proficiencies are as follows: 75% advanced, 25% beginner.
 ELLs that are taking ELA exam are scoring 70% in level 1 and 30% in level 2. These student receive extra support in the form of RTI, ESL afterschool, and ESL services which focus on writing and reading.

b) The school leadership and teachers use the results of the ELL periodic assessments to forecast how these students will perform on the NYSELAT. They are used as a key indicator of student progress toward meeting NYS English as a Second Language Standards. It allows us to interpret and compare student’s achievement on each

assessment form.

c) The school is able to determine the probability of receiving each performance level on the NYSELAT, based on those performance scores. It tests ELLs ability to answer reading, writing, and listening questions. Native language

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](#).)

In implementing RTI approaches with ELLs the first step is to determine the student's knowledge and skills in their first language, and then understand their performance in their second language. Sub-groups are created based on student ability to demonstrate the capacity to acquire reading skills (low to high). Ongoing professional development must be done to ensure that appropriate decisions for interpreting, screening, and assessments results are used to design intervention (PD for general education teachers, special education teachers, and ELLs teachers). Progress monitoring should also be done at each Tier level.

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

a. In connection to previous responses, you first, must gauge their knowledge and skills in their first language. Then understand their performance in their second language, through performance tasks, assessments, etc. Make instructional decisions only when a knowledge based has been established.

7. For dual language programs, answer the following:

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

N/A

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

The ESL program success is measured based off ongoing assessments which include running records and monthly assessments. There are three benchmarks given throughout the year, in the beginning of the year to establish a baseline, in the middle of the year to monitor progress and at the end of the year to measure the growth throughout the year. At the beginning of each year we are able to analyze the NYSELAT, NYSELA, NYSMATH results and see the achievements of the ELL population.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

At PS 297 the ELL identification process starts with student registration. Parents are required to fill out the Home Language Identification Survey (HLIS) with oral interviews in English and in Spanish by a certified

pedagogue. The Spanish interviews are conducted by a certified ESL teacher and the school's testing coordinator. The certified ESL teacher, determines through an oral interview of the family and the new admits the home language of the students whose first language is other than English. The certified ESL teacher then makes sure that the information on the HLIS are complete and that the form is signed by the parent. The other than English language exposure (OTELE) code is then provided to the school secretary. The yellow copies and the white copies are kept on file, one in a central location and the other in the student's cumulative folder. The LAB-R is then administered to students whose first language is other than English within the first 10 days after registration by the certified ESL teacher. Students who score at or below the LAB-R scores are then designated to receive ESL or Bilingual instruction according to the parents' selection. The Spanish Lab-R is administered by the certified ESL teacher.

After the LAB-R testing, parents are sent letters for those students who are eligible for ESL services. The letters invite parents to attend an orientation meeting where they are welcomed and receive translation in their native language. During the meeting, parents are shown the orientation video in their native language with translators are made available. An open discussion about program selections follows. The discussion includes an in depth explanation of each of the following programs: a Dual Language (DL) Program, a Transitional Bilingual Education (TBE) Program, and an ESL program.

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.

The structures that are in place at our school to ensure that parents understand all three program choices (Transitional Bilingual Program, Dual Language, and ESL) after viewing the orientation video are: Process and Outreach. Entitlement letters are sent to the parents informing them of their child's ELL status and information regarding the Parent Orientation Meeting. During our orientation sessions, parent surveys and program selection forms are distributed, completed, returned, and filed by the certified ESL teacher. If the parents do not attend, they are contacted by the parent coordinator, phone relay and home visits. All efforts by the school to reach the parents are fully exhausted first. Then if parents fail to respond, the student is placed in a free standing ESL program where they will receive pull-out services from a certified ESL instructor.

Entitlement letters are sent to parents within the first ten days of school with a date and time for the parent orientation meeting. If the parent(s) do not attend the orientation meeting, the parent coordinator contacts them again the morning of the meeting. The school offers 2 additional meeting dates to accommodate the parents who had difficulty attending the first meeting. This process is completed by the second week of school and documentation is kept on file.

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 and the Parent Selection are sent out to parents to inform them of their child's ELL status. Parents sign the letters and send them back to school. If a parent chooses a program that is not offered at PS 297, we provide them with information on schools that offer their program choice and explain that we will keep their selection choice on file and when the number of students that requested that choice meets the criteria, opening that class will be reviewed and considered.

