



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: JACOB H. SCHIFF PS 192
DBN (i.e. 01M001): 06M192
Principal: SUSAN RIVERA
Principal Email: SRIVERA32@SCHOOLS.NYC.GOV
Superintendent: ELSA NUNEZ
Network Leader: ROBERTO HERNANDEZ

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
Susan Rivera	*Principal or Designee	
Hector George	*UFT Chapter Leader or Designee	
Carol Compres	*PA/PTA President or Designated Co-President	
Margarita Pitrie	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Evelyn Castillo	Member/ Teacher	
Lilian Morales	Member/ Paraprofessional	
Maria Gomez	Member/ Teacher	
Kenia Ozuna	Member/ Parent	
Scarle Espinal	Member/ Parent	
Ana Veras	Member/ Parent	
Yesenia Suazo	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

To improve staff accountability for student learning.

By May 2014, 100% of teachers will receive frequent written feedback from supervisors, based on evidence-based system of the Danielson Framework For Teaching, that focuses on teachers' individual professional goals and improved student learning for all students, including populations of subgroups.

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.

The school's Progress Report 2012-2013 reveals students' progress rating of A (38 out of 60) and performance rating of B (13.3 out of 25) and Closing the Achievement Gap 3.0 out of 17, indicating a strong need to address and improve teachers' pedagogical practices in order to ensure improved student outcomes for all students, and especially those of the subgroups of English Language Learners, Students with Disabilities, and Students at the Lowest Proficiency Level Citywide.

The school's most recent Quality Review (October, 2013) preliminary findings cited the following "what the school needs to improve" bullet: "Improve teacher pedagogy so that all students are provided with a variety of entry points to the school curriculum in order to increase student engagement."

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-Supervisors will implement a fully functional system of observations and feedback to hold administrators and teachers accountable for continuous improvement, using student data, feedback, and professional development opportunities.

1.Activity-A minimum number of frequent classroom observations, using Charlotte Danielson's Framework For Teaching and adhering to the guidelines of ADVANCE Evaluation SYSTEM, including option 1 (minimum of 1 Formal Observation plus 3 Informal Observations) or Option 2 (minimum of 6 Informal Observations), with feedback provided to all teachers within 2 weeks.

2.Activity-All teachers will complete a minimum of 3 self-reflections on their teaching practices, based on their professional goals, student learning outcomes, and feedback provided by supervisors, beginning of year, mid-year, and end of year.

3.Activity-Pre and post observation conferences between supervisors and teachers will focus on pedagogical practices, using Charlotte Danielson's Framework For Teaching, leading to the improvement of student learning outcomes and the attainment of teachers' goals.

4.Activity-Professional Development opportunities will be provided to all staff, based on the differentiated professional needs of teachers and paraprofessionals to support and strengthen teaching practices.

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

1.Consultant will work with Principal and Assistant Principal on effective classroom observations and feedback

2.DoE Talent Coach and Peer Instructional Coaches will meet with teachers to support their implementation of ADVANCE requirements and Danielson Framework For Teaching Rubrics

3.Principal and Assistant Principal will meet with teachers in one-on-one feedback sessions

4.All Teacher Teams and subgroups of teachers (such as new teachers, teachers preparing for tenure) will collaborate in grade level and content area meetings

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

1. All teachers will receive feedback and reports connected to the minimum number of observations, according to their selected observation options

2.Self-reflections will be used both prior to and post each observation to measure the alignment between teachers' goals, student achievement, and observed practice.

3.50% of lessons observed will increase their HEDI rating in at least 2 components from original lessons observed and subsequent lessons observed.

4.Agendas, minutes, and documentation forms will reflect teachers' expertise in assessments of Common Core Learning Standards curricula, instructional practices, and student work, with appropriate implications and plans for next instructional steps to support improved student outcomes.

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

1. Beginning October, 2013, after initial one-on-one IPC conferences with all teachers in September 2013, and continuing weekly until May 2014..
2. Three times during the year, at goal-setting meetings in September/October 2013, during mid-year conferences in January 2014, and ending at end of year conferences, May, 2014.
3. Beginning September 2013 and continuing on an ongoing, frequent basis, with feedback provided no later than one week after observations, ending in May, 2014.
4. Beginning in October, 2013, Teacher Teams will meet weekly and end in June, 2014.

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

1. Consultant’s professional development services will be allocated funds through allowable funding sources.
2. Administrators will schedule the meetings with the teachers to discuss goals and provide actionable feedback and Literacy and Math coach will provide additional supports.
3. Administrators will schedule the observations and provide feedback in a timely fashion
4. Literacy and Math coach services will be allocated through funding sources

Strategies to Increase Parental Involvement

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

1. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress.
2. Providing assistance to parents in understanding City, State and Federal standards and assessments
3. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
4. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community

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.

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.

“In order to develop a data-driven school culture to meet the learning needs of all students, by June 2014, 50% of teachers' assessment practices will include ongoing checks for understanding, student self-assessments, and effective feedback.

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.

The school’s most recent Quality Review (October, 2013) preliminary findings cited the following “what the school needs to improve” bullet: “Further develop systems for gathering and analyzing student achievement data to inform instructional decisions and improve student outcomes.”

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-The school leaders and teachers will develop and participate in the following activities to create a data-driven school-wide culture, based on students’ needs, assessments, and analysis to inform instructional next steps, resulting in improved student achievement.

1. Activity-All Teacher Teams (Grades and Content Areas) will evaluate student work/assessments weekly, using a prescribed protocol for Looking At Student Work and Common Core Learning Standards-aligned RUBRICS and will meet to share best instructional practices with Danielson artifacts, developed during the 2013-2014 school year.
2. Activity-Supervisors will review and analyze the documentation forms submitted by the Teacher Teams, on a weekly basis, to determine the effectiveness of the Teacher Teams and their growing capacity to rigorously evaluate student work products and make appropriate and effective next instructional steps to improve student performance.
3. Activity-All teachers will participate in Professional Development workshops that focus on best practices of using assessments in instruction and providing effective feedback to students, using Common Core Learning Standards RUBRICS (Danielson Framework For Teaching component 3d).
4. Activity-All teachers will write a minimum of 5 highly effective lessons, as per the Danielson Framework For Teaching, using the evidence of student work to make modifications and revisions, to meet the learning needs of the diverse subgroups in the classrooms.

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

1. All Teacher Teams will collaboratively Look at Student Work, 3 times per month and collaboratively meet to Share Best Instructional Practices, with Danielson artifacts, 1 times per month.
2. Supervisors will review and analyze the documentation forms submitted by the Teacher Teams
3. Peer Instructional Coaches and Consultants will plan and conduct Professional Development workshops.
4. All teachers, with support of coaches, ambassadors, and consultants will write a minimum of 5 highly effective lessons, as per the Danielson Framework For Teaching, using student work to drive instructional decisions to meet the diverse learning needs of subgroup populations, such as ELLs and SWDs.

