



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE AUDUBON SCHOOL
DBN (i.e. 01M001): 06M128
Principal: ROSA ARGELIA ARREDONDO
Principal Email: RARREDO@SCHOOLS.NYC.GOV
Superintendent: ELSA NUNEZ
Network Leader: MARLENE WILKS

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
Rosa Argelia Arredondo	*Principal or Designee	
Rita Carstens-Hall	*UFT Chapter Leader or Designee	
Elizabeth Pesantez & Kenia Amparo	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Suzanne Griffing	Member/ Pre-k & Cluster Teachers	
Lissette Urena-Skrypack	Member/ K & 1 st Grade Teachers	
Brent Tupa	Member/ 2 nd & 3 rd Grade Teachers	
Kelly Kirspel	Member/ 4 th & 5 th Grade Teachers	
Fatima Saab	Member/ All other staff members	
Maria Rengel	Member/ Parents	
Tanya A. Robinson	Member/ Parents	
Norma Reynoso	Member/ Parents	
Delia Flores	Member/ Parents	
Lucia Bravo	Member/ Parents	
	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, 100% of teachers will receive professional development on the Danielson's Framework which encompasses all four domains and 22 competencies

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.

As per the MOTP and Quality Review (1.2) we need to deepen teachers' knowledge of effective teaching strategies so that they provide engaging and differentiated lessons that lead to higher levels of student work. Upon administering and analyzing baseline assessments as per the measure of student learning, teachers need to design coherent instruction, plan for rigorous questioning and discussion while promoting a culture of learning that will engage and meet the needs of all students; including English language learners and students with disabilities.

Instructional Strategies/Activities

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

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

Strategy #1- School-wide Professional Development Danielson Framework for Teaching

- The administration will conduct Individual Planning Conferences outlining academic and instructional expectations as well as professional responsibilities that align with the school's instructional focus.
- The school administration will develop Individualized Teacher Plans for struggling and/or new teachers.
- Deliberate professional development will focus on varied ways teachers can develop their competency around all the domains as outlined in the Danielson Framework for Teaching.
- Instructional Coaches will model lessons and create working lab sites that will demonstrate well-developed teacher practices.
- Frequent cycles of observation with clear expectations for teacher practice will be conducted throughout the year.
- Instructional rounds will be conducted to support teacher development; identify purposeful teacher practice; align professional goals.
- Teachers will have benchmarking conversations with administration and/or school mentors around professional goals.

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

- School administrators, Instructional Coaches, Talent Coach and Network Personnel will provide guidance in identifying model lessons that engage all learners.

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

- Interclass and intra-school visits will be scheduled to facilitate conversations around coherent instruction and responsive teacher moves that lead to improved quality of student work products.

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

1. Professional development sessions will begin in September 2013, and will end in June 2014.

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

- Use of NYEngage, and ARIS' Learning Opportunities as a learning tool
- Websites: Schooltube, Youtube, Pinterest, Teachingchannel.org
- Danielson's Framework

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).

The PS 128M's Parental Involvement Policy includes two parent orientations during the school year to provide parents with academic goals and grade expectations, as

well as the Citywide Instructional Expectations. A Parent Handbook is also disseminated at the beginning of the year to facilitate the home-school connection. School wide decisions, any DOE initiatives and programs are also addressed with parents as part of the School Leadership Team meetings, and regular Parent Executive Board Meeting with the Principal. All parent information is sent home in English, Spanish and any other language necessary. It also includes:

- **Parent workshops will include activities to support parents’ understanding of rigorous instruction, complex text and higher order questions that foster engagement**
- **Grade expectations and grade level curriculum**
- **Common Core Standards**
- **Suggested home activities to support comprehension development of complex text**
- **Understanding the NYS ELA exam and test taking strategies**
- **Understanding the NYS Math exam and test taking strategies**
- **Resources and trips to support student learning outside of school**

Budget and Resource Alignment

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

x	Tax Levy	X	Title IA		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.

Conceptual Consolidation - Funds, such as Title 1, and FSF, will be used to pay for per session for teacher planning, professional development, and Instructional Lead meetings as well as for per diems for professional development participation.

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, 100% of all teachers will participate in professional development that supports the planning around the instructional shift that addresses the staircase of complexity in ELA.

Comprehensive Needs Assessment

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

Based on the demands of the Common Core Learning Standards, there is a shift in the level of text students must read, comprehend, analyze and respond to these texts. We noted a need for teachers to further develop and strengthen strategies that address and support various levels of learners so all students would have entry points in order to successfully comprehend, analyze and interpret complex text.

Instructional Strategies/Activities

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

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

Strategy #1- School-wide Instructional Focus

- **Through regular professional development, teachers will develop their competency in coherent instruction, questioning and discussions and use of assessments as detailed in the Danielson Framework for Effective Teaching.**
- **The administration will organize the school schedule to allow for ongoing conversation and unpacking of the instructional shift of staircase of complexity.**
- **In collaboration with the administration, instructional coaches will support the development of text dependent questions that lead to rich discussions.**

<ul style="list-style-type: none"> • In grade level teams, teachers will use the Gradient of Text Complexity Rubric to identify purposeful and necessary scaffolds. • The Literacy Coach and Instructional Leads will attend monthly PD provided by CFN 209 and Pearson around the ReadyGen Curriculum
<ul style="list-style-type: none"> ▪ Key personnel and other resources used to implement each strategy/activity <p style="text-align: center;">Instructional coaches and administrators will support the teacher’s professional development around text complexity throughout the year.</p>
<ul style="list-style-type: none"> ▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity <ul style="list-style-type: none"> • Allocation of per session to facilitate Instructional Leads and Lead Teacher sessions • Reflection sheets • Collection of samples of student writing • Evidence of student centered questions and discussions • Instructional plan for implementation of learned strategies • Feedback from formal and informal observations, Learning Walks as well as Conditions of Learning
<ul style="list-style-type: none"> ▪ Timeline for implementation and completion including start and end dates <p>School-wide activities around planning for staircase of complexity will begin in September 2013, and end May 2014</p>
<ul style="list-style-type: none"> ▪ Describe programmatic details and resources that will be used to support each instructional strategy/activity <ul style="list-style-type: none"> • ReadyGen program • Use of NYEngage, and ARIS’ <i>Learning Opportunities</i> as a learning tool • Common Core Learning Standards • Danielson Framework

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).

The PS 128M’s Parental Involvement Policy includes two parent orientations during the school year to provide parents with academic goals and grade expectations, as well as state and city promotional criteria. A Parent Handbook is also disseminated at the beginning of the year to facilitate the home-school connection.

School wide decisions and programs are also addressed with parents as part of the School Leadership Team meetings, and regular Parent Executive Board Meeting with the Principal. Parents are also invited to participate in school wide assembly programs. All parent information is sent home in English, Spanish and any other language necessary. It also includes:

- Parent Weekly Workshops will include such topics as Overview of the CCLS and the shifts and demands of students; Reading at Home; with an emphasis on a variety of text; How to support writing at home; Resources within our community to build libraries at home; Literacy games
- The Principal will meet biweekly with the Parent Associations’ (PA) Executive Board
- The Parent Coordinator will meet weekly with the PA’s Executive Board and with Parent Volunteers
- Information on the program “Dial a Teacher” for support with student’s homework

Budget and Resource Alignment

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

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

Conceptual Consolidation: Funds, i.e., Title 1, & FSF, will be used to pay for per session for teacher planning, professional development, and Instructional Lead meetings as well as for per diems for professional development participation.

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, we will increase by 3% the number of students who are meeting particular standards as measured by end of year school based common assessments in mathematics

Comprehensive Needs Assessment

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

A review of the 2013 Math Baseline Assessment indicated students across all grade levels, on average, scored a level 2 or less. As a result, a need to modify our Math instructional plan was identified to address critical thinking and problem solving skills in order for students to be able to justify mathematical solutions through viable arguments and reason abstractly and quantitatively in alignment with the CCLS.