In case a form is not returned, or if a parent misses the orientation, a second letter and third letter is mailed to the parent to reschedule another orientation session. We also implement a phone relay, home visit and outreach of parent volunteers and the parent coordinator.

If the parent does not respond and all of the school's outreach efforts are exhausted, the student is then placed in an ESL program.

PS 297 does not offer a Transitional Bilingual Education Program or a Dual Language Program. We have created a tracking sheet to account for languages selected by parents. The pedagogue who is responsible for conducting the initial screening and administering the HLIS and LAB-R is a certified ESL teacher.

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

The criteria used to place identified ELL students in an ESL instructional program is based on student LAB-R scores.

The procedure is to cluster ELL students in the same class on the same grade with a licensed common branch teacher that has demonstrated best teaching practices as well as a record of their students' achievement data falling on the higher level of the learning continuum. The students are then grouped according to proficiency levels and receive pull-out services via a certified ESL teacher. Parent meetings are conducted in the parents' native language by the parent coordinator, with translator options. They also receive letters in their native language explaining our instructional strategies. We have created a parent selection tracking sheet to account for the program selections made by parents.

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

The steps taken annually to evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) are:

- Review BESIS, and ATS for RLER, RLAT and RLMR to determine a student's eligibility to take the NYSESLAT.
- NYSESLAT is administered either individually or in a group according to the modality – speaking, listening, reading or writing – being tested by a certified ESL teacher and a certified teacher...A schedule of rooms and times is placed on the school's Daily Notice and the same testing conditions exist that exist for the NYS Standardized Tests.
- Proficiency levels are determined when the NYSESLAT is scored and the results are reported.

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 over the past few years, 98% of parents have requested that their children be placed in our ESL program. The remaining 2% have decided on placing their children in a Transitional Bilingual Education Program or have transferred their children to another school that offers a transitional bilingual education program for general education students. PS 297 does not have a Transitional Bilingual Education Program for general education students. The school has a Transitional Bilingual Education Program for special education students only. PS 297 does not have a Dual Language Program. The program models offered at PS 297 are aligned with parents' choices and requests based on the program selection form. PS 297 offers an ESL program for general education students and special

needs students. If the parents of 15 or more ELLs in two consecutive grades opt for a Transitional Bilingual Education Program, creating one will be considered to ensure alignment between parent choice and program offerings.

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])?
 - 1a. The organizational models of PS 297 are the pull-out ESL. Students are grouped heterogeneously using best practices in differentiated instruction.
 - 1b. In the ESL pull-out program, the ESL teacher works with the classroom teacher to provide ESL instruction using ESL methodologies and data (reading levels and Words Their Way Spelling Inventory). The students are provided ESL services in accordance CR Part 154 mandates.
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)?

We ensure that explicit ESL, ELA, and Native Language Arts (NLA) instructional minutes are delivered to our heterogeneous cohorts in each program model as per CR part 154 by using a large group push-in instructional approach.

a) The ELL students that have obtained a beginner or intermediate proficiency level receive 360 minutes of weekly instruction. The students that have obtained an advanced proficiency level receive 180 minutes of weekly instruction. ESL methodologies are incorporated in all content areas using the CALLA and SIOP models. In addition, various differentiated instruction (DI) techniques are integrated to promote optimal achievement. These techniques are combined with the use of visual aids and the use of Total Physical Response (TPR) techniques to support language acquisition.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In the Free Standing ESL model instruction is delivered through the content areas in 100% English. To make content comprehensible and to enrich language development, we use ESL methodologies based on the SIOP model and total physical response (TPR). We also embed technology in our instruction. The content areas are ELA, Math, Social Studies, Science, and Art. We have also adopted Common Core aligned programs ; Expeditionary Learning and Core Knowledge Arts.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We ensure that ELLs are appropriately evaluated in their native languages through native language assessments.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our ELL instructional program is designed to meet the needs of our subgroups based on proficiency levels, running record reading levels, standardized test scores, interim and teacher made assessments, conferencing, kid watching, interests, behavioral needs, and academic ability. This data is triangulated to determine the best possible grouping for students as well as set instructional learning targets. Every six weeks the data is reviewed and assessed to determine where students are in relation to meeting their learning target. Depending on the outcome the learning targets are maintained or revised.
6. How do you differentiate instruction for ELL subgroups?