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

1. Documentation Forms have been developed for teachers to complete and submit, weekly, to the Principal after each Teacher Team meeting to evaluate effectiveness of the content and processes of the Teacher Teams. This will be evaluated on a monthly basis.
2. Documentation Forms have been developed for teachers to complete and submit, weekly, to the Principal after each Teacher Team meeting to evaluate effectiveness of the content and processes of the Teacher Teams. This will be evaluated on a monthly basis.
3. Teacher Reflection Forms will be implemented after each Professional Development workshop to determine effectiveness of the PD provided. Supervisors' observations will reflect teachers' planning and implementation of strategies and pedagogical practices presented.
4. Lesson plans and classroom observations will reflect levels of performance, as rated by the Danielson Framework For Teaching Rubrics.

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

1. Teacher Team meetings begin In October, 2013, and are conducted weekly, according to the school's year-long calendar
2. Supervisors will collect and review documentation forms on a weekly basis, starting in October, 2013 and ending in June, 2014.
3. Beginning in September, 2013, Professional Development workshops will be provided at monthly faculty conferences; Saturday professional training for Guided Reading Instruction will take place, weekly; Professional Development will be provided during weekly designated preparation periods for targeted teachers, and ending in June, 2014.
4. Beginning in September, 2013, Teacher Teams will meet weekly after-school, during Extended Day session (Thursdays) to collaboratively develop a minimum of 5 Highly Effective lessons and ending in June, 2014

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

1. No cost associated with this activity.
2. No cost associated with this activity.
3. Per Session Teacher rate for 25/2 teachers/supervisors 50 hrs per session 4 sessions; Consultant's professional services will be allocated using allowable funding sources
4. No cost associated with this activity.

Strategies to Increase Parental Involvement

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

1. Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations;

- literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home
- 2. Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
- 3. Translate all critical school documents and provide interpretation during meetings and events as needed.
- 4. Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress.

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

Goal and Action Plan #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.

To cultivate the development of overarching systems and partnerships that support and sustain students' social and emotional developmental health. By June 2014, the 100% of students will participate in PBIS. Their participation will support their social and emotional well-being and prepare them for college and career, as measured by school-developed student surveys administered by June 2014.

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.

The school's most recent Quality Review preliminary findings (October 2013) cited the following "what the school does well" bullet and we continually seek to improve our proficient rating to well-developed in this area.

"The school promotes a safe and orderly environment in order to support the social and academic development of students and adults."

Instructional Strategies/Activities

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

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

Strategy-All students will participate in development of overarching systems and partnerships that sustain and support social and emotional developmental health of students. Activities such as Award Ceremonies, Themed Festivals, and Field Day.

- 1.Activity-The school Guidance Counselor and Parent Coordinator meet regularly with students and families, throughout the year to track, monitor, and proactively support students' social and emotional growth.
- 2.Activity-Students participate in Student Council Meetings and plan and enact activities, responding to the social and emotional needs of students.
- 3.Activity-Community-Based Organizations, such as NYC Mission Society, Heritage Health, Columbia University: Community Impact, CAW and St. Luke's Hospital, provide services to school and services to children and families and collaborate with school personnel, including but not limited to, the Principal, Assistant Principal and teachers.
- 4.Activity-Teachers and Parents participate on School Leadership Team committees and subcommittees to address issues of safety.
- 5.Activity- The school utilizes **PBIS** to ensure a safe, orderly, respectful school community.

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

- 1.Guidance Counselor, Parent Coordinator meet with students and families and Community Based Organization personnel interact with school constituents.
- 2.Designated teacher serves as Student Council Advisor to Student Council.
- 3 Staff from other CBOs, as well as school staff provide after school programs.
- 4.Equal number of parents and school staff meet in School Leadership Team meetings and participate in subcommittee planning sessions.
- 5.All school personnel, including teachers, paraprofessional, supervisors, support staff, children, and parents participate in **PBIS** curriculum and strategies.

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

1. Suspension rates, detention logs, OORs reports, accident reports, attendance reports will reflect improved student social-emotional growth.
2. Student surveys will be conducted to evaluate the effectiveness and impact of the social, emotional programs offered by the school, three times during the year, starting in October, 2013; mid-year (approximately January/February 2014; and end of year, June, 2014.
3. Mid year and End of Year program evaluation reports will reflect students' emotional and social growth throughout the year. Participation and Logs will be evaluated by mid year to ensure that all of our students have had an opportunity to participate in a school wide event.
4. School Learning Environment Survey, Spring 2014 will reflect staff and parents increases in responses of "strongly agree" in relation to questions of communication, engagement, and safety.
5. Student surveys, teacher surveys, parent surveys will reflect positive student outcomes, both affective and cognitive.

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

1. Beginning October 2013 and ending in June 2014, daily interactions between school personnel and students and families with communication occurring frequently and in an ongoing, as needed basis. Monthly review of data to track progress.
2. Beginning in October, 2013 and ending in June, 2014, Student Council meets weekly to plan and implement student-led activities throughout the year.
3. Beginning in October, 2013 and ending in June, 2014, after-school programs meet daily.
4. Beginning in September, 2013 and ending in June, 2014, School Leadership Team meets monthly, with subcommittee meetings, as needed throughout the year.
5. Beginning in September, 2013 and ending in June, 2014, pre-program, mid-year reflections/surveys, and end of year reflections/surveys; implemented rewards and consequences will be monitored throughout the year.

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

1. Full time Guidance Counselor provides support to teachers, students and families
2. Per Session funding for specified teacher to serve as Student Council Advisor
3. Per Session for after school enrichment programs
4. Members of School Leadership Team receive a compensatory stipend
5. Funding for supplies and per session for participants of the PBIS Committee

Strategies to Increase Parental Involvement

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

1. Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
2. Supporting or hosting Family Day events.
3. Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact
4. Encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee
5. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

To enhance the dialogue and communication between parents, students, and school constituents, centered on student learning and student success. By June 2014, there will be an increase of at least 5%, as compared to last year's percentage, in the average number of parents and staff who respond "**strongly agree**" on the Spring 2014 School Learning Environment Survey, in response to questions related to communication and data.

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.

The school's most current Learning Environment Survey 2012-2013 reflects the following parents' and staff's responses to questions pertaining to communication and data:

Parents:
My child's school:
keeps me informed about my child's academic progress. (9.2) 67/32
keeps me informed about what my child is learning.(8.9) 62/35
keeps me informed about services for me or my child, such as tutoring, after-school programs, or workshops at school. (8.4) 55/37
communicates with me in a language that I can understand. (9.2) 68/32
gives my child regular and helpful feedback on his or her work. (8.9) 57/42

Level of satisfaction-The response I get when I contact my child's school. (8.9) 60/39

Teachers:
My school communicates effectively with parents regarding students' behavior.(6) 14/57
My school communicates effectively with parents about their child's progress (7.5) 24/67

Instructional Strategies/Activities

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

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

Strategy-All school constituents will share data in ways that empower and encourage families to understand and use data to promote dialogue between parents, students, and school staff, centered on student learning and success.

- 1.Activity-ARIS Parent Link will be monitored to track the number of parents who are using the resource.
- 2.Activity-Student grades will be posted regularly on DATACATION online (Spring 2014) for parents to track their children's progress and performance, in real time.
- 3.Activity-Parent workshops will be conducted throughout the year, focusing on diverse needs of the community and its constituents.
- 4.Activity-Common Core Learning Standards with examples of student work aligned to the standards will be shared with parents throughout the year.