Instructional Strategies/Activities

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

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

Strategy #1-During grade level planning meetings, teachers will engage in curriculum planning that aligns the GoMath Mathematics Program to the CCLS

- **Through regular professional development, teachers will develop their competency in coherent instruction, questioning and discussion and use of assessments as detailed in the Danielson Framework for Effective Teaching.**
- **An extra weekly math period will be built into the school master calendar to allow for fluency activities.**
- **Teachers will collaboratively plan common core aligned lessons using GoMath and other supplemental resources.**
- **Teachers will be regularly observed to see their implementation of lessons that include the standards of mathematical practices that embed the instructional shifts.**
- **Teachers will meet at grade inquiry meetings to look at student work products and make adjustments to units, lessons and develop strategies.**
- **Teachers will engage in professional learning opportunities offered by the Network around the standards of mathematical practices.**

Strategy #2- Hiring of Math Instructional Coach

- **The school will hire a Math Instructional Coach to support college and career readiness resulting in improved student work products.**
- **The school will deliberately structure professional development periods in order to further collaboration among teachers.**
- **The Math Instructional Coach will provide ongoing support; model lessons, data analysis, unit and lesson planning**

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

Supervisors, Instructional Coaches, and Grade Lead Teachers will provide ongoing support around designing coherent instruction.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- **Team teams will use the inquiry process in order to analyze student work samples anchored around constructing and critiquing viable arguments and monitor student progress.**
- **Teacher teams will build a repertoire of strategies that will help build conceptual understanding.**
- **Timeline for implementation and completion including start and end dates**

September 2013 – May 2014

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 - **Go Math Program**
 - **Weekly Math Challenge Problems**
 - **Supplemental materials, such as the Envision math program, which are aligned to CCLS**
 - **Common Core Standards**
 - **Danielson's Framework**
 - **Depth of Knowledge Framework for questioning and discussion**

- **Inter-classroom visitations to view effective and highly effective practices around Danielson’s competencies**
- **Websites : Teachingchannel.org**

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).

The PS 128M’s Parental Involvement Policy includes two parent orientations during the school year to provide parents with academic goals and grade expectations, as well as state and city promotional criteria. A Parent Handbook is also disseminated at the beginning of the year to facilitate the home-school connection. School-wide decisions and programs are also addressed with parents as part of the School Leadership Team meetings, and regular Parent Executive Board Meeting with the Principal. Parents are also invited to participate in school wide assembly programs. All parent information is sent home in English, Spanish and any other language necessary. It also includes:

- **Parental Weekly Workshops, such as integrating math in daily life activities, such as cooking and shopping; quick math games that enhance math fluency, i.e., multiplication bingo, dominoes; understanding the NYS Math Test and supporting strategies; using the ARIS Link; accessing the Go Math technology program at home**
- **Communication of key chapter skills and strategies through the Go Math School-Home newsletter**
- **The Principal will meet biweekly with the Parent Associations’ (PA) Executive Board**
- **The Parent Coordinator will meet weekly with the PA’s Executive Board and with Parent Volunteers**
- **Information on the program “Dial a Teacher” for support with student’s homework**

Budget and Resource Alignment

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

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

Conceptual Consolidation: Funds, such as Title 1, and FS, will be used to pay for per session for teacher planning, professional development, and Instructional Lead meetings as well as for per diems for professional development participation.

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, we will increase by 5% the number of students who are meeting particular standards as measured by end of year school based common assessments in literacy.

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.

An analysis of the September 2013 Measure of Student Learning (MOSL) ELA Baseline Writing Assessments indicates that a majority of students in grades 3-5 are unable to use text-based evidence in their writing. Students struggle with citing text-based evidence to support their claims. Further analysis reveals that students are also unable to sufficiently comprehend complex text which hinders their ability to write text-based written responses.

Instructional Strategies/Activities

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

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

Strategy #1-During grade level planning meetings, teachers will engage in curriculum planning that aligns the Ready Gen-Common Core Literacy Program to the CCLS

- Through regular professional development, teachers will develop their competency in coherent instruction, questioning and discussions and use of assessments as detailed in the Danielson Framework for Effective Teaching.
- In collaboration with the Literacy Instructional Coach, teachers will collaboratively plan common core aligned lessons using ReadyGen and other resources.
- Teachers will be regularly observed to see their implementation of lessons that provide students with the opportunity to cite from sources and provide text based evidence through discussions.
- Teachers will meet at grade inquiry meetings to look at student work and make adjustments to units, lessons and develop intervention strategies.
- Teachers will engage in professional learning opportunities offered by the Network around the ELA Instructional Shifts and Teaching Strategies.

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

- Supervisors, Coaches, Instructional Leads, & Lead Teachers will support teachers in designing coherent instruction.

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

- By the end of the 2013-14 school year, school leaders and teachers will amass a toolbox of text based evidence strategies.

❖ Timeline for implementation and completion including start and end dates

- Starting September 2013, and ending in May 2014, school leaders and instructional coaches will support all teachers in designing coherent instruction.

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

- ReadyGen program
- Use of NYEngage, and ARIS' Learning Opportunities as a learning tool
- Common Core Learning Standards
- Danielson Framework
- Inter-visitations to view effective and highly effective practices around Danielson's competencies

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).

The PS 128M's Parental Involvement Policy includes two parent orientations during the school year to provide parents with academic goals and grade expectations, as well as the Citywide Instructional Expectations. A Parent Handbook is also disseminated at the beginning of the year to facilitate the home-school connection.

School wide decisions, any DOE initiatives and programs are also addressed with parents as part of the School Leadership Team meetings, and regular Parent Executive Board Meeting with the Principal. All parent information is sent home in English, Spanish and any other language necessary. It also includes:

- Parent workshops will include activities to support parents' understanding of rigorous instruction, complex text and higher order questions that foster engagement
- Grade expectations and grade level curriculum
- Common Core Standards
- Suggested home activities to support comprehension development of complex text
- Understanding the NYS ELA exam and test taking strategies
- Resources and trips to support student learning outside of school

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA		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.

Conceptual Consolidation: Funds, such as Title 1, and FSF, will be used to pay for per session for teacher planning, professional development, and Instructional Lead meetings as well as for per diems for professional development participation.

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.

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>ELA</p>	<ul style="list-style-type: none"> ▪ Interactive Writing ▪ Guided Reading ▪ Leveled Libraries ▪ Literacy Games ▪ ELL Academy, Grades 2-5 – supplemental after school support to develop language for English Language Learners (ELLs) ▪ Wednesday Academy – supplemental after school support, grades 3-5 ▪ Extended Time Tutoring (ETT) Grades 2-5 ▪ <i>Varied programs (used based on students' needs) - Words Their Way; Wilson; Voyager Passport, Pasaporte, Explore the Code, Estrellita, Reading Rescue and the F&P Leveled Literacy Intervention (LLI) Resources</i> 	<ul style="list-style-type: none"> ▪ Differentiation of ELA tasks ▪ Diagnostic prescriptive instruction for targeted students in small groups of 4 to 6 ▪ "RIE" support as part of the ELA Block ▪ ELL Academy –groups of 10-12 of English Language Learners (ELLs) ▪ Wednesday Academy – Level 1 students, groups of 8-12 ▪ ETT program groups of 8 -10 students ▪ One to one after school tutoring (Reading Rescue) for select 1st grade students 	<ul style="list-style-type: none"> ▪ Intervention - 4-5 times a week for 30 minutes ▪ As part of "RIE" grades 2-5 classes, 5 days a week for 45 minutes daily ▪ ELL Academy - grades 2-5, twice a week for 2 hours ▪ Wednesday Academy – grades 3-5, once a week for one hour ▪ The ETT Program - grades 2–5, once a week for 75 minutes ▪ Reading Rescue – 2nd graders, 75 minutes, 2 times per week
<p>Mathematics</p>	<ul style="list-style-type: none"> ▪ Guided Math ▪ Math Challenges – grades 3-5 ▪ Math Games ▪ Wednesday Academy – supplemental after school support, grades 3-5 ▪ Supplemental resources – Math Steps, Envisions, and Compass Learning Odyssey (CLO) a computerized intervention program ▪ Extended Time Tutoring (ETT) Grades 2-5 	<ul style="list-style-type: none"> ▪ Differentiation of math tasks ▪ ETT program – groups of 8-10 students ▪ One additional period of math per week ▪ Math games – small groups, differentiated ▪ Wednesday Academy – Level 1 students, groups of 8-12 ▪ Weekly support of math concepts via technology by cluster teachers; whole class 	<ul style="list-style-type: none"> ▪ ETT Program - grades 2–5, 75 minutes per week ▪ Wednesday Academy – grades 3-5, once a week for one hour ▪ Math games - 25-30 minutes per week; small ▪ Math Science Technology (MST) Fair – real life application
<p>Science</p>	<ul style="list-style-type: none"> ▪ Field trips aligned to standards and concepts ▪ CLO supplemental instruction ▪ Imagine Learning English used to 	<p>CLO program – computer based program that creates individual learning paths</p> <p>Imagine Learning – computer based,</p>	<ul style="list-style-type: none"> ▪ Weekly Science block of 100 minutes to secure hands-on science experiments ▪ Opportunities for real life science