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

a)SIFE student are given individual instruction using phonics instruction and grammar. Teachers will work on developing in listening, reading, speaking, and writing. Number sense and basic math skills would also be part of the daily curriculum. We have a highly motivated instructional team that provides multiple data from a variety of sources that will assist with designing a targeted instructional program.

b) When registered students are categorized as newcomers and parents choose our ESL program, the students receive their instruction from highly qualified teachers through total immersion with ESL support. These students become a part of a heterogeneous cohort based on their grade and then grouped according to varied proficiency levels. Kindergarten through second grade teachers follow CKLA reading curriculum. Grades 3–5 teachers follow Expeditionary Learning. Students receive additional exposure to the format and the content of the NYSESLAT. In each of the above core curriculum areas, differentiation of instruction is data driven to meet students at their zones of proximal development.

c) In addition to the aforementioned instructional plan, ELLs receiving service for 4–6 years continue to receive ESL that is specifically geared to their needs and abilities based on the data. They continue to receive push-in/pull-out services with a focus on lessening test anxiety and mastering the NYSESLAT content.

d) In addition to the aforementioned instructional plan, our long term ELLs for 6 years continue to receive ESL and bilingual instruction that is specifically geared to their needs and abilities based on the data. They continue to receive push-in/pull-out services with a focus on lessening test anxiety and mastering the NYSESLAT content.

e) Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT is that students will continue to be heterogeneously clustered as an ELL cohort on each grade with licensed common branch teachers that have demonstrated best teaching practices as well as have a high rate of success with ELL students. The cohorts allow students to continue to receive uninterrupted access to all aforementioned school intervention programs in all core subject areas. Each classroom is equipped with either computers and/or a smartboard to provide continued access to modern technology and provide other avenues of delivering instruction. Each cohort continues to receive testing modifications and push-in/pull-out services from the certified ESL teacher to support the rapid transition from their native language to standard English. These services are designed to meet the needs of the child’s proficiency level, grade and age. They also participate in our Title 3 Afterschool enrichment.

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

The ELLs/SWDs that are identified as in need of related services receive them as prescribed by their Individualized Educational Plan (IEP). Those students that do not have an IEP, are reviewed by the Response To Intervention team (RTI) where an educational action plan is developed based on age, grade, and proficiency levels. The action plans are reviewed every 6 weeks to determine its success and to create any necessary revisions. The school also has ICT self-contained classes on all grade levels.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP

goals and attain English proficiency within the least restrictive environment?

The ELLs/SWDs that are identified as in need of related services receive them as prescribed by their Individualized Educational Plan (IEP). In order for students to attain English proficiency within the least restrictive environment, that are group according to their needs and abilities. Both the SETSS and the ESL teachers collaborate with the classroom teachers to ascertain the needs of the students to attain success.

