



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: CHELSEA PREP
DBN (i.e. 01M001): 02M033
Principal: LINORE LINDY
Principal Email: LLINDY@SCHOOLS.NYC.GOV
Superintendent: MARIANO GUZMAN
Network Leader: DAN FIEGELSON

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
Linore Lindy	*Principal or Designee	
Erin Lubick	*UFT Chapter Leader or Designee	
Ivli Salman	*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	
Marisa Abelson	Member/ S.E.T.S.S. Teacher K-5	
Lynne Garon	Member/ SLT Recording Secretary Speech Teacher K-5	
Linda Shkreli	Member/ Fifth Grade Teacher	
Julia Roberts	Member/ SLT Chairperson/ Parent of student grade 3	
Tess Radunovich	Member/ Parent of Student Grade 1	
Michelle Lee	Member/ Parent of Student Grade 5	
Logan Gentry	Member/ Parent of Student Grade K and 3	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, students in Grades K-1 will increase their independent reading level by 60% as measured by Fountas and Pinnell.

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 reviewing our data we determined that the entire school will use a uniform assessment- Fountas and Pinnell to identify reading levels and appropriate behaviors and strategies that will impact student reading levels. Of the students entering school in Kindergarten and Grade 1, many are reading below level A as per Fountas and Pinnell. The students lack early literacy skills and have not attended Pre-K. Approximately 7% of our general education kindergarten students and 8% of our general education first grade students are English Language Learners.

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

The data from Universal Design for Learning (UDL), a research-based framework, suggests that each student learns in a unique manner. Teachers use UDL to create options in how instruction is presented, how students express their ideas and how to engage students in their learning, thus customizing and adjusting instruction to meet the learning needs of individual students.

Teachers will administer Fountas and Pinnell assessments at three intervals during the school year during September, January, and May. Running records are conducted during October, November, December, February, March, and April. The Intervention Team analyzes individual independent reading levels compared to reading benchmarks. Interventions are provided for students who are stalled.

Teachers will use data from classroom assessments to form student groups for differentiated instruction.

Teachers will develop, apply and monitor instructional strategies which may include:

- Guided reading instruction
- Word study
- Shared reading
- Strategy groups
- Read aloud
- Turn and talk
- Think aloud
- Grand conversations
- Conferring
- Independent reading

Teachers will ensure that their conferences with students are clear and focused. During conferences, teachers will discuss reading behaviors, scaffold to deepen student's thinking and use high level questioning and reflection to set further learning goals. Conference structures will vary to include regular one-to-one; check-in or roving; teacher or student initiated.

Teachers will include time during read aloud for students to engage in "grand conversations" which assist students to engage in more sophisticated oral language for writing reading responses.

- a) staff and other resources used to implement these strategies/activities,

Contract for Excellence for consultancy

Collaborative Teacher Teams

Common Preps

Vertical Articulation

Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8 Fountas and Pinnell, Heinemann 2006.

The Continuum of Literacy Learning K-8, Fountas and Pinnell, Heinemann 2007.

Reading Assessment Kits A-L, L-Z, Fountas and Pinnell, 2008.

Danielson Framework

Book Study Clubs

Units of Study/Performance Tasks

Response to Intervention (RTI)

- b) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Teachers will collaborate to establish an agreed upon, coherent set of beliefs about how students learn to read and about how teachers can assess the depth and comprehensiveness of student learning.

Teachers will collaboratively plan, implement and assess through Team Planning meetings and professional development team.

Teachers use knowledge and understanding gained through the Teacher Team Meetings to modify and redesign learning strategies.

Instructional Lead teachers

Teacher Leaders

- c) Timeline for implementation.

The number of K-1 students reaching their independent reading level benchmark in June 2014 will be at least 60% greater than the number in September 2013.

Fountas and Pinnell running record assessments are conducted 3 times a year, Sept, Jan, and May. Students will progress to levels indicated on the Chelsea Prep Benchmarks for Independent Reading levels.

The intervention team meets monthly to review student progress based on Fountas and Pinnell assessments. Tier 2 interventions are put in place for students who do not make adequate progress. Modifications and adjustments are made as necessary.

Teachers participate in action research and use their findings to modify and differentiate instruction.

Grade teams meet weekly.

Vertical articulation teams meet quarterly.

Monthly Grade conferences are dedicated to looking at student work.

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

1. Susan Myung, Yanik Breving – Literacy Coaches.
2. Margaret Irving - AUSSIE consultant
3. Marisa Abelson- SETSS
4. After review of reading levels feedback is provided to classroom teachers and the teacher is advised to Tier I or Tier II intervention.

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

1. Reading Baselines (quarterly benchmarks) Fountas and Pinnell

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

1. September 2013- May 2014
2. Timeline Fountas and Pinnell September, Running Records October, Running Records November, Running Records December, Fountas and Pinnell January, Running Records February, Running Records March, Running Records April, Fountas and Pinnell May.

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

Our Pre-K- Grade 5 program uses the CCLS to drive instruction. The teachers articulate vertically and horizontally on grade level on an ongoing basis.

The school participates in the school Cookshop nutrition program integrating literacy and cooking.