	<p>support Science</p> <ul style="list-style-type: none"> ▪ Extended activities are integrated into the daily instructional plan ▪ Classroom leveled libraries support curriculum units ▪ Science Textbooks are aligned to standard based instruction 	individual students	<p>exploration through field trips</p> <ul style="list-style-type: none"> ▪ Math Science Technology (MST) Fair – real life application
Social Studies	<ul style="list-style-type: none"> ▪ Classroom libraries support curriculum units ▪ CLO supplemental instruction ▪ Imagine Learning English used to support Social Studies ▪ Multicultural Fair and monthly celebrations aligned to units 	<ul style="list-style-type: none"> ▪ CLO program – computer based program that creates individual learning paths ▪ Imagine Learning – computer based, individual students 	<ul style="list-style-type: none"> ▪ Weekly S.S. block of 100 minutes ▪ Opportunities for real life S.S. exploration through field trips ▪ Multicultural Fair and monthly celebrations – real life application
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> ▪ Columbia Presbyterian Clinicians on-site ▪ Counseling and therapy provided on site by CBOs, i.e., Alianza Dominicana ▪ Guidance Counselor sessions ▪ Social 	<ul style="list-style-type: none"> ▪ Individual and group counseling ▪ Family counseling ▪ Preventive Strategies via Weekly Parent Workshops 	<p>Support is provided on an individual and/or group basis, during the day, after school and/or off-site depending on the program and the family's availability</p>

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
PS 128 uses various strategies and activities to recruit, retain and assign highly qualified teachers, resulting in a low turnover rate. To fill vacancies, we use the Teacher Finder and Open Market. The principal also reaches out to other principals, as well as the Human Resource director of the school's CFN for recommendations. Interviews for potential teachers are conducted by the principal and at least one assistant principal. Candidates are asked to bring their portfolio, letters of recommendation, sample lesson plans as well as copies of all licenses and degrees. Finally, candidates can be expected to model a lesson and/or a part of a lesson.

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).
PS 128 has an extensive and diversified teacher development system to support all teachers, especially new hires. In addition to the mandated one year of official mentoring, new teachers are immediately attached to a buddy for additional support and unofficial mentoring. The following system is utilized for all staff members regardless of the years they have been teaching: <ul style="list-style-type: none"> • Differentiated PD sessions based on school goals, NYSED and DOE expectations, as well as staff needs' assessment. • The school wide Teacher Development plan is a living document, constantly modified throughout the school year, based on supervisory observations, coaches' viewing of instruction and the teachers' goals as part of the ADVANCE Evaluation system. • A Teacher Individual Development Plan (TIDP) triangulates teachers based on their performance and progress, in order to address common individual needs, while fostering peer coaching. • Supervisors use the TIDP as a tool to set future goals for PD sessions, and develop action plans to improve teachers' effectiveness on an individual basis. • As part of the TIDP, teachers in need of improvement will have customized development plans with goals and specific next steps. • Coaches will be assigned to support teachers based on the customized TIDPs • The TIDP will continue to be re-evaluated and aligned to the Framework after each evaluation period • Structure schedules facilitate weekly Teacher team sessions in order for teachers to engage in the inquiry process, aligning instruction with the CCLS, CIE, as measured by the Danielson Framework.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Federal, State and local funds, are used to support the Students in Temporary Housing by ensuring that they are provided with additional instructional support as part of the Extended Day, AIS, RTI, and/or academies throughout the school year.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

The transition plan for all incoming students, especially preschool children begins with a Welcome Orientation for the parents on the first day of school. At that time we also distribute the PS 128 Parent Handbook, as well as literature on supporting early childhood learners at home. Parents are then invited to remain in the classroom with the students for a week or two to ensure that the children are comfortable in their new learning environment. Around the end of the September, we host another Parent Orientation for all grades, including Pre-K and kindergarten. During this session parents are provided with the expectations students must accomplish by the end of the school year, as well as specific teacher requirements. Finally, parents of our pre-K and Kindergarten students are invited to all weekly parent workshops, including several that are especially designed for the early childhood learners.

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.

All decisions regarding the selection of assessments are made in conjunction with the teachers' input. Assessment options are presented as part of the School Leadership Team that contains representatives of all stakeholders; in turn, they contribute to decisions by sharing the opinions and choices of their constituents. Teachers also have an opportunity to discuss and weigh in assessment options during their secured teacher team sessions. Similarly, the administration shares assessment options as well as the final selections made via faculty conferences. Finally, this year, a MOSL Committee was formed to evaluate assessments and make recommendations for the school year to the principal; the principal elected to adhere to the MOSL committee's recommendations.

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 in the decision-making process to support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team (SLT), Parents' Association (PA), and Title I Parent Committee as trained volunteers and welcomed members of our school community.

PS 128M has a Parental Involvement Policy which stipulates that the school and the community must work collaboratively in an effort to improve student achievement. Hence, we have weekly parent workshops that provide parents with information and training on varied topics ranging from academic requirements and assessments, to parenting skills related to child development and health screenings. Parents participate in the SLT, as well as the volunteer program at the school. The Principal also meets regularly with the Parent Executive Board to share information and discuss concerns and recommendations. We believe that a well-informed parent is an asset to their child's educational development and the school's process of improvement. Mutual respect is the foundation of a strong home-school partnership.

School Parental Involvement Policy:

I. General Expectations

PS 128M agrees to implement the following statutory requirements:

- ❖ The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating students.
- ❖ The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- ❖ This parent involvement policy will be included in the school's improvement plan.
- ❖ In carrying out the Title I Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- ❖ The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- ❖ The school will be governed by the following statutory definition of parental involvement and will carry out programs, activities and procedures in accordance with this definition:
- ❖ Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting with their child’s learning
 - that parents are encouraged to be actively involved in their child’s education
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in Section 1118 of the ESEA
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State

II. Description of How School Will Implement Required Parental Involvement Policy Components

In accordance with the Elementary & Secondary Act (ESEA), all PS 128’s programs and activities will be planned and implemented in consultation with parents. Parents of all students eligible for Title I services will be invited to participate in the Title I committee. The committee will convene three times a year to plan, evaluate and design programs and activities in consultation with the Principal. The Parent Involvement Policy will be distributed in school in every September. It will be incorporated in the CEP plan as well as in the school’s Parent Handbook. The school will take the necessary actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in and comprehensive format, including alternative languages, upon request. The Parent Title I Committee will address the SLT in order to provide for further analysis as well as consultation school wide. Parent Orientations will occur in the beginning and middle of the school year to inform parents of academic goals, curriculum initiatives, grade expectations, as well as state and city promotional criteria. In accordance with Title I Part A, parents will receive 1% of Title I funds to enhance parental involvement initiatives. The Parental Title I funds will be used for parent courses, and for resources that support all parental involvement activities.

The PS 128M Parental Community model will provide continuous and comprehensive two-way communication with parents in the following manner:

- ❖ The school administration will meet with the Parents’ Association (PA) Executive Board to request their continued representation on the SLT. Parents will be trained as SLT members.
- ❖ The PA will share information about the responsibilities of the SLT parent members. Volunteers for the committee will be nominated and representatives will be elected. Parents will also participate in subcommittees, as needed.
- ❖ Simultaneous translations will be available for Non-English speaking parents.
- ❖ Recruitment for school volunteers for varied capacities will be ongoing basis; training will continue to be provided by the NYC School Volunteer Program and the Parent Coordinator.
- ❖ The principal will meet with the PA Executive Board.
- ❖ A Parent Handbook (English/Spanish) will inform parents of school programs, services, rules, regulations and procedures. This will be made available in other languages, as needed.
- ❖ Parent Orientations of School Title I Services.
- ❖ Through Community Based Organizations (CBO) linkages such as PAL, Fresh Youth Initiatives, New York Presbyterian, the Dominican Women’s Development Center, Community Association of Progressive Dominicans (ACDP), Mirabal Sister Community Center, etc., activities for parents geared to the development of parenting skills and adult training will be organized for the year.
- ❖ The Parent Coordinator will assist parents with translations; registrations and concerns. She provides simultaneous translations during SLT meetings; translates letters sent to parents, as well as, assists parents in finding outside agencies that will help them with any educational concerns they may have for their child, such as, tutoring, after school programs, extracurricular activities etc.

In order to maximize parental involvement, flexible time schedules are considered for all committee meetings.

PS 128M will provide the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. Through surveys, questionnaires, anecdotes, testimonials and attendance all parent services will be analyzed for their effectiveness. As part of the

School Policy, staff is required to have on-going communication with parents via progress reports, letters, telephone conversations, as well as meetings.