Courses Taught in Languages Other than English ⓘ

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

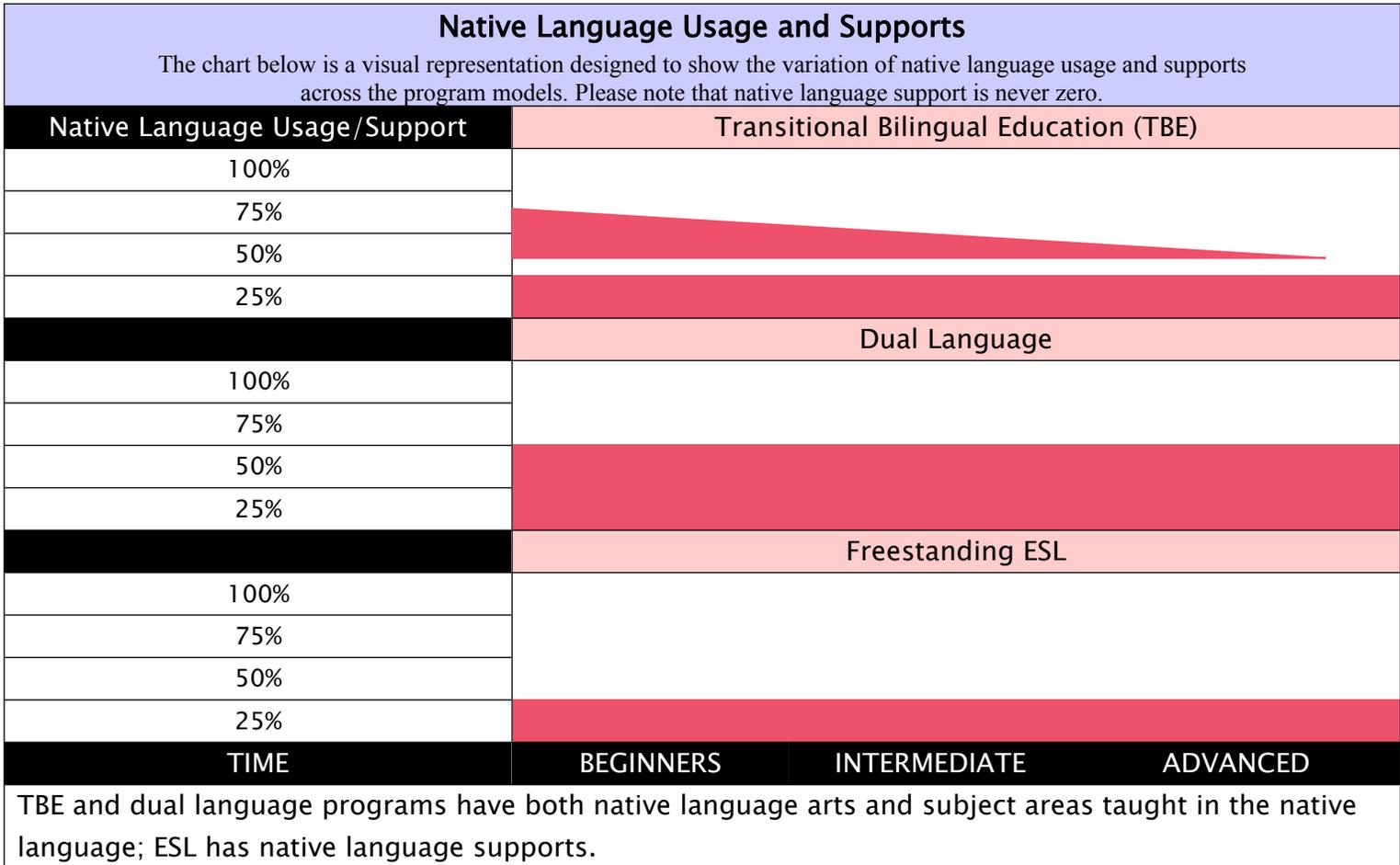
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

	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>a//</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>a//</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.

Instruction is delivered for ELLs in English Language Arts (ELA) via a balanced literacy model. Reader's workshop, guided reading using differentiated instructional strategies, and writer's workshop are included in this block. Our intervention services for K-5, include:

Academic Intervention Service (AIS) - using a pull-out model with skilled instructors provide extra instruction in ELA and mathematics to our most struggling ELL students.

Wilson/Fundations - a one to one and small group reading program that targets struggling readers, used by AIS instructors to support reading deficiencies

We select and implement proven research based interventions that are matched to students' underlying needs. We collect formative baseline, mid-year, and end-of-year data to ensure that we are on track with meeting our long-term goals. Our interim assessments are administered, analyzed, and discussed every six weeks during our weekly collaborative learning meetings. We also provide extra help with language and grammar usage during our afterschool program.

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

The ESL program effectiveness is measured based off ongoing assessments which include running records and monthly assessments. There are three benchmarks given throughout the year, in the beginning of the year to establish a baseline, in the middle of the year to monitor progress and at the end of the year to measure the growth throughout the year. At the beginning of each year we are able to analyze the NYSELAT, NYSELA, NYSMATH results and see the achievements of the ELL population.

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

We provide extra help with language and grammar usage during our afterschool program.

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

There were no programs discontinued.