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

- 1.Parent Coordinator will monitor parent link on ARIS to track number of parents using the resource.
- 2.Teachers will enter student performance data online, using DATACATION. Parents will connect with DATACATION to view their children's progress and performance.
- 3.Parent Coordinator plans and implements parent workshops related to issues of concern to parents and families, leading to improved student progress and performance, leading to College and Career Readiness..
- 4.Teachers will share students' CCLS work with parents.

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

- 1.Increase in percentage of parents using ARIS parent link online.
- 2.Increase in percentage of parents using DATACATION online site.
- 3.Parents' responses on school's Spring 2014 Learning Environment Survey will reflect strongly agree with questions related to communication and data.
- 4.Percentage of parents attending Parent-Teacher conferences will increase from previous year, as measured by parent sign-in sheets.

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

1. Beginning in September, 2013 and ending in June, 2014, parent coordinator will monitor parent link on ARIS, monthly.
2. Beginning in February, 2013 and ending in June, 2014, parent coordinator will monitor parents' utilization of DATACTION.
3. Beginning in September, 2013 and ending in June, 2014, Parent Coordinator will plan and implement monthly parent workshops.
4. Teachers will share examples of students' CCLS work at Parent-Teacher conferences, during Fall 2013 and Spring 2014 conferences and at various times throughout the year, as needed.

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

1. Parent Coordinator to provide support for parents through allocated funding
2. Per Session for Teacher Training on the use of Dataaction
3. Literacy and Math coach funding allocated through multiple sources
4. Per Session for faculty and staff to role out the instructional shifts and changes.

Strategies to Increase Parental Involvement

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

1. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
2. Actively involve and engage parents in the use, review and evaluation of Dataaction
3. Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home
4. providing assistance to parents in understanding City, State and Federal standards and assessments

Budget and Resource Alignment

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

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

Goal and Action Plan #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.

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

1.

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

1.

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

1.

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

1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
 1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	1. Foundations grades K – 2 2. Reading Partners grades 1 – 5 3. Reading Recovery grades 2 – 3 4. Wilson grades 3 – 5 5. Extended Day program grades 3 – 5 6. Raz Kids 7. Reading A-Z 8. Triumphs Reading 9. Star Fall 10. ABC Mouse	1. Small group 2. one-to-one 3. Small group and one-to-one 4. Small group 5. Small group 6. Small Group 7. One-on-one 8. Small group 9. One-on-one 10. One-on-one	1. During the day 2. During the day and after-school 3. After school 4. During the day 5. After school 6. During the day 7. During the day and after school 8. During the day and after school 9. During the day 10. After school
Mathematics	1. Extended Day program grades 3- 5 2. Pull-out remedial instruction 3. RTI remedial instruction	1. Small group 2. Small group 3. Small group and one-to-one	1. After school 2. During the day 3. During the day and after school
Science	Focus on Content vocabulary, comprehension and critical thinking strategies.	1. Small group	1. During the day
Social Studies	Focus on Content vocabulary, comprehension and critical thinking strategies.	1. Small group	1. During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	1. Student appraisal 2. Student Advisement 3. Crisis Counseling 4. At-Risk Counseling	1. Individual and small group 2. Individual and small group 3. Individual and small group 4. Individual and small group	1. During the day 2. During the day 3. During the day 4. During the day

**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.
-All faculty and staff are currently considered Highly Qualified New hires are licensed in their content areas. Teachers participate in Professional Development
-We will continue to attract highly qualified teachers through *Partnerships with local Universities *Providing opportunities for continued growth and development *Opportunities to work in a collaborative environment

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).
We have a three tiered professional development plan to afford everyone the opportunity to participate in activities that are relevant and appropriate to our needs in all areas (school wide, grade specific and individual).

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.).
These funds are used to purchase essential needs for our students and provide guidance and support to their families through workshops and activities.

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.).
*Students are provided with additional instructional time to increase support and focus on specific instructional needs of the students. *Students are screened and provided RTI services according to need *Family events focus on providing training for parents to help their children to improve academically * Supplemental materials, supplies and software enhance instruction by providing different venues of effective learning strategies

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.
Our schedule was designed to provide teachers and students with an opportunity to receive targeted instruction as well as tier 2 and 3 intervention services to our students. This design allows for our students to receive the services without any interruption to their instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 06	Borough Manhattan	School Number 192
School Name Jacob H. Schiff PS 192		

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 Susan Rivera	Assistant Principal Justin Kravetz
Coach Awilda Chapel	Coach type here
ESL Teacher Adacelis Concepcion	Guidance Counselor Zayra Gonzalez
Teacher/Subject Area Milagros Malave/ AIS Coordinat	Parent Carmela Torres
Teacher/Subject Area	Parent Coordinator Luz Maldonado
Related Service Provider Alba Linarez	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	3	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	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	317	Total number of ELLs	116	ELLs as share of total student population (%)	36.59%
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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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1											3
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE				1	1	1								3
SELECT ONE														0
Total	1	1	1	1	1	1	0	6						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	116	Newcomers (ELLs receiving service 0-3 years)	97	ELL Students with Disabilities	11
SIFE	1	ELLs receiving service 4-6 years	19	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	54									54
Dual Language										0
ESL	43	1	7	19		5				62
Total	97	1	7	19	0	5	0	0	0	116

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 Spanish	13	27	13											53
SELECT ONE														0
SELECT ONE														0
TOTAL	13	27	13	0	53									

*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	12	1	1	19	13	14								60
Chinese				1										1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1										1
TOTAL	12	1	1	21	13	15	0	0	0	0	0	0	0	63

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)	10	2	4	1	3	3								23

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)	6	6	6	6	4	6								34
Advanced (A)	11	19	5	13	6	5								59
Total	27	27	15	20	13	14	0	0	0	0	0	0	0	116

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	34	27	7	0	68
4	21	18	6	0	45
5	21	10	9	2	42
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	17		32		14		6		69
4	18		16		9		4		47
5	13		17		14		1		45
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	5		11		17		14		47
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

At our school, all students are assessed in September, using Fountas and Pinnell. Students are assessed in writing, using a baseline writing prompt. The results of these assessment tools are evaluated by the ELL teacher and the Literacy Coach. Their weekly curriculum planning sessions provide the structure to plan lessons and resources that address areas for next instructional steps that the data from student work reveals. The teachers share and analyze examples of student work and collaboratively plan appropriate techniques and best pedagogical strategies to support their students' improved learning outcomes. The data from the spring 2013 NYSESLAT reveals the following:

In Kindergarten 100% of our ELLs are emergent readers, 1st grade - 59% are emergent and 41% are reading at a Kindergarten level, 2nd grade - 23% are emergent, 22% are reading at a Kindergarten level and 30% are reading on a 1st grade level. 3rd grade - 32% are reading on a Kindergarten level, 34% are reading on a 1st grade level and 36% are reading on a 2nd grade level. 4th grade - 10% are reading on a Kindergarten level, 25% are reading on a 1st grade level, 17% are reading on a 2nd grade level, 42% are reading on a 3rd grade level, 11% are reading on a 4th grade level and in 5th grade - 14% are reading on a Kindergarten level, 21% are reading on a 1st grade level, 36% are reading on a 2nd grade level, 21% are reading on a 3rd grade level and 14% are reading on a 5th grade level. In all 4% of our ELL students are reading on grade level. Based on the results we have implemented several intervention programs to support our ELL students. During the day our ELLs are being seen by our Academic Intervention Specialist several times during the week. Reading Partners is seeing our neediest ELLs twice a week in a one to one setting for 45 minutes. Our ELLs in the 2nd grade are participating in a Reading Recovery program for 8 hours a week after school.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns revealed across proficiency levels on the NYSESLAT results from Spring 2013 are as follows: What the data reveals is that 55% of our ELLs are Advanced. The majority of our Beginners (12%) are in grades K - 2 while only 6% are beginners in grades 3 - 5. The speaking strand stands out as the strongest modality, across proficiency levels and even for the newest arrival beginning students, while writing is the area our ELLs are struggling the most in.
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](#))

The spring 2013 NYSESLAT results are not available on the RNMR at this time in this section. However, the data patterns from the NYSESLAT modalities (reading, writing, listening, speaking) affect instructional decisions. Our school's Coherent Set of Beliefs About How Students Learn Best emphasizes classroom practices that not only encourage daily student to student discussion and collaboration but incorporates lessons in which such engagement and student to student interaction is necessary for the tasks and objectives to be achieved. This leverages the strengths that the ELLs are bringing to the classroom (namely their strength in speaking) and encourages the practice of writing tasks (which the data suggests is a lesser strength).

The Annual Measurable Achievement Objectives data reveal that over the years, students make progress but they are still not making adequate progress to reach performance targets, as set by New York State. Students' strengths and weaknesses are identified through the analysis of the NYSESLAT data and shared by and with the classroom teachers, the push-in support personnel, such as the ESL teachers, AIS teacher (Academic Intervention Teacher), SETTS teacher and the content area teachers who also need to have this information so that they can provide personalized and precise instructional support. Student performance data is a shared responsibility so that ample time and effort is provided throughout the day by all teaching personnel who will impact on the students' performance. ELLs are grouped in a specifically-designed class on each grade to facilitate the push-in services of ESL teachers.

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?

The patterns demonstrate that our students are making progress (64%) as evidenced by the NYSESLAT exam. On the NYSELA exam 28% of our ELLs scored levels of 1 or 2 while 85% of our students scored a level 1 or 2. None of our ELLs scored a level 3 or 4, while 15% of our general population did. On the NYS Math exam 88% of our ELLs scored level 1 or 2 compared to 70% of our general education students who scored a level 1 or 2. 12% of our ELLs scored a level 3 or 4 while 30% of our general education students scored a level 3 or 4.

This data is shared with the teachers, supporting the specific areas that teachers need to focus on to address the areas of weakness.

Instruction is delivered to the ELLs in both English and Spanish, according to the language proficiency of the students, to ensure that the students understand the math skills. This data is correlated to the NYSESLAT results, using the 4 modalities to determine consistency in results and note anomalies between the data points.

ELL Periodic Assessment will be used to focus on the areas where our students are struggling and support those areas where they are doing well. We have just administered the periodic assessments and therefore do not have the results to analyze. We also use other diagnostic and assessment tools in English, which are administered throughout the school year, as benchmarks. They are as follows:

Fountas and Pinnell Reading Assessment; Formative and Summative classroom curriculum assessments, Rigby and NYC Interim Assessments.

These assessment tools provide valuable results that are used by administrators, coaches, bilingual teachers, ESL teachers, consultants. The results are used to drive instructional planning and resources.

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](#).)

The school uses data to guide instruction for ELLs within a response to Intervention Framework that includes 3 Tiers of Instructional Support. The first tier involves the provision of rigorous curriculum and instruction in the general classroom. All ELL students are included in the Common Core Learning Standards aligned curriculum in all subject areas. Teachers are expected to provide appropriate scaffolds, supports, and appropriate data-driven differentiation to help all students (including ELLs) access the rigorous demands and expectations. Fountas & Pinnell Assessments & Diagnostic Assessments, State Test (Summative), and NYSESLAT are used to drive instruction. The 2nd tier of intervention includes small group work, provided both by the classroom teacher and additional support personnel assigned to the classes (including AIS teacher, SETTS teacher and ESL teacher). SBST Academic Behavior Action Plan, PBIS (Positive Behavior Intervention Support), Guided Reading in addition to Reading Block, Double Dose Foundations/Wilson & Small Group Instruction and Reading Recovery. More frequent assessments are administered to monitor students' progress. The 3rd tier of intervention involves one on one instruction and tutoring. Conferencing and individualized instruction occur both during the school day and after-school. This instruction is very intensive and targeted through the following programs; Reading Partners, AIS teacher Foundation and Wilson, ESL and SETTS.

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

The students' second language development is considered in instructional decisions as the teachers plan their learning targets and objectives for daily lessons. Attention to language acquisition, including academic language and domain-specific vocabulary development, figurative language, idioms and expressions, colloquialisms, collocations, and explicit instruction and emphasis on vocabulary building, with classroom practices that emphasize student to student discussion, as a bridge to rich and complex reading proficiency and writing, as per Common Core aligned rubrics. In bilingual classes, rubrics will be posted in Spanish as well as in English to provide clear expectations for ALL students.

7. For dual language programs, answer the following:

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

N/A

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

The school evaluates the success of the program through the progress and performance of the ELL students on the NYSESLAT exams. In addition, the ongoing analysis and evaluation of daily student work informs our monitoring of the strengths and weaknesses that need to be addressed, both by students and by teachers. Frequent classroom observations and visits by the Principal result in feedback and evaluation reports that document the successes and challenges. Coaches, Assistant Principal, Network's Achievement Coach and Consultant also visit classes and observe teachers and students on a collegial level and provide another form of "critical friend" feedback, as the low-inference evidence observed indicates. Using the Charlotte Danielson Framework For Teaching allows all educators to assess the results in the classroom with a common language and understanding of best professional practices, across all 4 Domains.