All students have breakfast in the cafeteria upon arriving to school from 8:00-8:30am so they can have an extended literacy block beginning immediately at 8:30am.

All classroom support staff is trained on teaching guided reading groups.

We provide recess coaches for small group activities helping students develop leadership skills and teamwork.

Professional Development will be provided on conducting uniform Fountas and Pinnell assessments throughout the building. Professional Development will be provided on instructional shifts in ELA and ELLs. Professional Development will be provided on instructional shifts in reading behavior as per Fountas and Pinnell. We will have students receiving Reading Recovery and we use the Fountas and Pinnell intervention kits.

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).

Provide materials and training to help parents work with their children to improve their achievement level. Schedule parent meetings to show how we have aligned ELA to CCLS. Conduct parent workshops in literacy and test sophistication. Provide written and verbal progress reports that are periodically given to parents to inform them of their children's progress on instructional shifts and citywide expectations.

Budget and Resource Alignment

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

X	Tax Levy		Title IA		Title IIA	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.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, there will be an increase of 10% in number of parents attending events and workshop as measured by attendance sign in sheets, photographs and exit slips..

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 reviewing our peer review data we determined we needed to increase parental/guardian involvement and engagement through targeted parent/guardian workshops and celebrations to promote academic success for students. In recognition of the impact of parental support and strong home/school connections on student progress, our goal is to create many and varied opportunities for parents to be connected, informed and involved with the school and community. A recommendation from the Peer Review was that, "parents in the early grades are reluctant to utilize these (*parent workshops*) tools."

After reviewing our data, we identified the need to increase parental/guardian involvement and engagement in workshops and in ongoing and reciprocal collaboration with the school about their children's strengths, weaknesses and next learning steps.

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

Teachers provide opportunities for parents / guardians to become informed about the curriculum and expectations at grade level meetings which take place at the beginning of the year.

Back to school orientations are scheduled before the beginning of the academic year.

Parents are asked to share information about their child prior to or during parent teacher conferences.

A parent/guardian phone text database will be established. Eblasts will be sent out regularly.

Classroom celebrations, to which parents are invited, take place in each classroom at least 6 times per year. Parents learn about the focus of the lesson before the presentation of student learning. Parents provide written feedback in response to student work. They leave learning about the content of the next celebration.

Parent coordinator provides support at each celebration.

Homework tasks request daily parent/guardian signature and feedback.

School newsletter is posted on the school website.

2. Monthly newsletter sent to parents from each classroom and cluster teacher.

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

1. Hanne Kjeldgaard – Parent Coordinator
2. Ivli Salman – PTA President
3. Margaret Irving, Sue Morris – AUSSIE Consultants
4. Classroom Teachers

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

1. Attendance at PTA meetings, Workshops, Publishing Celebrations, Read with Your Child, Friendraiser Events
2. Attendance at meetings, Workshops, Publishing Celebrations, Read with Your Child, Friendraiser Events.
3. Attendance at meetings is measured by an attendance sign in sheet. Based on the number of attendee's the meeting times will be adjusted to meet the needs of the parents.
4. Workshops- flyers and emails are sent out to parents at least 10 days before the meeting. Attendance is recorded. All workshops are held by highly qualified instructors.
5. Publishing Celebrations- All teachers will have three to four publishing celebrations per year. The dates are submitted to the principal in September. Parents are notified via website, email, phone blasts, and paper reminders. Teachers provide a brief conversation about instructional strategies to the parents.
6. Read with your child is conducted the first week of the month. The parent coordinator records the attendance for these events.
7. Friendraisers such as Fall-o-ween, Holiday Shows, Multicultural Dinners, to bring parents and school community together to foster parent involvement.

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

1. September 2013- June 2014

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

1. Parent trips- Museums, Circle Line, Ellis Island
2. Whitney Family Day
3. Parent Friendraiser Events - Fall-o-ween, Holiday Shows, Multicultural Dinners.
4. PTA Subgroups- Graduation, Fundraising, Student Support
5. Family Nights focused on Math and English Language Arts
6. Parents' Cookshop Workshop

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).

Parental involvement activities as requested by parents (i.e. more math workshops)

Maintain a parent coordinator and teacher liaisons to serve as a liaison between the school and families.

Translate all critical school documents and provide interpretation during meetings and events, as needed.

Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.

Provide opportunities for parents to help them understand the accountability system.

Teacher newsletters have space for parent comments.

Parents will be encouraged to participate in their children's learning. They will be asked to collaborate with teachers and acknowledge and comment on the work that students take home. This may include signing off on completed homework, commenting on projects and published work, and completing evaluations when attending classroom-based learning celebrations.

Parent Feedback/ communication about their child's strengths and weaknesses.

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	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.

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, there will be an increase of 75% in the number of students using 21st century skills in technology based on technology grades and reports to parents.

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 reviewing our data we determined that we must integrate technology as a valuable teaching and learning tool in all curriculum areas to increase student engagement. We are preparing our students to be college ready, successful in the 21st century. In order for them to be successful technology needs to be integrated into all areas of their learning. Technology also increases student engagement which leads to increased student achievement. This is tied to the Common Core Learning Standards and preparing students for the 21st century. Teachers surveyed the number of students who have access to computers and internet at home.