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

Because our cohorts are integrated within the general education population, they are afforded equal access to all school programs, which include but are not limited to our academic curriculum, social activities, as well as extra - curricular activities. As previously stated, our ELLs receive extra support from our AIS providers, Good Shepard- community based organizations that will provide weekly after-school extra curricula activities, a school based ESL afterschool for ELLs. The Title 3, offer supplementary programs for ELL students in grade 3-5 to address comprehension, reading, writing, listening, and speaking skills to prepare them to pass the NYSESLAT and lessen students' test anxiety.

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

The instructional materials used to support our ELLs and ELL subgroups are as follows: Reading- Expeditionary Learning-CKLA-Fundations/Wilson, Words Their Way, Fountas and Pinnel Level Literacy Intervention/Math-GO Math/Science-NYC K-8 Scope and Sequence / Social Studies-NYC K-8 Scope and Sequence / Technology-SmartBoards-Laptop Carts. Additional support materials include NYSESLAT skills

practice books and CDs, audio/visual aids and center based activities to enrich language acquisition.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language instructional support per program is delivered in the following manner: ESL – Our cohorts receive push-in instruction using ESL methodologies and native language support that provides them with greater access to their current classroom instruction.
16. Explain how the required services support, and resources correspond to ELLs’ ages and grade levels.
The ELLs that are identified as in need of related services receive them as prescribed by their Individualized Educational Plan (IEP). Those students that do not have an IEP are reviewed by the Response to Intervention Team (RTI), where an educational action plan is developed based on age, grade, and proficiency levels. The action plans are reviewed every 6 weeks to determine its success and to create any necessary revisions.
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.
Newly enrolled ELL students are assisted before the beginning of the school year through Back to School orientation, Open House, and PTA offers ongoing events throughout the school year. We offer translations and translators to 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.

Throughout the 2013–2015 school year, there will be at least 3 professional developments held for teachers per year. The professional development for teachers will increase their understanding of implementation and strategies for the ELL population. Professional staff development for classroom teacher will offer knowledge of ESL methodology. The staff development workshops will be to improve methodology on literacy, content–area, and language instruction. The ESL teacher will be exposed to ongoing professional development opportunities.

Throughout the 2013–2014 school year, there will be at least 3 professional developments held for teachers, including all classroom Pre–K –through 5 as well as out of classroom personnel (i.e. Math Support, Science Teacher, Literacy Coach, and SETTS).

The professional development for teachers will increase their understanding of implementation and strategies for the ELL population. Professional staff development for classroom teachers will offer knowledge of ESL methodology. The staff development workshops will be to improve methodology on literacy, content–area, and language instruction. The ESL teacher will be exposed to ongoing professional development opportunities.

By utilizing professional resource materials including (Words Their Way, Word Study for Phonic, Vocabulary, and Spelling Instruction by Donald Bear, English Language Learners: Day by Day K–6 by C. Celic, Connecting Content and Academic Language for English Learners and Struggling Students Grades 2–6 by R. Swinney and P. Velasco , Assessing English Language Learners; Bridges for Language Proficiency to Academic Achievement), I will gather information and gain insight into ways of helping others set–up an ELL environment that fosters learning across the content areas.

The first professional development will be provided on January 16, 2014 and gave a detailed look at ways to assess at–risk and Ell learners through Words Their Way Spelling Inventory.

Two more professional developments will be given in the spring and revisit needs of ELLs and help establish center areas in the teacher’s classroom.

The following materials will be used:

English Language Learners: Day by Day K–6 by C. Celic

Connecting Content and Academic Language for English Learners and Struggling Students Grades 2–6 by R. Swinney and P. Velasco

Assessing English Language Learners; Bridges for Language Proficiency to Academic Achievement

Materials:

The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach In–depth descriptions and examples for each component of the CALLA model: using content areas standards, developing academic language and teaching learning strategies. * A comprehensive analysis of the CALLA

instructional sequence to help teachers plan and differentiate instruction * Standardized test preparation and authentic, performance-based assessments

2. Teachers receive ongoing professional development that is provided by various opportunities by the Grapevine Network, Office for English Language Learners and through the ESL teacher.

3. We have restructured the way that we design our professional development so that it best meets the needs of our teachers and our population of ELLs. We use ESL methodologies and incorporate the SIOP model. The social worker and guidance counselors support students through Respect for All.