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](#).) During the registration process, in September, our school's Parent Coordinator, Ms. Luz Maldonado (who is bilingual) and our licensed pedagogue, Ms. Adacelis Concepcion (ESL teacher) follow guidelines to complete the intake of possible English Language Learners. The Parent Coordinator's role is to provide translation services while the trained pedagogues conduct the HLIS and interviews. The trained pedagogues determine the students' home language. Teachers briefly interview the students in both English and Spanish, as well as interviewing the parents in the language they can best comprehend. This is critical so that they fully understand the process of admission and the possible choices of programs (TBE, Dual Language, Freestanding ESL). Our teachers assist parents in filling out the Home Language Survey, if they need assistance. Afterwards, the school secretary enters the appropriate language code in the ATS system. The students that are identified by the Home language Survey as possible ELLs are then given the LAB-R by a licensed ESL teacher, within 10 days of their admission. Those students that score non-proficient are then also given the Spanish LAB exam.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines. The parents of ELL students are invited to a Parent Orientation Meeting in September within the first 10 days of entering school, where a licensed ESL teacher provides information and a video that explains the different language programs offered by New York City Department of Education and our school. This meeting is conducted in the parents' home language. Parent Orientation Meetings are offered after the ESL teacher hand scores the LAB-R grids. These meetings take place a few days after the scoring of the LAB-R. Our ESL teacher makes phone calls and distributes letters to invite parents to come to the school so that they can view a video and read informational pamphlets in the parents' native language. The video and pamphlets explain the different language programs and the ESL teacher explains what programs are offered at our school and the alternative options that parents have. During these meetings, parents are encouraged to ask questions of the ESL teacher, Parent Coordinator and Principal. Afterwards, parents fill out the parent survey and program selection forms. Copies of these filled out forms are maintained in a binder and stored in a locked cabinet in the main office. All the parent choice selections that parents requested which are provided by our school were honored and the students were placed in our programs.
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](#)].) Our school's ESL teachers review the NYSESLAT data, using the RLAT Report. The ELL students that score proficient are given a letter of non-entitlement in their parents' native language. This letter explains that their child has attained language proficiency in English and will no longer receive bilingual or ESL services. ELL students that score beginning, intermediate, or advanced are given a letter for their parents in their native language, that informs them that their child will continue to receive bilingual or ESL services for the current academic year. All placement, entitlement, and continued entitlement letters are kept in a binder and stored in a locked cabinet in the main office.
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. As outlined above, the criteria used and procedures followed to place identified ELL students in bilingual or ESL instructional programs include following the State LEP Identification Process and consultation and communication activities with parents in their native language. After screening and determining if a newly admitted student is eligible for LAB-R testing, the student is given the test. Using the LAB-R 2013 cut scores, the student's level of English proficiency is communicated to the parent. All of our correspondence is bilingual, in English and in the parent's native language. For newly admitted students, the parent is told whether their student is at a beginner/intermediate or advanced level. After consultations and communication with the parent, the newly admitted student is placed in a bilingual or ESL instructional program according to the parent's informed choice. Parents of previously identified ELL students are notified of their child's performance on the NYSESLAT. If the student passed the NYSESLAT, the parents are notified that their child is English proficient and no longer entitled to ELL services. If their child did not pass the NYSESLAT, the parents are notified of their child's English Proficiency level according to the NYSESLAT, and the child remains in the ELL program in which he/she is currently enrolled. If the parents change their minds or are not happy with

their program of choice, then they meet with the Principal and ESL teacher or Parent Coordinator. As a result of their meeting in the parent's native language, the child is then placed in the program selected by the parent. If a parent prefers a program option that is not offered at the school, a trained pedagogue will support them in identifying a nearby school that does have that program. If the parent speaks a language other than English or Spanish, a translator from the child's family or the community is available to translate for the parent. The ELPC screen on ATS is updated within 20 days by the ESL teacher.

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

In order to ensure that the school administers the New York State English as a Second language Achievement Test (NYSESLAT) to all ELLs, the bilingual coordinator ensures that the testing coordinator has access to all current testing memos and information in a timely fashion. The testing coordinator creates a schedule for testing and shares that with the Principal for approval and with the teachers so that everyone is informed. Special schedules are created during the designated time frame that the testing must take place. Students are pulled out of classes and ESL teachers administer all sections of the exam. The testing coordinator ensures that all ELL students are tested and that all documents are scored and submitted within the time frame that is designated. The testing coordinator makes sure that ELL students who may have been absent are accounted for when they return to school (within the time frame designated by New York State). The secretary accesses and prints out all ATS reports (RLAT, RLER, RNMR, RESI) that serve to determine NYSESLAT eligibility and they are provided to the Principal and the ESL teachers.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- After viewing the Parent Survey and Program Selection forms for the past few years, parents have shown an interest in all three programs; dual language, ESL and transitional bilingual. Parent Surveys are distributed to families by the Bilingual Coordinator. They are reviewed and shared with Principal. All the parent choice selections that parents requested which are provided by our school were honored and the students were placed in our programs. Ongoing and regular communication with CBOs and community organizations help to keep the school informed about community needs. We have transitional biligual classrooms in grades K, 1, & 2 and ESL services from K - 5th grade. We do not have a dual language program becaue enough parents have not requested ththat request this program. Over the next few years, we hope to develop a dual language program in the school. We will do this by increasing parent involvment and getting more parents to attend the Parent Workshop where the Parents Survey and Program Selection form is given. Also, the parent coordinator will take on the responsibilty of calling the parents and getting them to come in to fill-out the Parent Survey and Parent Selection form.

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])?

Our school offers two language models: 1 bilingual transitional education classes in grades K, 1 and 2 and an ELL dominant class in grades 3 and 5. Grade 4 receives ESL pull-out services from licensed ESL teacher. The classes are heterogeneously composed of students across language proficiency levels. They travel together as a class. Push-in ESL teachers provide ESL service to other classes with ELL students, as well.. Content area teachers provide instruction for the classes, as a whole. The teachers in this school differentiate for ELL subpopulations and continuously work on oral language development with their students based on the individual student data they have collected. Strategies often used for ELLs include modeling, audiovisuals, semantic mapping, graphic organizers, explicit vocabulary development, activating prior knowledge, and engaging in accountable talk. The push-in model allows for a better teacher to student ratio and thus the teachers can more closely monitor the students' progress and also provide meaningful formative feedback throughout the tasks and lessons. The appropriate number of mandated minutes of ESL instruction are provided and the mandated breakdown for English instruction and Spanish instruction is followed by the teachers. ELLs have rubrics that help the school monitor progress on a regular basis. If a unit takes six weeks, then the writing can be developed during this time using the rubric. The rubric was originally designed to create a sense of accomplishment for ELLs even though they may have not moved up a whole point on the rubric. The rubrics are successfully used in all content-areas to further promote the understanding that literacy is evident in all areas and to create a coherent curriculum for all ELLs. The school has found that these scaffolds and other strategies allow their ELL students to succeed using the same curriculum as their non-ELL students.

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)?

Certified bilingual teachers are hired and assigned to the bilingual classes. ELL students in the bilingual classes who are beginner and intermediate levels receive 360 minutes a week of ESL instruction from their bilingual class teacher, with an emphasis on effective ESL strategies, as well as 60-90 minutes of native language arts in Spanish. Advanced level students in the same classes receive 180 minutes a week of ESL instruction in the content areas and 180 minutes a week in ELA literacy in English. The 3rd and 5th grade classes requirement are also provided by licensed Bilingual teacher. The licensed ESL teachers' program have appropriate mandated times designated in order to fulfill all compliance requirements under CR Part 154 for our Push-in/Pull-out ESL model.

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.