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

Smartboards are used for lessons.
iPads are used in classrooms.
All classrooms have at least four desktop computers as well as laptops.
Go Math interactive games

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

Classroom teachers, CUNY technology intern

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

Technology grades on Report Cards/ Teachers evaluation of use of technology as per Danielson rubric.
Teachers will be observed using technology during their six informal Danielson observations/ Formal observations. Students will present their work during publishing parties.

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

September 2013- June 2014
Friendraisers:
October – Fall-o-ween
November- Multi-cultural dinner
December- Holiday Show
January- Science Fair
February- Valentine’s Day Dance
March- TBA
April- Earth Day
May – TBA
June- Graduation

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

Teachers integrate technology into lessons

All classrooms have Elmo document projectors or interactive whiteboards and are expected to use them daily.

Teachers provide in house Smartboard professional development as well as other classroom technology on an as-needed basis.

Create a schedule for laptops to go to all classes Grades Pre K-5

Support teachers with distributed leadership technology workshops across established school-based curriculum.

Distributed leadership to support implementation strategies of all classroom computer technology.

Enrichment for All - Renzulli Learning Program

E-Books to be secured for Lunch Buddies - Reading Initiative

Develop technology-based projects in Grades K-5

- K- digital story board; importing graphics
- Grade 1 – power point presentation
- Grade 2 – digital movie making; email
- Grade 3 – digital storytelling, keyboarding, document management
- Grade 4 – excel data analysis
- Grade 5 – podcasting

Technology Leadership Group provides professional leadership and support to maximize the school's technology use.

Identify a technology point person to address maintenance issues.

Develop a maintenance plan.

Regular use of computers in classroom

Student published works using technology such as power point presentation, word or excel documents, digital photography, digital movie making, podcasting, blogging, are developed at least 3 times during the year.

Integration of technology in curriculum plans as per Danielson evaluations.

Advanced teacher expertise in use of interactive whiteboard, document projectors, and classroom computers

Classroom websites are in place.

Blogging and podcasting are used in grades 3-5.

Technology committee meets monthly to look at how technology NETS (National Education Technology Standards) is being implemented in each grade.

Developed criteria for technology grades are refined and explicit and are included on the report cards three times a year.

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).

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Computers available in PTA room for parent's use.
- Computer assistance workshops for parents.
Provide materials and training to help parents work with their children to improve their achievement level through the use of technology

Ensure staff will have access to interpretation services in order to effectively communicate with limited English-speaking 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		Title IA		Title IIA	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.

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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- 2. Key personnel and other resources used to implement each strategy/activity**
- 1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 4.
- 5. Timeline for implementation and completion including start and end dates**
- 1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- 2. Key personnel and other resources used to implement each strategy/activity**
- 1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 4.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

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	Great Leaps, Wilson, Foundations, Reading Recovery Fountas and Pinnell.	RTI, and small group Intervention services are implemented through a modified workshop model, push-in/pull-out by all specialty teachers	during, after-school and on weekends
Mathematics	Aussie Assessment/ Sena I and Singapore Math are used to assess and target the needs of students at risk in Grades 1 and 2 using an interview assessment tool which was developed by the Aussie Consultants.	Small groups of no more than 10 students (5 students for special education teachers) , two times per week with classroom teachers 100 minutes is targeted for math instruction in extended day/week	during, after-school and on weekends
Science	Test sophistication, increased use of non-fiction text and small group instruction.	Small groups	Lunchtime/Extended Day Program in Science
Social Studies	Small group instruction, push-in support from reading specialist	Small group instruction, push-in support from reading specialist	Extended Day Program
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling services focused on social/emotional issues related to academic and behavioral performance. Participating in Pupil Personnel Team Meetings – Crisis Intervention as needed – Referral to outside agencies and consultation with mental health agencies and teachers. Outreach and consultation with parents as well with outside agencies and medical professionals, and consultation with teachers. A full time Board of Health nurse is on site to monitor health needs. Workshops for asthmatic students are provided. Support for parents and appropriate referrals (eyes, ears, dental) are provided.	Individual and small group	During the school day Workshops for asthmatic students are provided.

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

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

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

Title I Status

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

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).

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 02	Borough Manhattan	School Number 033
School Name Chelsea prep		

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 Linore Lindy	Assistant Principal Beth Hermelin
Coach type here	Coach type here
ESL Teacher Maria Cristina Tur	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	516	Total number of ELLs	31	ELLs as share of total student population (%)	6.01%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE	7	8	8	4	2	2								31
SELECT ONE														0
Total	7	8	8	4	2	2	0	0	0	0	0	0	0	31

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	28	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	28	0	5	3	0	1	0	0	0	31
Total	28	0	5	3	0	1	0	0	0	31

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	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	5	5	1	1	1								14
Chinese	4	2	3	3	1	1								14
Russian		1												1
Bengali	1													1
Urdu														0
Arabic														0
Haitian														0
French	1													1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	7	8	8	4	2	2	0	0	0	0	0	0	0	31