4. As we move forward the structure will incorporate the chancellor full staff development days that occur before the start of school and twice during the school year since it will afford us the opportunity to engage non-certified staff in the 7.5 hours of ELL training. The days before school will be an 1.5 hour overview of ELL compliance, programming, and instructional delivery. The remaining 6 hours will be split between the two days of mandated Chancellor's PD that occur during the school year and the focus will be based on summative and formative data. To make certain that all staff received the minimum number of hours, we keep accurate attendance logs/sheets.

D. Parental Involvement

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

Our parents, especially those of our ELL population, are vital component to our students' success; therefore, we have designed activities to meet their needs based on informal and formal conversations conducted by various members of the administration and the parent coordinator as well as parent surveys distributed and collected by the School Leadership Team (SLT). The programs include but are not limited to the following: Monthly Parent Workshops are conducted to enhance parenting and academic skills knowledge, as well as health issues. Achievement Reporting Information System (ARIS) Parent Link training so parents may have 24 hour access to their child's progress. To increase attendance at our meetings we use translator that allow our parents that speak other languages to participate.

There will be at least 3 one hour workshops for parents to come to the school and learn techniques to help their children. These workshops will be held to assist parents in supporting their ELLs at home. Various techniques will be demonstrated to parents to show them how to help their children learn English when they themselves do not speak English. As a certified ESL teacher who is fluent in Spanish and English, the workshops will allow the native Spanish speakers to interact and participate in a meaningful way.

The workshop notices will be translated to accommodate the native language at home (French, Spanish, Arabic). The translation services will be provided by parent volunteers and several translating resources. The Parent Coordinator, the ESL teacher, and the Literacy Coach will be active participants in the workshop. The goal is for parents to interact with various members of the school community.

Topics for Workshops:

1. Common Core and How It Relates to English Language Learners

Reading With Your Child and the Benefits

Literacy Game Night

2. Good Shepherd is a community based organization partnered with our school

3. The needs of our parents are evaluated in various ways; we have a Q&A session following our orientation meeting; needs survey; parent feedback during Parent Teacher conferences; parent coordinator outreach; and informal talks during student pick up from the afterschool program.

4. Parental involvement activities address the needs of the parents because they are based on feedback from workshops, parent surveys, and informal conversations with parents. We also have a congenial relationship with the Parent Association.

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.

ATS Reports, reports used from November 14, 2013.

Part VI: LAP Assurances

School Name: The Abraham Stockton School
14K297

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
J. Brown	Principal		11/15/13
G. Espinal	Assistant Principal		11/15/13
N. Houser	Parent Coordinator		11/15/13
W. Vargas	ESL Teacher		11/15/13
C. Petito	Parent		11/15/13
M. Cunningham	Teacher/Subject Area		11/15/13
C. Rabbach	Teacher/Subject Area		11/15/13
J. Cusumano	Coach		11/15/13
	Coach		1/1/01
J. Cashman	Guidance Counselor		11/15/13
	Network Leader		
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 14K297 School Name: PS 297 The Stockton School

Cluster: 6 Network: 612

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

Part A: Needs Assessment Findings

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.

Based on the HILS survey and the number of non-English speaking parents who need clarification on information sent home, we have determined that we need written/oral translations in Spanish. Thus far, oral and written translations are being provide by four of our staff members who have volunteered their services.

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.

ELLS working at a Beginner and Intermediate level are receiving 10 periods of ESL instruction per week. The students who are working at an Advanced level are receiving 5 periods of ESL instruction per week. When a Parent registers their child they must complete a Home Language Identification Survey. The HILS form is then reviewed by a trained school pedagogue. If the form indicates that a language other than English is used in the home, the student is administered the Language Assessment Battery Exam (LAB-R) within 10 days of registration. The LAB-R is scored and reviewed. If the student scores at or below proficiency, the student is identified as an ELL. Parents are notified in writing (Parent Entitlement Letter) and are invited to attend a Parent Orientation session. At the orientation session, parents review the video and receive information on different program choices. Parents complete the Parent Assurance Survey and Program Selection Form; indicating the program choice that they would like for their child, in their native language. The child is then placed in ESL depending on parent preference. This year, all parents preferred our ESL program and requested that their children are instructed in English only classes. During the 2012-2013 Progress Report, 10.04% of our school's population consists of English Language Learners. According to the 2012-2013 LAB-R and NYSESLAT results show proficiency levels and grades that 70% of the ELL population shows that they are advanced and on the cusp of becoming proficient, 18% of the students are intermediate and 12% of the students are beginners. We have 27 Eligible ELLs; 3 scored at the beginner level, 5 scored at the intermediate level, and 19 scored at

the advance level. According to the 2013 NYSESLAT, 64 were tested. 42% passed out of ESL, 70% scored Advanced, 18% scored at an Intermediate level, and 11% scored at a Beginning level.