PS 128M will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers for greater participation by parents in parental involvement activities. The school will use the findings of the evaluation of the parental involvement policy and activities to design make the necessary modifications. The parent coordinator, as well as the PA will help to create, distribute, collect and review the evaluation. The findings will be shared with the administration, SLT and PA Executive Board, in order to make changes for the following school year.

PS 128M will build the schools' and parents' capacity for strong parental involvement, in order to bridge the gap between the school, the home and the community in supporting student outcomes. The school will provide materials and training to help parents assist their children's academic achievement.

PS 128M will conduct weekly parent workshops addressing topics such as:

- ❖ School goals
- ❖ Curriculum
- ❖ Technology
- ❖ Enrichment programs
- ❖ State/city standard and Common Core
- ❖ Home/school community
- ❖ Parent services
- ❖ Parenting Skills
 - Discipline
 - Help/Assistance with homework
- ❖ Health concerns
- ❖ Safety
- ❖ Grade Promotion Criteria
- ❖ Academic goals

All parent services will be analyzed for their effectiveness in meeting parent and student needs.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- ❖ involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- ❖ providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- ❖ paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- ❖ training parents to enhance the involvement of other parents;
- ❖ in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- ❖ adopting and implementing model approaches to improving parental involvement;
- ❖ developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- ❖ providing other reasonable support for parental involvement activities under Section 1118 as parents may request.

PS 128M with support from the network, the district, the DOE, the community and Community Board Organizations will provide several adult education classes in order to support parents in with their own educational needs. We offer Adult GED, Technology, ESL, Arts and Crafts, and Culinary Art classes, as well as Curriculum Night, health and physical well-being workshops. Parent

leaders are trained to support workshops in order to enhance the involvement of other parents. In order to maximize parental involvement flexible time even after school hours, schedules are considered for all committee meetings involving parent consultation.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the SLT. This policy was adopted by the PS 128M, The Audubon School on 05/21/13 and will be in effect for the period of 2013-2014. The school will distribute this policy to all parents of participating Title I, Part A children on or before 9/22/13.

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

The Audubon School, PS 128M, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2013-14.

Part I -Required School-Parent Compact Provisions

School Responsibilities: The Audubon School -PS 128M will:

- ❖ Provide high-quality instruction in a supportive and effective learning environment that enables all students the opportunity to meet the Common Core Learning Standards as follows:
 - A data-driven approach to improving student achievement using item analysis, portfolios, formative and summative assessments, checklists, rubrics, and other indicators to assess, identify and address students' needs as well as instructional focus.
 - Using research based programs and supplemental resources
 - CCLS aligned curriculum for all core content areas
 - Supplemental resources that facilitate entry points for all learners, especially English Language Learners (ELLs) and Students with Disabilities (SWD)
- ❖ This compact will be shared during parent-teacher conferences on November 13, 2013 and March 11, 2014
- ❖ Provide parents with frequent reports on their children's progress, in November, January, March, and June
- ❖ During open school week parents are encouraged to visit classrooms during the day
- ❖ Provide parents reasonable access to staff, via:
 - Open-house; September-October "meet the teacher"
 - Parent-Teacher Conferences twice a year
 - Mid-year Orientation to update on end of the year expectations
 - Progress reports/meetings twice a year
 - Teachers available during preparation periods, before and after school
 - Via telephone and/or email communication
- ❖ Provide parents opportunities to volunteer in the school, to participate in their child's class activities, and to observe classroom activities.
- ❖ Parent Coordinator conducts several sessions in the beginning of the school year to inform parents about year round volunteering opportunities.
- ❖ Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- ❖ Involve parents in the joint development of any School-wide Program plan, in an organized, ongoing, and timely manner.
- ❖ Hold an annual meeting regarding Title I, Part A programs, requirements, and the parents' rights. The meeting will be scheduled for morning or evening in order to accommodate parents' needs. All students participating in Title I, Part A programs will be invited.
- ❖ Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- ❖ Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

- ❖ On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- ❖ Provide to each parent an individual student report about the performance of their child on the NYS ELA and Math assessment.
- ❖ Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities:

- ❖ Monitor attendance
- ❖ Make sure that homework is completed
- ❖ Monitor amount of television children watch, as well as the types of programs
- ❖ Actively participate in child’s class/education
- ❖ Participate, as appropriate, in decisions related to the child’s education
- ❖ Promote positive use of child’s extracurricular time
- ❖ Stay informed about child’s education and communicate with the school by promptly reading all school or district notices
- ❖ Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions:

Student Responsibilities (revise as appropriate to grade level)

We, as students, will take ownership of our academic achievement by:

- ❖ Coming to school ready to do our best and be the best
- ❖ Bringing all the necessary tools of learning, i.e., pencils, books
- ❖ Listening and following directions
- ❖ Participating in class discussions and activities
- ❖ Following the school’s/class’ rules of conduct and the school’s discipline code
- ❖ Adhering to the school’s dress code
- ❖ Completing homework daily and seeing assistance as needed
- ❖ Studying for tests and assignments
- ❖ Reading at least 30 minutes every day outside of school time
- ❖ Reading at home with our parents
- ❖ Getting adequate rest every night
- ❖ Using the library as a resource of information and to find books that we enjoy reading
- ❖ Giving our parents/guardian all school notices and/or information every day

SIGNATURES:

Rosa Argelia Arredondo, PS 128M Principal

Date

Elisabeth Pesantez, Parents’ Association Co-President

Date

Kenia Amparo, Parents’ Association Co-President

Date

- **(Please note that signatures are not required).**

**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 06	Borough Manhattan	School Number 128
School Name The Audubon School		

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

Principal Rosa Argelia Arredondo	Assistant Principal Cary Pantaleon
Coach S. Capella, Data Specialist	Coach T. Lucas, Literacy
ESL Teacher P. Vaccaro	Guidance Counselor L. Bitanga
Teacher/Subject Area T. Santiago, ESL	Parent Elizabeth Pesantez
Teacher/Subject Area I. Machuca, Bilingual	Parent Coordinator Alexandra Sanchez
Related Service Provider F. Saab	Other K. Chao, Math Coach
Network Leader(Only if working with the LAP team) Marlene Wilks	Other A. Betancourt, RTI

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	10	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	4

D. Student Demographics

Total number of students in school (Excluding Pre-K)	548	Total number of ELLs	200	ELLs as share of total student population (%)	36.50%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	22	25	29	27	24	22								149
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	8	10	15	5	5	9								52
SELECT ONE														0
Total	30	35	44	32	29	31	0	201						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	200	Newcomers (ELLs receiving service 0-3 years)	176	ELL Students with Disabilities	43
SIFE	8	ELLs receiving service 4-6 years	24	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	124	8	26	24	0	3	0	0	0	148
Dual Language										0
ESL	34	0	5	18	0	8				52
Total	158	8	31	42	0	11	0	0	0	200

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	21	25	29	27	24	22								148
SELECT ONE														0
SELECT ONE														0
TOTAL	21	25	29	27	24	22	0	148						

*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
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	7	10	15	5	5	9								51
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1													1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	8	10	15	5	5	9	0	0	0	0	0	0	0	52

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)	22	12	8	5	9	8								64

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	16	23	11	12	7								69
Advanced (A)	12	6	13	15	7	14								67
Total	34	34	44	31	28	29	0	0	0	0	0	0	0	200

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	10	5	0	1	2							
	I	0	14	9	5	9	6							
	A	0	9	16	13	14	13							
	P	0	0	12	17	3	11							
READING/ WRITING	B	0	25	13	4	12	7							
	I	0	5	19	6	12	10							
	A	0	2	8	18	3	17							
	P	0	2	3	6	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	5	4	0	25
4	27	5	0	0	32
5	9	14	0	0	23
6					0
7					0
8					0
NYSAA Bilingual (SWD)				2	2

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	16	2	5	1	1	0	0	27
4	8	17	5	6	0	0	0	0	36
5	2	7	2	13	0	1	0	0	25
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	3	1	8	9	9	5	1	36
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)	6	8	20	9				
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.