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)	4	2	0	1	0	1								8

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	2	1	1	0	0								4
Advanced (A)	3	4	7	2	2	1								19
Total	7	8	8	4	2	2	0	0	0	0	0	0	0	31

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	4	2	0	1	0	1							
	I	0	2	1	1	0	0							
	A	3	4	7	2	2	1							
	P													
READING/ WRITING	B	4	2	0	1	0	1							
	I	0	2	1	1	0	0							
	A	3	4	7	2	2	1							
	P													

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

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

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

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

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

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

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

Early literacy skills are assessed using Fountas and Pinnell benchmarks. This helps us figure out the child's instructional level, fluency rate and phonemic awareness. Our ELL students are monitored monthly. We monitor the progress of students who are stalled. We focus on comprehension skills in instructional guided reading groups. We scaffold for meaning, focus on vocabulary and word study in context. We noticed that our students have stronger receptive than expressive language skills. Therefore we provide Readers Theater, TPR methodology, language experience and read along centers to support the students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our students are more proficient in listening and speaking than in reading and writing. This pattern is consistent throughout grades 1-5. Therefore, we provide lots of writing in the content area in writer's workshop, note taking skills and the reading workshop model.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

Each teacher will analyze their students results of the NYSESLAT and then tailor their instruction based upon the students needs. We noticed that we need to focus more on the reading and writing areas. We will increase their academic language skills based on this data.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

K-5 classroom teachers use data from Fountas and Pinnell to assess monthly reading levels. ELA, Math and Science standardized tests results are also analyzed to determine ELLs strengths and weaknesses. Teachers differentiate instruction in their classes by assigning student-based projects tailored to specific levels of second language acquisition. Homework assignments are also modified to support ELLs. needs. Parental input (cultural information/health related information) is taken into consideration while planning classroom instruction.

Teachers build upon the linguistic capabilities students bring and use it as a means to guide instruction.

Students monitor their own learning by using rubrics aligned to Common Core Standards.

Tier I.

There is rigorous and evidence-based curriculum aligned to Common Core Standards. Thematic units are aligned to science scope and sequence social studies scope and sequence. Curriculum is designed taking into account content and language objectives developmentally appropriate for ELLs.

Individual student factors are closely monitored to differentiate instruction. Students progress is being measured on their individualized needs.

Tier II.

In addition to core instruction, extra attention and activities are being provided to specific students. They are placed in smaller groups and activities are further tailored to accommodate their needs.

Tier III.

Intensive and individualized instruction is being provided to students who need assistance with specific skills and competencies.

6. How do you make sure that a child's second language development is considered in instructional decisions?
 Teachers have a record of students' educational and linguistic histories. Instruction is planned according to the linguistic capabilities students bring to the classroom. Students' linguistic strengths guide instruction. Teachers understand where challenges may lie and plan accordingly.
 Teachers provide input that is understandable by using language in context, providing background knowledge, using visuals and context cues and clarifying vocabulary.
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.).
 We use their monthly reading levels. We determine their strengths and weaknesses in ELA and mathematics. Children are in strategy groups based on areas of need. Teachers help students scaffold questions and understand the intricacies of distractors. We provide bilingual dictionaries to better support the students. We use translated periodic assessments for mathematics. We use the results of the NYSESLAT exam to measure growth and success of ELL programs. Results of ELA/Math exams are used to measure growth.

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](#).)
 A trained pedagogue assists parents in filling out the Home Language identification Survey (HLIS) in their native language when they first register. ESL students are identified through the administration of HLIS, including the informational interview. If the students meet the criteria for ESL testing, the ESL teacher administers the Language Assessment Battery - Revised (LAB-R) to new admits and Spanish LAB, if the Home language is Spanish. The ESL teachers are responsible for conducting the informal oral interviews, screening and testing. They are certified ESL teachers. The ESL teachers speak Spanish and there are 3 staff members who speak Mandarin, Cantonese, Fuchownese and can assist parents if needed. We also have staff members who speak French and Urdu. The ESL teachers determine the eligibility for LAB-R testing and test the children within 10 school days of entry. They administer the NYSESLAT every spring to all students who are entitled to take the tests. After testing, beginner and intermediate students receive 360 minutes of ESL instruction per week and advanced students receive 180 minutes of instruction per week.
 Every Fall and Spring, as required by CR Part 154, the ESL teachers meet with parents to inform them about the ESL Program requirements, the grade and program expectations, the NYSESLAT assessments and ELA/MATH promotional criteria for ELL students.
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.
 All the parents of ELLs are invited to the school to attend a Parent orientation after the second week of school. This meeting is held in English, Spanish and numerous Chinese dialects. Our orientation sessions are given in small groups where parents are informed of all of their options about the different models of servicing ELL students. Parents also watch a video in their native language explaining the three program choices. There are ongoing orientations as new arrivals join our school. If parents can't come to the orientation, we provide alternate times for one on one meetings. The last resort is phone meetings to explain what the options are.

ESL instruction for the Free Standing ESL program is provided based on beginning, intermediate and advanced levels as determined by NYSESLAT and LAB_R.