Part B: Strategies and Activities

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

The school will translate all home communication into Spanish, Bengali, Arabic and Haitian Creole. All translations will be provided by our in-house staff members and parent volunteers.

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

The school will provide a person to interpret for all parent meetings in Spanish and will use the DOE phone resource for Bengali, Arabic, and Haitian Creole. Translations will be provided by in-house staff members and parent volunteers.

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

The school has instereted into the Safety Plan procedures for ensuring that parents will be able to get instruction in home language. A copy of the attached form is posted at the main door, security desk, and the main office.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS297	DBN: 14k297
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 35
Grades to be served by this program (check all that apply):
<input 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: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The program will be split up into morning sessions Tuesday through Thursday morning (7:30-8:00) and one Monday afternoon session (2:20-3:50).

Both sessions will have an ESL teacher and a Common branch teacher. The groups will be split up according to reading, proficiency and grade level.

The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention designed for children who find reading and writing difficult. LLI is designed to bring children quickly up to grade-level competency. The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is broken up into systems we will be using the Blue system which has guided reading book levels C through N. 90 percent of students are below grade level in reading.

Words Their Way is a program that focuses on the stages of spelling development. This is based off of an assessment that determines their spelling level.

The program will begin in the first week of November and end in April.

The program will be facilitated by the ESL Teacher and the Literacy Coach. The instruction will be based off of Words Their Way Spelling Inventory and Fountas and Pinnell Reading Assessment. Through Co-Planning and Analyzing the data, areas that target weakness pertaining to necessary skill development will become the focus of instruction. All instruction will be done in one classroom sharing responsibilities, planning and grouping accordingly to provide academic rigor.

The Leveled Literacy Program provides running records that will show clear indicators of progress.

Monday's 2:20-3:40(3rd)

Third grade which consist of 14 students will meet for 1 hour and 20 minutes. They will be split up into two groups. They will meet for 35 minutes with the ESL teacher and 35 minutes with the Literacy Coach and have 10 minutes for snack. The lessons will focus on building reading, writing, phonics and fluency. The lessons that will be used will be provided by the Fountas and Pinnell Leveled Literacy Intervention System. Word Their Way will be used to develop their spelling and their vocabulary.

Tuesday's and Wednesday's 7:30-8:00 (4th and 5th)

Fourth and Fifth grade which consist of 11 students will be split up into two groups. The groups will receive instruction on Tuesday's and Wednesday's with the ESL teacher and Literacy Coach. The lessons will focus on building reading, writing, phonics and fluency. The lessons that will be used will be provided by the Fountas and Pinnell Leveled Literacy Intervention System. Word Their Way will be used

Part B: Direct Instruction Supplemental Program Information

to develop their spelling and their vocabulary.

Thursday's 7:30-8:00 (1st and 2nd)

First and Second grade which consist of 10 students will be split up into two groups. The groups will receive instruction on Thursday's with the ESL teacher and Literacy Coach. The lessons will focus on building reading, writing, phonics and fluency. The lesson will be split in two fifteen minute intervals. There will be guided reading lesson and Wilson Language Phonics lesson.

Saturday Trip Enrichment:

There will be two Saturday enrichment trips. The Tenement Museum trip is directly correlated to the Common Core State Standard (CCSS) in the speaking and listening strand which focuses on collaborative discussions and encompasses diverse partnerships; which is one of the measured assessments in the NYSELAT. Through writing about experiences from the Tenement Museum students will be required to know and apply grade level phonics and word analysis skills which are reflected in CCSS 3 foundational skills.

Our second enrichment trip will foster the idea that although we live in this diverse world, everyone looks up in one sky. Children will participate in discussions and use various resources to synthesize and make connections to what children all over the world are doing at the same time (compare/contrast). CCSS to be addressed through this visit include RSIT 1, 6, and 10.