Paste response to questions here:

The following assessment tool: ECLAS2, EL SOL and Fountas and Pinnell are used in order to assess the early literacy skills of the ELLs. The data indicates that our ELL Students in K and 1 are making strides in the development of phonemic awareness, and listening and writing strand. However, they are still not meeting benchmark by the end of grade 1. Our ELLs in monolingual setting are showing progresses in the area of reading. The data further shows that our entire ELL population is struggling in the area of writing development. Upon closer look at the strand, we found that most students fail the strand due to their inability to master the use of grade appropriate vocabulary, spelling, use of mechanics and language interference/code switching. Our Advanced ELL students in bilingual settings were able to complete and meet benchmark tasks on each grade level more so than ELL students who have always been in monolingual settings. This information is vital when identifying students for Academic Intervention Services, and after school programs. The EL-SOL assessment, comparable to the E-CLAS, reveals that our students show significant gains in the phonemic awareness and phonics strand in grades k-3. However, in k-2 students scores reveal deficiencies in reading and writing. In the listening and speaking strand in grades k-3, students demonstrated weaknesses. This is due to the lack of experiences to augment language opportunities and academic knowledge.

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

Paste response to question here:

In the early grades K, 1st and 2nd, the weakest areas appear to be in the Reading , Writing and Listening strands. In grades 3, 4 and 5, most of the ELLs test out of the program. Those remaining are mainly at the advanced level of English proficiency who lack proficiency in the writing strand. This group requires more intensive support in writing. Intensive ESL instruction in the content areas will be provided to all students at the Beginning, Intermediate and Advanced levels of English proficiency. Lower student/teacher ratio for ESL instruction in grades K-5 will facilitate more interaction and a greater opportunity for diagnostic prescriptive instruction. Small group instruction as well as flexible grouping, cooperative learning strategies and techniques will help address individual needs. Reading and writing in the areas of math, science and social studies will augment the students' opportunity to develop vocabulary and concepts in the academic areas.

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](#))

Paste response to question here:

The patterns across NYSESLAT modalities-reading/writing and listening/speaking indicate that our ELL students struggle in the modality of reading and writing. As a result, reading and writing in the areas of math, science and social studies will augment the students' opportunity to develop vocabulary and concepts in the academic areas. In addition, all cluster program including art, dance, media, MST, and PE will increase reading and writing in their daily program. Furthermore, there is lower student/teacher ratio for ESL instruction in grades K-5 to facilitate more interaction and a greater opportunity for diagnostic prescriptive instruction. Small group instruction as well as flexible grouping, cooperative learning strategies and techniques will help address individual needs.

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?

Paste response to questions here:

Careful analysis of the data indicates that ELL students in the Bilingual Program that began at our school in kindergarten or the first grade become proficient in approximately three years. After 3 years, those that do not show proficiency reach the advanced level. They are also able to perform better in assessments administered in their native language – Spanish. However, we have also noticed a trend for students that enter our school at any grade later than second grade. It appears that these ELL students do not “test out” or become “proficient” according to the NYSESLAT test in a three year period.

Periodic assessments are used as a tool to guide student learning. It helps teachers identify students' strengths and weaknesses in order to plan for targeted instruction. The Periodic assessment predicts student performance on the New York State exams to ensure that all students meet or exceed State Learning Standards. It helps teachers measure student learning on an on going basis. The School

Leadership Team analyzes the data to better understand the needs and academic progress within our school.

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](#).)

Paste response to question here:

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

Paste response to question here:

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?

Paste response to questions here:

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

In addition to taking the ELA exam, ELLs in bilingual classes also took the ELE (Spanish reading test). In comparing ELA scores with ELE scores, we realized that we can only compare the scores of those ELL students who have been in an English language school system for the same number of years. In grades 3 through 5, a high number of students who have scored within Quartile 3 (51-75 percentile) and Quartile 4 (76-99 percentile) in the ELE, scored level 2 and level 3 in the ELA. This clearly shows a correlation between the level of native language skills and English language proficiency because students who have low native language skills also have a low English Language proficiency. The goal in the bilingual classes is to increase native language skills through effective daily instructions so that ELLs can transfer these acquired skills to English. Recent research done by the CREDE and NLP, show that literacy and other skills and knowledge transfer across language. This means that if a skill is learned in one language, it is easier to learn it in another language because you only learn to read once (American Educator, 2008).

The LAP is used to guide instruction in all bilingual and ESL classes in our school. The Transitional Bilingual classes provide instruction in English and Spanish based on the students' results on the NYSESLAT scores and in accordance with the NYS and NYC Bilingual Regulations and Guidelines. Bilingual classes provide at least 45 minutes of Native Language instruction in order to continue to enhance skills in reading and writing; since research shows that developing the native language will foster the transition in learning the English language at a higher level (as per research by Jim Cummins). However, as part of our LAP and school policy we enhance our instruction for all ELL students in all classes, monolingual as well as bilingual, by including a language development objective along with the content teaching point.

The success of the programs for ELLs are evaluated through informal and formal observations, Learning Walks, interclass visitations, students results on exams, students work and portfolios. Instruction is monitored by supervisors to assure that the mandated number of instructional minutes is provided according to the proficiency level in each program. Schedules are determined by the grade supervisors, program coordinator, and ESL teachers to service the target population. Schedules are reviewed and revised as needed throughout the school year.

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](#).)

Paste response to question here:

In order to identify all "other than English" speaking students all parents of newly enrolled students complete a home language inventory survey at registration, which includes an oral interview in English and Spanish if applicable, conducted by an experienced licensed ESL teacher. Students who speak a language other than English are screened and assessed with the LAB-R within the first ten school days of attendance to determine their English language skills. The student whose "home language" is

Spanish is also administered the Spanish Language Assessment Battery (LAB) in order to identify language of dominance.

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.

Paste response to question here:

If the student is determined to be an English Language Learner (ELL) we invite the parents to attend a parent orientation session. During the orientation, the parent views the Program Choice video “The Parent Connection: Orientation Video for Parents of Newly Enrolled English Language Learners” presented in their dominant language. In consultation with the school representative, the parent makes the final decision to place their child in a “Transitional Bilingual Education Program” class setting, a Dual language program or they may opt for the Free-Standing English as a Second Language program. If the parent opts for the Dual Language Program we refer him/her to a neighboring school that has a Dual Language Program. We encourage all families to make the choice that best meets their child’s language proficiency needs.

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

Paste response to question here:

After the students are administered the Lab-r assessment, we send home an entitlement letter indicating the student's score. This letter also describe the three bilingual programs offered in New York City. At the same time, we encourage all families to make the choice that best meets their child’s language proficiency needs. Parents are urged to complete and return the parent surveys and program selection forms immediately after attending the orientation sessions. Students are then place in accordance to the parent’s choice within the first 10 days of student attendance.

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.

Paste response to question here:

The students who have been identified as ELL students are placed in a Bilingual Education or free-standing ESL program. The parents of these students are notified of their child's placement in a bilingual or free-standing ESL via a letter. This placement letter is sent home in English as well as in the language spoken at home. If the parents have questions and concerns, they are advice to speak with the supervisor responsible for the Bilingual and 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.

Paste response to question here:

In order to accurately identify all ELLs eligible to receive the New York State English as a Second Language Achievement Test (NYSESLAT), we generate the ATS report "RLER." All identified ELLs are evaluated annually, each Spring, using the NYSESLAT, administered under the Department of Education's standardized testing procedures. To ensure that all four components of the NYSESLAT are administered to all ELLs, we download the New York State Testing Memorandum, and the NYSESLAT assessment manual. Also, we create an in-house Testing Memo highlighting students to be tested, instructions, time and procedures. Through a master list, we verify that eligible ELLs have completion of all four components of the test. Finally, we cross reference all four components with students' documents prior to packaging. Upon receipt of the NYSESLAT and/or the LAB-R test scores, program entitlement letters are distributed to parents. Parents have the option to request conferences to discuss student’s proficiency scores.

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. 

Paste response to question here:

After carefully reviewing the ‘Parent Survey’ and ‘Program Selection’ forms for the past few years, we have noticed that most of the parents have been requesting the Transitional Bilingual Educational Program and the Free Standing English as a Second Language programs as their preferred program. However, in the last two years, there has been an increase of parents requesting the Dual Language program. As a result, we are starting a Dual Language program in the 2014-2015 school year to align our school program options to our parent choices. We will begin with one kindergarten class and continue adding throughout the years depending on the demands

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])?

Paste response to question here:

Academic instruction is provided in English and Spanish . Classes are organized in accordance to the student's proficiency level as

measured by the NYSESLAT and the LAB-R. Since we only have one Transitional Bilingual class in every grade, students are grouped heterogeneous (mixed proficiency levels). However, we have created customized instructional programs specifically geared to meet students' individual proficiency level. Hence, through flexible grouping and differentiated instruction, beginning ELLs receive instruction in English 40% of the time and Spanish instruction 60% of the time. Intermediate ELLs receive

50% instruction in both English and Spanish and Advanced ELLs receive 70% instruction in English and 30% in Spanish.