Beginner - 360 minutes (8 periods per week)

Intermediate - 360 minutes (8 periods per week)

Advanced - 180 minutes (4 periods per week)

the parents are informed of the three program choices (Transitional/Bilingual education, Dual language and Free Standing ESL). Parents are then given an opportunity to decide which program is the best fit for their child. Parents receive a brochure in their native language about the three programs. They have an opportunity to ask questions about the brochure. Parents fill out a parent survey and program selection form indicating their choice and a parent signature is required.

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 are sent home with the students with a tear-off sheet at the end of the letter to let us know that the letter was received. A copy of the entitlement letter is kept in the principal's office with all the ESL documentation. If the tear-off is not sent back, a follow-up phone call will be made within two weeks and a record will be kept. parent Survey and the Program Selection Forms are distributed at the end of the orientation and parents are asked to complete them. Parent choice form must be signed by the parent

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.

When parents do not choose a program the default program is bilingual. Since our school doesn't have a bilingual program, parents are informed which bilingual sites are available. Parents are informed that they have the option to transfer to a school with the programs that they chose. They are provided with a list of schools with that program in the neighborhood. Parents are informed in their native language that our school offers a Free Standing ESL program.

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.

Students are grouped as follows:

Kindergarteners take K- NYSESLAT.

Grades 1 and 2 take 1-2 NYSESLAT.

Grades 3 and 4 take 3-4 NYSESLAT

Grade 5 take 5-6 NYSESLAT

Teachers and parents are informed of dates and modalities being tested.

The speaking section of the NYSESLAT test is administered individually to each student. Two qualified teachers administer the test. One teacher reads the script while the other teacher scores the student's response. The scorer is not the teacher who delivers ESL instruction.

The listening, reading and writing sections of the NYSESLAT test are being administered in groups.

The writing section of the NYSESLAT test is scored by two qualified teachers. Scoring regulations are followed. Prior to scoring, teachers receive training and use exemplars to practice.

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.  For the past few years based on a review of the Parent Survey Forms as in HIBE in ATS and Program Selection Forms, the trend has been to place the students in a Free Standing ESL Program. Out of 8 surveys, 8 parents/guardians chose Freestanding ESL Program. All parent choices were fulfilled. The program offered at our school is aligned with parent's requests. There were no requests for any other choices. The parents signed off that the placement is for the entire school year We make parents aware of the positive benefits of keeping their children in one program and not changing from one program to another..

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. We currently have 3 licensed ESL teachers for grades K-5. We have a collaborative team teaching model in 1 grade. The ESL students in this class have mixed proficiency levels. There is 1 ESL students in first grade gifted-talented class who pushes in the collaborative team teaching class for instruction.
There is a K, 2, 3,4, 5 pull-out Freestanding ESL Program. Students in grades 2, 3, 4 and 5 receive some of the mandated ESL minutes with a certified ESL teacher who teaches science.
Students are placed in heterogeneous proficiency levels according to NYSESLAT and LAB-R results.
 - b. We have block program models in K-5. The block program is composed of heterogeneous proficiency levels.
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)?
Newcomers are grouped according to the LAB-R. The other groups are formed according to the NYSESLAT results. Beginner and intermediate level students receive 360 minutes of instruction weekly in a Freestanding ESL pull-out Program and science class. The advanced level students receive 180 minutes of mandated services in a Freestanding ESL pull-out Program and science class. First graders receive all their minutes in the collaborative team teaching class.
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.
All programs in our school are designed to develop skills in speaking, reading, writing and listening in English language skills.

The school follows a balanced literacy program curriculum aligned to the Common Core Learning Standards. Units of study are aligned to the Common Core Learning Standards. The content objectives and language objectives are defined by the essential questions aligned to the science scope and sequence standards and social studies scope and sequence standards. Instruction is student-driven. Students work on long-term projects that promote higher level thinking and enhance language development. The curriculum provides authentic context for learning precise academic language. Children connect to authentic experiences to deepen receptive and expressive language. Students learn grade level content along with language skills. Non-fiction texts are connected to the mainstream curriculum, as well as a series of lessons that build on each other, widen and deepen language proficiency all across the curriculum. Large visuals with graphic organizers help to scaffold content subject matter. A variety of genres including poems, charts, songs and raps are utilized. Listening to rhythmic text accompanied by gestures and movements help make language memorable, facilitating the internalization of vocabulary as well as language patterns and structures. Language is used for authentic purposes utilizing a whole range of language skills - functions, patterns and structures, critical thinking, academic concepts and vocabulary. Vocabulary and skills are taught in context. Using an inquiry approach, integrated units of study are developed through the school year. Basic decoding and comprehension strategies are modeled through Big Books. Word study is done through literature. In the science classroom, the ESL teacher helps the students to understand content academic language. The students experiment through inquiry based lessons. Reading and writing is enhanced through reflective journaling and read alouds. Students' cultural identities are validated by establishing a classroom environment where children feel safe to share their experiences and inner feelings about the new language and culture. Meaningful activities help ELLs retain their home culture diversity while learning a new language and adjusting to a new social setting.

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

We ensure that our ELLs are appropriately evaluated in their native language by administering the Spanish LAB-R to students whose native language is Spanish. Students are also able to take math and science tests in their native language if they so desire.