The 3rd and 5th grade ESL classes both have a licensed bilingual teacher provide tiered support with the targeted students, providing the mandated number of minutes of ESL instruction for beginners and intermediates (360 minutes per week) and for advanced students (180 minutes per week, using ESL strategies in the content areas as well as 180 minutes using ELA literacy strategies in English. Our certified licensed ESL teacher provides the necessary instruction (according to CR Part 154) to our 4th grade ELL's and those ELL's in the lower grades not participating in the transitional bilingual program. The bilingual teachers in grades K, 1 and 2 teach ELA, ESL in English, and Native Language Arts. They teach Math and Social Studies in both languages, according to the varied language proficiency levels within their classes. The Common Core Learning Standards-aligned curricula in the content areas is delivered with Universal Design for Learning practices that support and scaffold the language needs of the ELL students. In addition, SIOP strategies are used to support ELLs' content mastery and language acquisition. Intentional emphasis is placed on vocabulary development through the Word Generation Program. Our school's Coherent Set of Beliefs About How Students Learn Best highlights best pedagogical practices that serve to support meeting the needs of all students,

including, of course, ELLs. Modeling, explicit instruction, rubrics, meaningful and actionable feedback through one-on-one conferring and small group instruction, engaging materials, tasks, and questions, emphasis on student to student discussion and collaborative inquiry with higher-order thinking and cognitive demands create a learning environment that sets high expectations and also provides matching supports for the ELL students to help them meet the high standards.

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

ELLs are appropriately evaluated by their classroom teachers in their native language through the classroom tasks and activities, aligned to the curriculum. ELLs are also evaluated on a regular basis by classroom teachers as they confer with students in small groups or one-on-one. They are evaluated both in Common Core Standards work as well as with native language materials, designed to meet the needs of the students. Teachers will enter students' scores on our DATACTION system which will be accessible to students, parents, teachers, and administrators. It will be available in real time accessibility in the Spring 2014.

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

ELLs are appropriately evaluated in all four modalities of English acquisition through conferring one-on-one conferences with classroom teachers. These logs are maintained and reviewed by the Principal, coaches, and consultant. Our Coherent Set of Beliefs About How Students Learn Best emphasize daily classroom practices that incorporate student to student discussion, ample time for reading and writing, feedback to students (provided in small groups and one-on-one conferences). At such conferences, assessments of students' progress and performance. Teachers not only monitor the students but use the opportunity to provide teaching points and feedback, expressly tailored to the students' needs. Common Core Learning Standards of Language are especially emphasized for the ELL population. Principal's frequent classroom visits and observations result in feedback to the teachers and evaluation reports that document the teachers' practices and level of performance, under ADVANCE.

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).

Students who are identified as SIFE and Long term ELL participate in Reading Partners to differentiate their reading instruction, both by reading level and by interest. They also receive instruction in small (4-6 students) and very small (2-3 students) guided reading groups. These approaches help them receive focused, personalized, and low-risk attention. The Literacy and Math Coaches meet with ESL teacher and bilingual teachers to plan, with specific attention to best practices for ELL instruction. These teachers also attend common planning sessions on a weekly basis with other teachers on their grade for both ELA and Math.

Students who are recent arrivals and those students who have less than three years in an English Language school system are paired with proficient students who speak both languages. This peer support is very effective in helping students to feel comfortable in a new environment. Respect for All tenets are emphasized, as language and cultural differences are respected and supported. Teachers welcome students' participation in the learning process, in whichever language helps the student learn best. As new language is being acquired, native language is used to access the content and activities. Directions and instructions may be provided in both languages, with a variety of quality visual aids and/or realia, and other strategies used to reinforce and communicate concepts and skills.

ELLs who have received 4-6 years of ESL services have their ESL and bilingual teachers create specific lessons that are comprehensible by making language and content very clear, achievable and with rubrics in both languages to emphasize expectations. Process charts in the classroom are also posted conspicuously to support students' learning. Modeling, demonstrating, and explicit instruction are part of our school's highlighted practices. Student engagement and effective, actionable feedback to students provide for ample opportunities for students to practice independently and/or groups and partners, with teachers providing ongoing checks for understanding and actionable feedback for next steps. Conferencing and conference notes ensure that students receive consistent and individualized attention.

ELL students who scored level 1 in both ELA and Math on the spring 2013 state tests receive intervention in ELA and Math, through one on one tutoring by the AIS Coordinator, ESL teacher, SETTTS teacher and Reading Partners. ELL students work on project-based activities that encourage peer collaboration, investigation, and research. Guided reading groups are another structure that occur on a scheduled basis throughout the day and throughout the year, with students who have common learning needs and levels. Flexible groups are created by the teacher, using the data they have on the students, including ELA and Math scores, as well as NYSESLAT results. Intervention in Math is provided in both languages, as needed. Math baseline assessments are given in September and results are used to form student groups. ELL students also have access to a web-based literacy program, called "ABC Mouse", "Star Fall", and "Brain Pop" and Math program called IXL. These program provides support in English and Spanish (IXL).

ELL students who score Proficient on the NYSESLAT are provided with the following testing accommodations: separate

location, time and a half. Such accommodations are also provided during simulation tests. These accommodations are provided for 2 consecutive years to all proficient ELLS to continue to support their language proficiency.

Our newly-arrived ELLs are admitted on the first day of school. They are welcomed, as are their parents. They are informed of all school expectations, both verbally and through the sharing of the school's Student Handbook. The Parent Coordinator, as well as the class teacher, are available to provide additional translation, if necessary.

Since differentiation and one-on-one conferring are practices that have been and continue to be emphasized in our school, teachers meet individually with students on a regular basis. Professional collaboration is also an embedded practice and occurs regularly through our planned common periods for professional planning. These sessions focus on Looking at Student Work, Sharing Best Teaching Practices, Curriculum Planning. Teachers share student work, including work of all sub-groups, with a particular attention to the subgroups of ELLs and SWDs. AIS teacher, ESL teacher, SETTS teacher and paraprofessionals are assigned to push-in and designated students are intentionally assigned to ensure accountability and focus. Lesson plans will reflect the groups and the assigned personnel, as well as the tasks and activities that will be coordinated with the curriculum and the pedagogy.

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?**

ELL students in all grades are invited to participate in after school programs via a letter to the parent, notifying them of the programs, such as; America Reads (Reading Recovery), Reading Partners, and ARO (Artist Reaching Out). The letter details the purpose of the program, the days and times that the program will be in session. Parents are informed that students who sign up are accepted into the program. Daily attendance is taken and when a student is absent, a school aid makes a call to the home to follow up. The goals of the after school programs include emphasis on developing the ELL students' second language literacy skills in the four language modalities. The after school program uses the following materials: classroom libraries and other reading materials, picture dictionaries with related activities and audio supports, and standard English-Spanish dictionaries. Classrooms libraries are established and enhanced throughout the year with materials that reflect Common Core Lexile level books, large collections of non-fiction texts, as well as books at students' independent reading level. The interests, backgrounds, and cultures of the students are also considered when adding books to the libraries. America Read is also designed to provide additional instructional time for ELLs and includes trips around New York City, in which real-life experiences provide the opportunities to develop rich and specific language through experiential learning activities. The socialization of the experiences in small groups makes the learning very natural and enjoyable for the students, as well as opening up their exposure to New York City with their peers and the teacher as a "guide." SIOP strategies are used to support ELLs' content mastery and language acquisition. Intentional emphasis is placed on vocabulary development through the Core Knowledge, Foundations, Wilson and Expeditionary Learning. Our school's Coherent Set of Beliefs About How Students Learn Best highlights best pedagogical practices that serve to support meeting the needs of all students, including, of course, ELLs. Modeling, explicit instruction, rubrics, meaningful and actionable feedback through one-on-one conferring and small group instruction, engaging materials, tasks, and questions, emphasis on student to student discussion and collaborative inquiry with higher-order thinking and cognitive demands create a learning environment that sets high expectations and also provides matching supports for the ELL students to help them meet the high standards. Special Education and SETTS teachers review students' IEPs to ensure that the mandated accommodations and modifications are being implemented. In addition, the IEP identifies the students' disabilities and the teachers meet routinely on a weekly basis with common branch teachers to plan strategies to address the students' learning needs, in alignment with the curriculum being implemented.