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)?

Paste response to questions here:

Research-based instruction is provided in the five dimensions of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension as per The National Reading Panel. The Balanced Literacy program consists of a 120-minute block which includes a 30 minute writing session. Students' specific learning or language needs are addressed through individual conferencing, mini-lessons and academic intervention instruction. The components of the literacy program are: read alouds, accountable talk, independent reading, shared and guided reading and small group instruction. The classroom libraries are supplemented by the Voyager's New York Passport Program, the Weekly Reader Series and the Computer Literacy Program including Imagine Learning English, Compass Learning Odyssey and Lexia. GoMath Program is also used in both languages. Sheltered English is used to teach English in the content areas (interdisciplinary instruction, thematic-based curriculum, ESL strategies).

In order to insure that the mandated number of instructional minutes is provided, ESL teacher schedules are determined based on NYSESLAT levels. Our supervising coordinators and coaches monitor that this ESL program model is adhered to, and classroom teachers are provided with student lists for those students who require ESL services. These student lists include the time and frequency of services. Due to the collaborative nature of our school, our classroom teachers and service providers work together to make sure that all students receive the mandated services.

The two certified ESL teachers will use the push-in and pull-out model of ESL instruction to service ELLs in mainstream classes in accordance to their language proficiency and the required units of support. In the Push-in model the ESL teachers provide the services co-teaching and co-planning with the mainstream teacher where the lesson is scaffold to develop language proficiency. In the Pull-out model the ESL teachers provide ESL services by level and by grade regardless of class and travel together to an ESL classroom. Beginning and Intermediate level students will receive 360 minutes of ESL per week and Advanced level students will receive 180 minutes of ESL per week. Explicit ESL instruction is facilitated through content area teaching. Professional development is provided to enhance the teachers' best practices in second language acquisition methodology including scaffolding instruction.

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.

Paste response to question here:

In the Transitional Bilingual program, literacy, math, and science are taught in Spanish, while social studies is taught in English using ESL methodology. In the Free-Standing ESL program all content areas are taught in English and ESL strategies are used through all content areas to foster language development. All pedagogical staff are trained with ELL strategies, including using visuals, Total Physical Response (TPR), infusing language objectives in all lessons, and scaffolding instruction to support language development.

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

Paste response to question here:

In order to ensure that ELLs are appropriately evaluated in their native language; they are assessed with Estrellita Benchmark assessments, ECLA2, Fountas and Pinnell in Spanish, unit tests in the content areas as well as Standardized assessments including Math and Science.

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

Paste response to question here:

In order to ensure that ELLs are appropriately evaluated in all four modalities of English acquisition, teachers use different summative and formative assessments. To assess students' reading and writing skills, students complete a common core aligned task for literacy and math at the end of each unit. Also, students' listening and speaking skills are assessed through writing celebrations where students have to present their published work to an audience. Finally, one of the school's goal for the last two year is to engage students in rigorous discussions, which is another way teachers can assess students' speaking skills.

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).

Paste response to questions here:

As part of the registration process, SIFE students are identified based on the Home Language Survey, an interview to determine prior schooling experiences, and an informal assessment. Due to age differences and NYCDOE restrictions, students are placed in the age/grade appropriate class. Therefore all SIFE students begin in a bilingual beginning level class. However, within the daily schedule, instruction is modified based on the level of proficiency in their native language. Research based instruction is provided in the five dimensions of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension, as per the National Reading Panel. SIFE students are immediately provided with intervention services according to their needs; this may include streaming with other classes. SIFE students are also targeted for our intervention programs and small group tutoring during and after school. Support staff will use different materials and programs including Estrellita, Wilson, Words Their Way, Voyager Passport and HB Intervention and ELL Kit. In addition, ongoing assessments are used to monitor and adapt instruction and assess learning. As a participating school of SES programs, we encourage parents to register their children in programs to support one to one instructional services.

As indicated above, all new students are screened as part of the registration process. We also refer to the NYSESLAT test results in order to effectively place new students into the appropriate class. Most newcomers are placed in a beginning bilingual class, receiving 60% of their instruction in Spanish and 40 % in English. As in all our classes, teachers utilize available data as well informal assessments to plan diagnostic prescriptive instruction. They modify activities specifically based on the student's needs. Newcomers and all at risk students are our priority for intervention services. This includes pull-out/push-in reading during the day as well as after school tutoring programs. In addition, the computer based programs such as, Imagine Learning English and Lexia will be used to support all strands of English language development.

Our long-term ELLs utilize, the Ready Gen, which is a Common Core Aligned curriculum to support literacy instruction. This is a thematic, developmental reading program that has a Spanish series paralleled to the English series. The literacy program consists of 90 minutes of balanced literacy. Through individual conferencing, mini lessons will be developed to target children's specific learning and/or language needs. As part of previous Inquiry Team Work, Long Term ELLs have been our target population. The focus of the Inquiry Team was to study the causative agents impeding ELLs from reaching a proficiency level in the NYSESLAT. In studying this population, we found that some characteristics of Long Term ELLs include: frequent absences and/or long term absences, interrupted schooling, low socio economic levels, at risk home environment, lack of family support, literacy in the home, illiterate parents, lesser value placed on education, learning disabilities, at risk behavior requiring counseling and other interventions. As a result of these findings, we will continue providing weekly parent workshops to address the academic, social and emotional needs of the ELL students. These workshops will focus on developing academic language at home, building prior knowledge and vocabulary through family trips, developing reading and writing at home, and activities to increase the listening, speaking, reading and writing. We will also include our Long-term ELLs in the Title III after school program to provide additional support.

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?

Paste response to question here:

Our ELL Students With Disability (SWD) receive the same curriculum materials as all our mainstream students. They are instructed with grade-level materials using scaffolds strategies for language development and content knowledge. ELLs with special needs are serviced in accordance with the determination and specifications of their IEPs. We have on staff bilingual SETSS teachers, bilingual counselors, and bilingual speech providers. These services are provided within the school day as pull-out/push-in models. As part of our daily ELA instruction we have implemented a “Reading Is Enlightening” (RIE) literacy period. During this literacy period, AIS teachers push-in to provide support to students with special needs using a variety of materials such as, Wilson, Estrellita, Words Their Way, Voyager Passport, and HB Intervention Kit.

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?

Paste response to question here:

We have implemented flexible programming for our ELL-SWD students in order to attain English proficiency within the least restrictive environment. We also maximize instructional opportunity through flexible small group instruction, cooperative learning, various strategies like scaffolding language, TPR “Total Physical Response.” We also aim to support the 8 multiple intelligences (Howard Gardener) as well as to increase the number of books in a variety of genres. An emphasis is placed on an integrated content area curriculum instruction to allow more opportunities for practice in the application of language and learning experiences. Also, ELL-SWD students participate in the Good Dog Foundation to help promote language development and self-esteem.

At PS 128M, we believe in incorporating all students in the general framework of the school. As such, we have integrated a flexible schedule within the ELL-SWD program to ensure the social, emotional and intellectual needs of students are met. Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. All ELL-SWD students are integrated in all school-wide activities; including monthly writing celebrations, assemblies, science and social studies fairs where they are paired with general education classes.

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:				