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

All four modalities are evaluated during the lessons which make up each unit of study, without interrupting instruction for traditional testing. Evaluation is based on activities that are actually part of each unit. Students benefit from the contextualization provided by thematic instruction, rather than confronting isolated fragments of decontextualized language in high-anxiety text situations.

The processes and products of students' actual classwork serve as basis for assessment. Students reflect on their own learning on a daily basis when they write feedback at the end of instruction. This feedback provides data to monitor students' understanding of content taught. Students share their reflections with classmates deepening their understanding of content and utilizing language for higher order thinking skills.

Grand conversations, conferring, Fountas and Pinnell are also means by which the four modalities of English acquisition are being evaluated throughout the year.

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. The ESL teacher, classroom teacher and guidance counselor help to support acculturation into the English language school. All SIFE students will participate in ESL after school programs. Students will be provided with buddies and mentors. Currently we do not have any SIFE students.

b. Students receive small group instruction in their Freestanding ESL Program. Students are provided with differentiated instruction in product, process and content.

c. We carefully analyze the data with regards to the area where the children need further support. We determine if the support is in reading, writing, speaking or listening. We provide extended day 50 minutes, two times a week to meet individualized needs and goals. The students are provided with resources such as read alongs centers to help them with listening skills and note taking. We use leveled texts to support the students in literacy. Students are involved in inquiry based projects with the assistance of technology programs such as Renzulli Learning. Homework assignments are tailored to support the different levels of language acquisition.

d. Long-term ELLs strengths and weaknesses are identified. Individualized and interim goals are set. Teachers work collaboratively to strengthen the literacy of each student. The students participate in ESL after school programs in Literacy, Science and Mathematics.

e. We provide small group extra support to students who have tested out of ESL mandated instruction. Former ELLs are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT according to the State Education Department.

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

For students with Special needs, ESL teachers follow the students' mandated IEPs. Students are provided accommodations and small group instruction. Instruction is individualized and differentiated according to their needs. Content is scaffolded to make it comprehensible. The school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. Students participate in a Common Core-aligned instructional program that regularly ensures continuity of rigorous instruction with high expectations.

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?

In our school ELL-SWDs students are mainstreamed with general education students. The students are grouped homogeneously or heterogeneously for targeted areas of instruction based on various data, such as but not limited to the LAB-R and NYSESLAT. They participate in guided reading instruction according to Fountas and Pinnell reading levels. They create projects tailored to their IEP guidelines. Homework assignments are also tailored to meet their individualized needs.