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

Our school uses curricular, instructional, and scheduling flexibility to enable diverse ELLs and SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment, as follows: ESL teachers push-in to provide services to reduce the student-teacher ratio, permitting more small group and one-one instruction. Careful attention to students' learning styles, aligned with appropriate resources selected and provided by administration and teachers, matched to students' interests and levels, serves to address students' needs, without referring the students for self-contained classes. General education classes provide wide opportunities for ELLs to interact with all other students, while receiving the appropriate services, as determined by IEPs. Congruence and coordination of personnel allow for an effective sharing of students' learning needs and IEP mandates. Teachers are all expected to use IEP data, as well as all other available data, to make instructional decisions, personalized for individual students.

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:	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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.

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
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.

The year begins with a battery of diagnostic tests in all content areas to determine which students are below level, on level, and above level. These results are reviewed and correlated with the most current NYSESLAT results, New York State exams in ELA and Math. Students receive targeted intervention, aligned to scaffold their access to Common Core Learning Standards. In identifying students who require extension of services, we focus on the specific characteristics of the learner that must be addressed through the extension services. The students with 3-4 years of service receive intervention that includes one-on-one tutoring, projects, and small group instruction. The students with 5 years of service receive intervention that includes one-on-one tutoring, projects, small group instruction, and independent study. All students in our ESL program receive additional support through guided reading with instructional level texts and vocabulary development. Spanish leveled libraries in the classes provide ample resources for students to engage in high-success reading with high interest books, matched to the independent reading levels of the students. Spanish text books in Math and Social Studies have been purchased and are used to support content instruction. Books on tape provide another modality support. Language dictionaries with correlated workbooks, learning activities, audio CDs, and materials for teacher support have been very useful for diverse learners. Students work independently, at their level, and are monitored closely and often, by the teachers. Common Core Language Standards are emphasized, in addition to the literacy and math standards, when planning learning targets and goals for student progress and performance. Our classes are all grouped heterogeneously to encourage opportunities for students to engage in rich student to student discussion, with opportunities to hear and approximate wide range and register for language practice. As the school receives Title 1 funding programs are planned to provide opportunities for all students and families. Title III Extended Day Intervention Program focuses on developing ELLs second language literacy skills in all four modalities. Emphasis is on providing very small group instruction, with students reading books matched to their level for high success reading experience. Reading Partners and Reading Recover offers an individualized reading program for students to read in English, at their level with materials differentiated by their interest. Small groups in the classrooms incorporates focus on writing effective Common Core standards-based opinionargument essays, with evidence from texts. Literature clubs, technology, and trips provide diverse opportunities for the diverse learners to leverage their personal learning strengths, while building on their lesser strengths and areas of need. Explicit vocabulary support also supplements our core instructional program. The four modalities are incorporated in the lessons. We have an extensive physical education program during the day and after school. Every afternoon, students also have the opportunity to participate in America Scores. After school activities include Baseball Teams, Basketball Teams, Soccer Teams and Art Programs. These programs are funded with Title III funds and America Scores program. SMART BOARDS provide multiple, engaging opportunities to access and represent resources, with UDL principles of representation of instructional materials being implemented by the teachers, on a regular basis. Utilizing visual supports and realia, as well as hands-on projects reinforce the abstract concepts and content. Teachers provide intervention, using best Response to Intervention guidelines (3 tiered approach), using the research from Richard Allington's What Really Matters In Response to Intervention and Douglas Fisher, Nancy Frey, and Carol Rothenberg's Implementing RTI with English Learners, and Strategies for Success with English Language Learners by Rojas. Targeted intervention in Math is provided through extended day program 2xs/week. Go Math Inventory assessments are administered continually and provide frequent updated data about students' performance for teachers to adjust their instruction accordingly. IXL is another program that supports targeted instruction for students needing help in math computation. Intervention Kits from "Go Math" provide intervention support for the ELLs who are performing at the lowest levels in math.

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

Reflection, review, and revision are all aspects of our collaborative planning and conversations. Teachers meet in professional learning teams three times a week, twice during common planning time and once during Inquiry. Ongoing one-on-one meetings between teachers and the Principal begin early in the year, with teacher goal-setting conversations and are followed by mid-year conversations and end of year conversations. Throughout the year, the Principal also provides feedback to individual teachers, related to the supervisory classroom observations that occur on a frequent basis. Such emphasis on evaluation permits clear expectations and careful monitoring to ensure effectiveness of our programs. Students' progress and performance are topics that take "center-stage" in all feedback and conversations. Ongoing open dialogue among all staff focuses on the students and their successes and challenges. Support personnel, such as guidance counselors, are also involved in the conversations about the students. Social and emotional considerations must be addressed, particularly for ELLs who struggle to acclimate and make adequate progress. NYSESLAT results provide important information about the students' progress and performance in language

acquisition. Disaggregating the total score to examine the performance levels in the 4 modalities is even more important as targeted instruction can be effectively implemented with small groups of students who demonstrate common needs. Intentional groupings in classes can be another classroom revision that emanates from the understanding and analysis of the NYSESLAT modality report. Last year, we had 7 students who became Proficient, according to the most current NYSESLAT results. We are waiting for the Modality analysis to further determine our next instructional steps in the classrooms.

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

Based on our ongoing review and reflection, and to meet the needs of the students in our community, we are going to purchase additional SMARTBOARDS. We will also purchase Achieve 3000 so that all of our ELLs will have additional support in reading in their native language. Scheduling the AIS teacher to provide push-in or pull out for additional support. Reducing the student-teacher ratio continues to be an effective strategy to provide individualized, precise, data-based targeted instruction, tailored to the students' needs.

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

We continue to reflect on our program and practices to enhance and refine our offerings, both in content and in practice. We do not anticipate discontinuing any services or programs. We seek to enhance the ones we provide with continuing reflection and modifications, as per the Common Core Learning Standards expectations to surface the gaps and address them, through professional collaboration and enhanced expertise and experience.