One will be in January to the Tenement Museum in May. Third, Fourth, and Fifth grade students will take a tour titled "What Does It feel Like to Be Far From Home?" They will travel back to 1868 and help Bridget Moore Prepare for her housewarming Party. Students talk to Bridget about her experiences as one of only two Irish families at 97 Orchard St, and draw connections between Bridget's experience and homesickness and discrimination today.

The second one will be in March to the Natural History Museum(3/9/12) the students will tour the Museum and the Rose Center for Earth and Space and also include a Space Show, Journey to the Stars, which is featuring extraordinary images from telescopes on the ground and in space and stunning, never-before-seen visualizations of physics-based simulations, the dazzling new Journey to the Stars launches visitors through space and time to experience the life and death of the stars in our night sky, including our own nurturing Sun. Tour familiar stellar formations, explore new celestial mysteries, and discover the fascinating, unfolding story that connects us all to the stars. Those who come along for the journey may never see the night sky in the same way again.

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

Part C: Professional Development

Begin description here: Throughout the 2012-2013 school year, there will be at least 3 professional developments held for teachers, . The professional development for teachers will increase their understanding of implementation and strategies for the ELL population. Professional staff development for classroom teacher will offer knowledge of ESL methodology. The staff development workshops will be to improve methodology on literacy, content-area, and language instruction. The ESL teacher will be exposed to ongoing professional development opportunities.

Throughout the 2012-2013 school year, there will be at least 3 professional developments held for teachers, including all classroom Pre-K –through 5 as well as out of classroom personnel (i.e. Math Support, Science Teacher, Literacy Coach, and SETTS).

The professional development for teachers will increase their understanding of implementation and strategies for the ELL population. Professional staff development for classroom teachers will offer knowledge of ESL methodology. The staff development workshops will be to improve methodology on literacy, content-area, and language instruction. The ESL teacher will be exposed to ongoing professional development opportunities.

By utilizing professional resource materials including (Words Their Way, Word Study for Phonic, Vocabulary, and Spelling Instruction by Donald Bear, English Language Learners: Day by Day K-6 by C. Celic, Connecting Content and Academic Language for English Learners and Struggling Students Grades 2-6 by R. Swinney and P. Velasco , Assessing English Language Learners; Bridges for Language Proficiency to Academic Achievement), I will gather information and gain insight into ways of helping others set-up an ELL environment that fosters learning across the content areas.

The first professional development was provided on November 16, 2012 and gave a detailed look at ways to assess at-risk and ELL learners through Words Their Way Spelling Inventory.

Two more professional developments will be given in the spring and revisit needs of ELLs and help establish center areas in the teacher’s classroom.

The following materials will be used:

English Language Learners: Day by Day K-6 by C. Celic

Connecting Content and Academic Language for English Learners and Struggling Students Grades 2-6 by R. Swinney and P. Velasco

Assessing English Language Learners; Bridges for Language Proficiency to Academic Achievement

Materials:

The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach In-depth descriptions and examples for each component of the CALLA model: using content areas standards, developing academic language and teaching learning strategies. * A comprehensive analysis of the CALLA instructional sequence to help teachers plan and differentiate instruction * Standardized test preparation and authentic, performance-based assessments. [REDACTED]

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: There will be at least 3 one hour workshops for parents to come to the school and learn techniques to help their children. These workshops will be held to assist parents in supporting their ELLs at home. Various techniques will be demonstrated to parents to show them how to help their children learn English when they themselves do not speak English. As a certified ESL teacher who is fluent in Spanish and English, the workshops will allow the native Spanish speakers to interact and participate in a meaningful way.

The workshop notices will be translated to accommodate the native language at home (French, Spanish, Arabic). The translation services will be provided by parent volunteers and several translating resources.

The Parent Coordinator, the ESL teacher, and the Literacy Coach will be active participants in the workshop. The goal is for parents to interact with various members of the school community.

The tentative dates will be on the second Monday’s in February (2/11/13, April (4/8/13), and May (5/13/13) following the afterschool program Monday.

Topics for Workshops:

Common Core and How It Relates to English Language Learners

Reading With Your Child and the Benefits

Literacy Game Night

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 		

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"> Per diem 		
Purchased services <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		