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

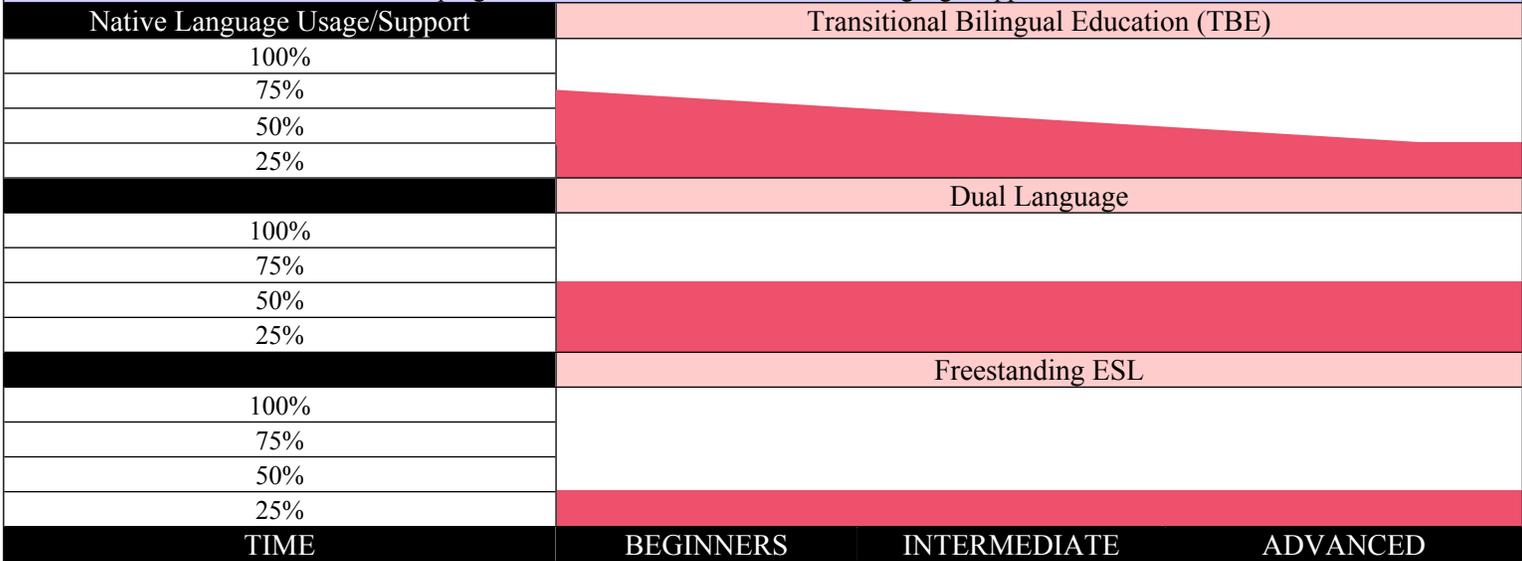
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- ELA, Math and content area intervention in grades 3-5 consists of Extended Day Instruction (50 minutes) for reading, math and science. All general education students receive targeted instruction in English. Students are provided with differentiated instruction to support their needs. Precise mathematical language is utilized to help students learn key vocabulary words. Students have a lot of experiential learning through thematic units of study. Reader's theater is utilized to help students with oral language and fluency. In addition, accountable talk is utilized as a strategy during grand conversations. Students are provided with translated versions of the Standardized Math and Science exams.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Ells receive differentiated instruction in small groups in a Freestanding pull-out ESL program, in a collaborative team teaching setting and in their science class. In all these three settings, students' needs are identified and met. Students acquire content and language development through thematic units of study and inquiry based projects. The use of authentic assessment allows an overview of each student's growth over time.
- Our program is very effective because it empowers students to be responsible for their own learning via daily reflection of their learning process. It builds on their strenghts and challenges them through higher order thinking activities with comprehensible input.
11. What new programs or improvements will be considered for the upcoming school year?
- We have secured computers for the students and the Renzulli Enrichment Model for all of the ELL students. The programs can be translated into numerous languages for parental support. Most classrooms have Smartboards and Elmos.
12. What programs/services for ELLs will be discontinued and why?
- N/A.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students are in the ballet, art club, chorus, chess, instrumental music and multicultural programs. They also participate in Rosie's Kids, American Ballroom Dancing, National Dance Institurte Programs, CASA Intrepid Program, Studio in a school, Robotics, Cookshop, as well as the Whitney Museum collaboration.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Materials used include Mondo sing alongs, Big Books, books on tape and CDs, read aloud books. Poetry and books for guided reading in addition to Readers Theater, Into English program, balanced literacy and thematic units of study, read along centers and author studies. Computers and I-Pads are utilized for small group support. Students use Starfall and various technology programs integrated into the curriculum. Each classroom is equipped with either Smartboards, ELMOs, and/or computers. All teachers also have access to utilize laptops, I-pads and Smart Tables.
- ELLs demonstrtate technical/digital proficiency, in areas including, but not limited to, research on the internet and the use of computers. Students are videotaped with I-Pads to further enhance their fluency and receptive skills.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- ESL students use code switching whenever it facilitates language comprehension. In the ESL program students use their native language among themselves to help each other to accomplish high demand, high challenging areas of instruction. Students practice the use of, and are provided the English and native language versions of (when available), formal and informal assessments.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Student service is targeted to their proficiency level and is grade specific. Grade level resources are used and scaffolded for deeper understanding. Manipulatives, visuals and graphic organizers are also used for support. Academic instruction is based on grade level curriculum that is aligned to Common Core Standards. Content area work is grade specific but scaffolded to support the students needs. ELLs in the FreeStanding ESL program participate in small group, task-oriented situations that guide the production of language both in verbal and written form.
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 and parents have orientations the last week in August. They are given a tour of the school, the ESL

room as well as given a description of the program.

18. What language electives are offered to ELLs?

N/A.

19. For schools with dual language programs:

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

N/A.

C. Professional Development and Support for School Staff

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

1. Teachers of ELL students receive support from the literacy and math consultants. Our ESL teachers go to monthly network support meetings. Our ESL support teacher is a member of the UFT committee on ESL/Bilingual Instruction, a TESOL and ASCD member. The Assistant principal, all teachers including Speech and related service providers, the secretary and the Parent Coordinator are trained in ESL strategies.

2. All teachers receive weekly professional development in how to implement the Common Core Learning Standards in their teaching. Workshops are tailored to address the diversity of our school population such as gifted-talented students, general education students, ELLs and SWDs. Monthly grade meetings are set up where teachers analyze student data and plan thematic units of study with the appropriate differentiation. Classroom intervisitations serve as a model to enhance teacher articulation and further analyze student data.

3. ELL students and parents are taken on middle school tours. ESL programs at the middle school are reviewed with parents/guardians for informed decision making. They also receive mock interviews with our corporate sponsor.

4. All staff receive a minimum of 7.5 hours of ELL training during the course of the year. Faculty conferences, grade conferences, and PD sessions are dedicated to helping teachers of ELLs.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. ELL parents are included in all school workshops including literacy, math, book clubs and social emotional workshops. Translations are provided in Spanish and Chinese. Parents also participate in the Cookshop for Families Program. All Parents are invited to Read with your Child, the 1st Friday of the month. parents are encouraged to read in their native language to their child. We provide Peaceful Parenting Workshops, Learning Leaders Workshops, ELA, Math and ESL workshops. We have trips for ELL students and their parents to landmark sites within the city.
 2. We partner with Hudson Guild for Support as well as Foodbank for Cookshop for Families.
 3. We assess parents during parent orientation breakfasts. Meetings and workshops help us to understand needs of the parents on how to better help their children. We also assess the expertise of parents/guardians to see how they can assist their child in the classroom and at school. We use the results of the Learning Environment Survey to determine the needs of parents. We send monthly newsletters to parents. We have workshops to Help your Child to Learn; Parent/Guardians receive invitations to writing, publishing celebrations in the classrooms. Workshops in literacy and math are provided monthly to support learning at home. Parents are provided with invitations to multicultural events, technology workshops, informational workshops on ESL strategies, ELA and Math state test expectations. In addition, Helping Your Child learn Survey is administered twice a year.
 4. Activities are planned considering the family, cultural and language background of students to celebrate and include students in the school community and to educate staff about its diversity.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02033 School Name: Chelsea Prep