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

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

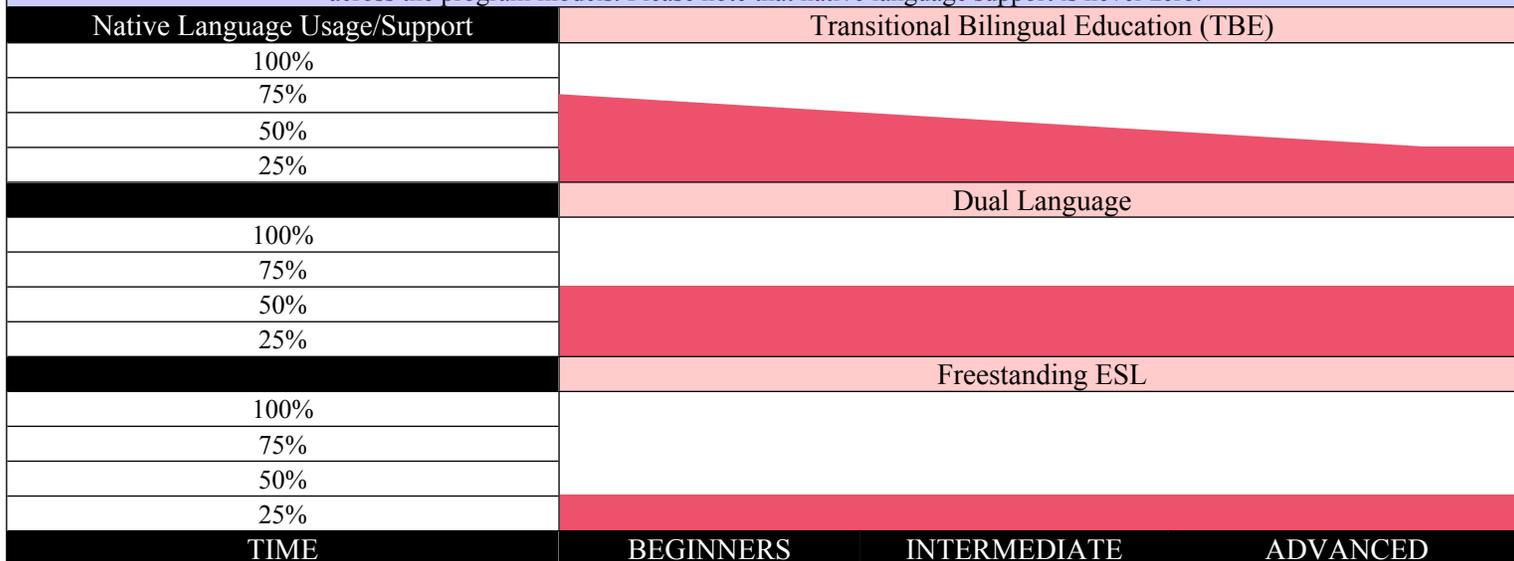
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Paste response to question here:

The school intervention programs for ELLs in ELA and Math has been designed to incorporate supplemental instruction during the day as well as outside of the daily schedule. Classroom teachers and intervention staff provide diagnostic prescriptive instruction opportunities to meet the areas of deficiency in the four language strands: reading, writing, listening and speaking. Our ELLs are included in our Intervention Plan to address their academic needs based on data analysis. The targeted intervention programs used for ELLs include: Harcourt Brace ELL kit, Voyager Passport, Pasaporte, Estrellita, Words their Way, Getting Ready for the NYSESLAT and Beyond, Wilson, Leap Frog, Imagine Learning English, and Compass Learning Odyssey and Lexia.

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

Paste response to question here:

Our current program has been effective. Our ELL students have been showing progress in the areas of reading and math as measured by the NYS tests. In addition, our ELL students have also shown improvement in the area of language development as measured by the NYSESLAT. In close analysis of the NYSESLAT, we notice that our students are moving from one proficiency level to the next, to then becoming proficient.

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

Paste response to question here:

The following school year (2014-2015) we are starting a dual language program. This program will not only meet the demands of our parents, but also provide our student with more options to compete in the 21st century and become college and career ready.

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

Paste response to question here:

We will continue with all our current programs and services since they have shown to be effective for our ELL students.

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

Paste response to question here:

All ELLs are provided with equal access to all curricular and extracurricular programs. In an effort to improve our ELL students' skills in reading and writing, ELL students participate in RTI interventions provided by the ESL teachers as part of their daily instruction. Also, we offer intervention programs during the day that focus on diagnostic prescriptive instruction, and flexible grouping for differentiated instruction. ELLs in grades 2-5 participate in the ELL after school program. This program provides instruction to foster English language development. This 2-5 tutorial program provides staff an opportunity to meet individual student needs on a "one-to-one" basis or small group setting through a diagnostic prescriptive approach. Our SIFE students are provided with academic intervention services during the day. The SIFE intervention program consists of an intensive phonics and math program that utilizes an interactive, multi-sensory approach by incorporating visual cues, chanting, kinesthetic activities through games and group activities in Spanish. In addition, a CBO off-site after school program, FYI Welcome Program, supports newly arrived ELL students get acclimated to their new environment. We give priority to our ELL student to take part on any intervention programs we offer during and/or after school hours. To ensure ELLs participation in these programs, we send home invitation letters to the parents and phone calls are made to recruit ELL students.

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

Paste response to question here:

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

Paste response to question here:

In the TBE program, native language support is delivered through the content areas, such as literacy, mathematics and science. In the ESL program native language support is offered through projects.

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

Paste response to question here:

All ELL students are provided with age-grade level materials and resources. Teachers are trained to scaffold instruction and

differentiate activities to meet the students' needs.

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.

Paste response to question here:

ELL students that are newly enrolled in our school are provided with a packet of activities to complete before the beginning of the school year. In addition, we encourage newly enrolled ELLs to participate in the Welcome Program from Fresh Youth Initiatives throughout the school year. The Welcome Program offers students who have recently arrived to the USA activities to get them acclimated to the culture by visiting museums, parks, theaters, etc.

18. What language electives are offered to ELLs?

Paste response to question here: 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)?

Paste response to questions here:

The school intervention programs for ELLs in ELA and Math has been designed to incorporate supplemental instruction during the day as well as outside of the daily schedule. Classroom teachers and intervention staff provide diagnostic prescriptive instruction opportunities to meet the areas of deficiency in the four language strands: reading, writing, listening and speaking. Our ELLs are included in our Intervention Plan to address their academic needs based on data analysis. The targeted intervention programs used for ELLs include: Harcourt Brace ELL kit, Voyager Passport, Pasaporte, Estrellita, Words their Way, Getting Ready for the NYSESLAT and Beyond, Wilson, Leap Frog, and Compass Learning Odyssey.

We will continue to support our former ELL students by providing: lower student/teacher ratio for literacy and mathematics in grades K-5. These Former ELLs are provided with additional time and are also supplied with an English/Spanish Glossary on Standardized assessments. We also maximize instructional opportunity through flexible small group instruction, cooperative learning, various strategies like scaffolding language, TPR "Total Physical Response." We also aim to support the 8 multiple intelligences (Howard Gardener) as well as to increase the number of books in a variety of genres. An emphasis is placed on an integrated content area curriculum instruction to allow more opportunities for practice in the application of language and learning experiences. Former ELLs also participate in the Extended Time Tutoring (ETT). After review of our available resources we considered purchasing additional English and Spanish leveled library books in order to support the guided reading in our balanced literacy program. In addition, we will implement Imagine Learning English, a computer-based program that focuses on English language development by creating learning path for each individual student based on their English language proficiency.

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.

Paste response to questions here:

During the school year we will provide five two hour sessions devoted to best practices in teaching the ELL student to all staff members, including newly appointed teachers in order to support them . Staff will also share ESL methodologies during faculty conferences, teacher team and monthly grade meetings. The Literacy Coach, the Math Coach and the Bilingual/ESL Administrator will support peer coaching sessions, after school workshops, and planning sessions. All newly appointed teachers will be provided with a mentor to assist them in planning, in the delivery of instruction and the interpretation of assessment data. Intervisitations will be arranged to support teachers' needs. In an effort to support teachers in meeting the 7.5 hours of ELL training, we include them in the ELL Institute, which provides Bilingual, ESL and mainstream teachers an opportunity to research, learn and implement second language development strategies that support ESL instruction in content area. All teachers are advised and encouraged to maintain records of all agendas and handouts provided in these workshops to serve as evidence of their participation. As part of our PD plan, the CFN-ELL Specialist will train Cabinet members, including the Principal, Assistant Principals, Data Specialist, Literacy Coach and Math Coach to make sure that all members share the same lense regarding best practices. Paraprofessionals are also trained with Reading Rescue, Estrellita, Wilson as well as how to deliver guided reading so that they can provide intervention services to our students. In addition, all staff members are part of teacher teams. They meet every week; first week of the month is to conduct inquiry work around a common need, the second and third week of the month is to plan collaboratively around their curriculum maps, and the last week of the month is for professional development. The professional development is under the topics of; common core standards, creating rigorous summative tasks, the shifts in Literacy and Math to meet citywide expectations, and the Dannielson's Framework for Teaching and Learning.

Staff working with ELLs are scheduled to meet with the school counselor and grade supervisor to discuss how they can assist ELLs transitioning from elementary to middle school.

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?

Paste response to questions here:

The Bilingual/ESL Administrator will provide 6, two hour session, parent workshops that address the academic, social and emotional needs of the ELL students. These workshops focus on; Developing Academic Language at Home, Building Prior Knowledge and Vocabulary through Family Trips, Developing Reading and Writing at Home, Activities to Increase the Listening, Speaking, Reading and Writing, and Creating Games to Increase Phonemic Awareness and Phonic skills. Parents will also be informed of the instructional program that the students receive in the bilingual class, as well as, recommended practices that parents can use to assist their child in his or her academic growth. At the end of each workshop, parents complete a reflection sheet to be use in order to evaluate their needs.