Cluster: 02 Network: 203

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

Part A: Needs Assessment Findings

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

The Home Language Surveys note that the major home languages are English, Spanish and Chinese. About 6% of the students in the school are English Language learners. In order to communicate with the parents whose home language is other than English, the school has translators to outreach to the parents about the Common Core Learning Standards and all school services and documents. At least 25% of the school's parents require school communications in Spanish and Chinese.

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.

At the school PTA meetings and workshops, and especially on Open School Days/Nights, parents have always requested as it has proven necessary, oral interpretation services. Therefore, the need for interpreters has always been there. In addition to Spanish, parents whose home and primary language is Chinese, has always requested oral requested oral interpretations in several Chinese dialects (Mandarin, Cantonese, and Fuchownese).

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.

We provide written translation in Spanish and Chinese to the parents and the community. These include Brochures, Parent Handbooks, School Quality Review and all school communication to parents, informing them of all kinds of school workshops, meetings and special activities. We provide information about middle school choice, Common Core Learning Standards, and supplementary education services. All services are in addition to the DOE's available translated letters to parents in their native languages.

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.

Translators will be available from 8:00 AM to 3:40 PM on school days and especially on Open School Days/Nights, to provide oral interpretations for non-English speaking parents. In addition, we will provide translations for monthly PTA meetings, curriculum nights and any workshops that occur in the evenings.

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>.

- . All the signs and notices will be written in three languages.
- . Translations for all parental meetings will be available.
- . Our quality review documents will be translated in three (3) languages.
- . Welcome signs will be provided in all languages.
- . The security guard will be assisting with a vocabulary word list for questions to help parents in three languages.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S. 33	DBN: 02M033
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 44
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers:

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: We need to supplement classroom instruction after school and Saturdays. Our students go home to non-English speaking households. Immersing students in an ELL extended program enriches classroom instruction. 30 students from grades K-5 will be served in the Title III Extended Day Program. Three licensed ESL teachers will provide services to children in Grades K-1, 2-3, and 4-5. The focus on the program will be increasing English, Literacy and writing. The table below disaggregates the data for our ELL students based on last year's NYSESLAT.

Overall Results

Level	Number	Percent
Beginning	13	29.5%
Intermediate	14	31.8%
Advanced	11	29.7%
Proficient	6	13.6%
Total	44	100%

ELL Subgroups

Subgroup	Number	Percent
Newcomers	9	20%
Special Ed ELLs	9	20%
SIFE	4	9%

(Students with Limited or Interrupted Formal Education)

Gifted & Talented	1	2%
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Proficiency Breakdown

Modality	Number	Percent
Listening & Speaking	17	38.6%

Part B: Direct Instruction Supplemental Program Information

Reading & Writing	6	13.6%
Total in L&S and R&W	23	52.3%

Growth in Proficiency Levels

Level	Number	Percent
Tested Out	6	13.6%
Increased by 3 levels	3	6%
Increased by 2 levels	6	13.6%
Increased by 1 level	8	18.2%
Stayed the Same (Increased grade level and cut scores)	20	45.5%
Decreased by one or more levels	7	16%

ELL students will receive 1 and 1/4 additional hours of literacy instruction weekly, commencing December -May. The language of instruction is English and all three instructors are certified ESL teachers. The following materials will be used: Books on CD's, listening centers with headphones, leveled non fiction texts, read a-loud books, and journals.

Part C: Professional Development

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

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

Begin description here: It is vital that staff understands strategies used in various production stages and research in acquiring a second language. All staff working with ELL students receive 7.5 hours of professional development during the course of the year. Our book study is: Why Do English Language Learners Struggle With Reading? by Janette Klingner. Topics include distinguishing between language

Part C: Professional Development

acquisition and learning abilities, misconceptions about the second language acquisition process, response to intervention models, helping classroom reading teachers distinguish between language acquisition and learning disabilities, data driven decision making in a multi tiered model, and considerations when assessing ELLs. The providers are the assistant principal and principal, who possesses an ESL license and the two certified ESL teachers, as well as, a literacy consultant. Our Professional development is ongoing and sustained. One fifty minute session per month will be dedicated to ESL PD for staff.

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: It is imperative that parents are our partners in the education and assimilation of their children in the English language. Parents will attend trips with their children. Topics to be covered include literacy and communication skills. Our certified ELL teachers along with our Parent Coordinator will conduct the trips. Parents will be notified in their native language through letters home, telephone calls by the ELL teachers and the Parent Coordinator.

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

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