Our school partners with outside agencies and Community Based Organizations to provide workshops and/or services to ELL parents. Some of these organizations and agencies include Alianza Dominican, Turn2 Us foundation, Healthy School Healthy Families, Police Academy League , etc.

Through the use of flyers and letters to parents, the Bilingual/ESL Coordinator will keep parents informed of meetings, test schedules and special projects that are taking place in the bilingual classroom. Regulations and laws that impact the ELL students and their family will also be addressed by the Bilingual/ESL Coordinator during meetings and special workshops.

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:

School Name: PS 128M**School DBN: 06M128**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rosa Argelia Arredondo	Principal		11/15/13
Cary Pantaleon	Assistant Principal		11/15/13
Alexandra Sanchez	Parent Coordinator		11/15/13
Pat Vaccaro	ESL Teacher		11/15/13
Elizabeth Pesantez	Parent		11/15/13
Idalia Machuca	Teacher/Subject Area		11/15/13
Iris Antonetty	Teacher/Subject Area		11/15/13
Stacey Capella	Coach		11/15/13
Tosha Lucas	Coach		11/15/13
Lolita Bitanga	Guidance Counselor		11/15/13
Marlene Wilks	Network Leader		11/15/13
Terrie Santiago	Other <u>ESL Teacher</u>		11/15/13
Alicia Betancourt	Other <u>RTI Point Person</u>		11/15/13
Kinsley Chao	Other <u>Math Coach</u>		11/15/13
	Other		11/15/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 06M128 School Name: The Audubon School

Cluster: 2 Network: 209

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.

PS 128M has an extensive parental involvement component that includes, but is not limited to, parent participation in our School Leadership Team and all school wide events. The majority of our parents speak Spanish. As part of our effort to keep all parents informed, all correspondence is sent home in English and Spanish. We also provide simultaneous translations during our SLT meetings. Echo translations are also incorporated into all our other meetings, including those held by the Parents' Association. We also request and obtain translation of vital documents and/or information from the Department of Education for the few parents who are not fluent in English or Spanish.

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

The first source of information pertaining to the language needs of our students and parents is obtained during registration with the completion and review of the Home Language Survey. Our parent's needs are also determined during our Parent Orientation weeks each September and January, when parents have the opportunity to meet their child's teachers. Similarly, through ongoing meetings, such as Parent Teacher Conferences, and/or those held by our Parent Coordinator and/or Bilingual Coordinator, the school receives information as to the parents' language needs. Surveys are also distributed to parents, which are sectioned into topics related to the language, academic, physical, and mental health development of the family so that needs and interests of individual families may be identified. Parent needs will also be ascertained by feedback received from school personnel.

Part B: Strategies and Activities

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

The school provides all documentations, letters and meetings with translations as mentioned above. The following strategies will be used to involve parents in school-based planning and decision-making:

- Workshops and instructional programs will be planned and designed according to the analysis of these aforementioned responses and input.
- Workshops will be offered on a weekly basis as part of the school's ongoing effort to keep parents informed, and to enhance their knowledge and skills in areas related to the education of the whole child.
- The Community School Professional Development Team will network with the Region, Central Board, and the community to bring additional resources into the school community.
- The school administration, will met with the Parents' Association Executive Board to request their continued representations on the School Leadership Team. Parents will be trained as SLT members.
- The Parents' Association will inform the parents about the rules and responsibilities of the parent representatives on the school leadership team. Volunteers for the committee will be nominated and representatives will be elected. Parents will also participate in subcommittees.
- Schools volunteers who assist in all school areas will continue to be recruited on an ongoing basis; training will continue to be provided by the NYC School Volunteer Program.
- The Parents' Association will publish a parent newsletter (English/Spanish) to share school efforts and accomplishments.
- A Parent Handbook (English/Spanish) will inform parents of school programs, services, rules, regulations and procedures.

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.

All oral interpretation services to parents are provided as needed. Oral translations are provided by in-house staff members: Parent Coordinator, Bilingual Coordinator, as well as any staff member and school volunteers who are provided to us by the NYC School Volunteer Program. In addition we have Community Based Organizations (CBO) such as Turn 2 Foundation, PAL, the Dominican Women's Associations, ACDP that assist the school with parents and also provide activities that are geared to the development of parenting skills and adult training through out the year.

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

The first source of information pertaining to the language needs of our students and parents is obtained during registration with the completion and review of the Home Language Survey. Our parents' needs are also determined during our Parent Orientation weeks each September and January when parents have the opportunity to meet their child's teachers. All correspondence is sent home in English and Spanish. We also provide simultaneous translations during our SLT meetings. Echo translations are also incorporated into all our other meetings, including those held by the Parents' Association. We also request and obtain translations of vital documents and/or information from the Department of Education, Central and regional offices when encountered with a language other than English or Spanish.

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: PS 128M	DBN: 06M128
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 50
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 5
of content area teachers: 0

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:

P.S. 128 M. will offer our English Language Learners (ELLs) in grades 2 through 5, an extended day academic intervention program which will concentrate on the development of all strands of language acquisition which includes: listening, speaking, reading and writing. The Title III after school program will provide staff an opportunity to meet individual student needs on a small group setting through a diagnostic-prescriptive approach. The ELL extended day academic intervention program will target approximately 50 students at the Beginning, Intermediate, and Advanced levels of proficiency as determined by the NYSESLAT. Groups will be comprised of 10-12 ELL students. The ELL program will meet two days a week, Monday and Wednesday for two hours each day for 14 weeks during November through March. Teachers will provide instruction in the areas of literacy, math, social studies, science and technology. The goal of the program is to prepare our eligible second language learners and students with a minimum of one year in an English Language School System (ELSS) for standardized testing. Instruction will focus on reading comprehension, vocabulary development, critical thinking and content area writing. Through the writing component, the students will develop their writing skills in the various genres: personal narratives, memoirs, expository, persuasive, poetry, letter writing and responding to document based questions. In addition, the Imagine Learning English computer based program will be purchased to support students' listening, speaking reading and writing skills. Five certified Bilingual and or ESL teachers with a minimum of three years experience will provide instruction. One Assistant Principal will serve as the instructional leader to ensure the success of the program. Student's progress will be monitored through periodic assessments; teacher made tests, rubrics, and standardized exams.

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:

Research indicates that Professional Development (PD) is the key to improve student achievement. We will offer a comprehensive professional development program that will support the 5 teachers participating in the Title III extended day program as well as the Bilingual and ESL teachers in our school. A comprehensive professional development program will address the needs of our new and experienced staff in order to align best teaching practices with research based findings on language acquisition. Experienced teachers will be assessed for their strength and weaknesses based on observation, questionnaires, classroom walkthroughs and supervisory input. In addition, the Professional Developer will present workshops focusing on best practices in four, one hour sessions, during November through

Part C: Professional Development

March to staff members participating in the Title III after school program. During these professional development sessions, the use of pedagogical second language acquisition strategies and techniques such as scaffolding language and meta-cognition processes will be emphasized. Teaching strategies will also include activities and techniques to develop oral language and vocabulary as well as reading and writing skills. Best practices in second language instruction will be modeled, analyzed and implemented in the classroom setting. Classroom intervisitations will be arranged to share ideas and strategies, and self-reflection sharing sessions will be included in our meetings.

Part D: Parental Engagement Activities

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

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

Begin description here:

The Assistant Principal will provide 4, two hour session, parent workshops that address the academic, social and emotional needs of the ELL students. The parent workshop topics are aligned with the Title III program. These workshops will focus on; developing academic language at home, building prior knowledge and vocabulary through family trips, developing reading and writing at home, activities to increase the listening, speaking, reading and writing, and creating games to increase phonemic Awareness and Phonic skills. Parents will also be informed of the instructional program that the students receive in the bilingual class, as well as, recommended practices that parents can use to assist their child in his or her academic growth. During these workshops, refreshments will be provided.

Since 99% of our ELL parents are Spanish speakers, 20 parents will be invited to attend three cultural trips to El Repertorio Español to enhance their experiences. EL Repertorio Español, a DOE approved vendor, offers plays in Spanish that are relevant to the experience of Latinos, such as the challenges and misconceptions about the Spanish language, culture and traditions. We expect that these plays help reinforce cultural pride, and instill the love for the arts and theater.

Through the use of flyers and letters, the parents will be informed of meetings, test schedules and special projects that are taking place in the bilingual classroom. Regulations and laws that impact the ELL students and their family will also be addressed during meetings and special workshops. These notifications will be provided in English and Spanish.

Part E: Budget

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

Allocation Amount: \$

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