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

ELLs are afforded equal access to all school programs. They are invited to attend our extended day programs, Saturday Arts program, all sports programs, and all extra-curricular events. The year begins with a battery of diagnostic tests in all content areas to determine which students are below level, on level, and above level. These results are reviewed and correlated with the most current NYSESLAT results, New York State exams in ELA and Math. Students receive targeted intervention, aligned to scaffold their access to Common Core Learning Standards. In identifying students who require extension of services, we focus on the specific characteristics of the learner that must be addressed through the extension services. The students with 3-4 years of service receive intervention that includes one-on-one tutoring, projects, and small group instruction. The students with 5 years of service receive intervention that includes one-on-one tutoring, projects, small group instruction, and independent study. All students in our ESL program receive additional support through guided reading with instructional level texts and vocabulary development. Spanish leveled libraries in the classes provide ample resources for students to engage in high-success reading with high interest books, matched to the independent reading levels of the students. Spanish text books in Math and Social Studies have been purchased and are used to support content instruction. Books on tape provide another modality support. Language dictionaries with correlated workbooks, learning activities, audio CDs, and materials for teacher support have been very useful for diverse learners. Students work independently, at their level, and are monitored closely and often, by the teachers. Common Core Language Standards are emphasized, in addition to the literacy and math standards, when planning learning targets and goals for student progress and performance. Our classes are all grouped heterogeneously to encourage opportunities for students to engage in rich student to student discussion, with opportunities to hear and approximate wide range and register for language practice. As the school receives Title 1 funding programs are planned to provide opportunities for all students and families. Title III Extended Day Intervention Program focuses on developing ELLs second language literacy skills in all four modalities. Emphasis is on providing very small group instruction, with students reading books matched to their level for high success reading experience. Reading Partners and Reading Recover offeres an individualized reading program for students to read in English, at their level with materials differentiated by their interest. Small groups in the classrooms incorporates focus on writing effective Common Core standards-based opinionargument essays, with evidence from texts. Literature clubs, technology, and trips provide diverse opportunities for the diverse learners to leverage their personal learning strengths, while building on their lesser strengths and areas of need. Explicit vocabulary support also supplements our core instructional program. The four modalities are incorporated in the lessons. We have an extensive physical education program during the day and after school. Every afternoon, students also have the opportunity to participate in America Scores. After school activities include Baseball Teams, Basketball Teams, Soccer Teams and Art Programs. These programs are funded with Title III funds and America Scores program. SMART BOARDS provide multiple, engaging opportunities to access and represent resources, with UDL principles of representation of instructional materials being implemented by the teachers, on a regular basis. Utilizing visual supports and realia, as well as hands-on projects reinforce the abstract concepts and content. Teachers provide intervention, using best Response to Intervention guidelines (3 tiered approach), using the research from Richard Allington's What Really Matters In Response to Intervention and Douglas Fisher, Nancy Frey, and Carol Rothenberg's Implementing RTI with English Learners, and Strategies for Success with English Language Learners by Rojas. Targeted intervention in Math is provided through extended day program 2xs/week. Go Math Inventory

assessments are administered continually and provide frequent updated data about students' performance for teachers to adjust their instruction accordingly. IXL is another program that supports targeted instruction for students needing help in math computation. Intervention Kits from "Go Math" provide intervention support for the ELLs who are performing at the lowest levels in math.

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

The instructional materials used to support ELLs include all of the Common Core Standards-aligned reading and math curriculum materials, as recommended by the Department of Education ("Go Math", "Core Knowledge", "Expeditionary Learning" and "REACH: In the United State"). Teachers often translate materials for students who are not able to access the English at the level of proficiency required for the texts presented. Spanish-English dictionaries and support CDs provide opportunities for students to independently develop vocabulary at their own individual pace. Class libraries for ELLs include abundant independent reading books and materials, in both English and in Spanish. These reflect both independent reading levels of the students and student interest. Challenge books are also readily available. The school consistently addresses its mission to develop an authentic love of reading by all students by encouraging great student choice in reading and providing extensive amount of time for independent reading. SMART BOARDS in the classroom, as well as access to laptops, allow students to use internet resources (with guidance and supervision of teachers) to support their learning.

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

Native language support is provided in our TBE model. In TBE classes, native language instruction is delivered in native language arts literacy, math, and content areas. Students write in both English and in Spanish. Students are grouped in flexible groupings, based on common learning needs. Therefore, sometimes, they are grouped for instruction by language proficiency level and sometimes they are organized in other group configurations for peer to peer conversations, tutoring, and collaborative projects. Teachers' decisions about groupings are based on purpose, activities, tasks, and data from students' evidence-based student work products. In ESL classes, emphasis on English language development and acquisition uses effective strategies, as presented by experts in the field, such as Calderon, Gibbons, Freeman and Freeman. Explicit teaching and student work with cognates, idiomatic expressions, figurative language, collocations, and Tier 2 vocabulary (as per Isabelle Beck's work on vocabulary instruction). Leveled books in Spanish are provided in each classroom library and students are encouraged to read independently at their level. The DOE Core Curriculum libraries are available in Spanish, including literature and non-fiction texts. Teacher-translated materials are also created to support students who need Spanish versions of materials not available. The reading in content area is aligned to DOE Science Scope and Sequence and core curriculum during science classes. Additional rigorous reading materials in Spanish are being explored through Instituto Cervantes and the DOE Office of ELLs to ensure common core learning standards texts are abundantly available for the ELLs..

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

ELL students receive their required services and these services support the students' needs to acquire proficiency in English and achieve academic growth on their grade level. The resources used by all teachers who provide services correspond to the ELLs' age and grade level. Using the strategies and supports from resources, such as SMART BOARDS, audio tapes, and visual supports, students are taught in a developmentally appropriate way, using high interest materials for low level readers, engaging lessons and thought-provoking read alouds to prompt higher order thinking and generate amplified language opportunities among students, appropriate soft ware, while at the same time, addressing the key standards from CCLS.

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.

Our school assists newly-enrolled ELL students before the beginning of the year. All such students and their families are invited to attend Orientation Meetings to learn about the program and the school. Our Student Handbook details expectations for students. Our Parent Coordinator is available to assist students during the day, with an additional support of being present in morning line-up and afterschool, daily, so that students have easy access to her for help while not losing instructional time from classes. This is particularly supportive for the ELL students who are enrolled throughout the school year. They are provided with the Student Handbook and help in understanding the expectation comes in many ways, through the support of guidance personnel, Parent Coordinator, social worker, and of course, the classroom teachers.

18. What language electives are offered to ELLs?

We do not offer any language electives at this time.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

1. Increasing staff effectiveness through meaningful professional development is directly correlated to student achievement. One of our school goals is to provide all staff with appropriate, differentiated, tiered professional development opportunities, throughout the year. The language development of our ELL and bilingual students has been identified as an integral aspect of our school's priority instructional focus, and as such, becomes the responsibility of all teaching personnel, as a shared goal. All professional development includes a particular and distinct attention to the needs of ELL learners. Every Wednesday afternoon from 2:20-3:10 PM, all staff members (including teachers and paraprofessionals) meet in Inquiry planning sessions to analyze student data and strategically make decisions to tailor their instructional practices. Twice weekly all teachers meet, by grade level to ensure that Common Core curriculum units are adapted and revised to provide the necessary scaffolds for diverse learners. The Danielson Framework For Teaching is also embedded in the professional development to norm the staff understanding of effective teaching practices. The secretary has attended professional training on using the reports for ELL students. Secretaries are encouraged to participate in Network or DOE training sessions. The DOE and Network provide newsletters and announcements of PD offerings and staff are encouraged to attend. Guidance Counselors attend PD workshops offered by DOE and Network. Professional development in specific literacy strategies will be provided after-school on Wednesdays by our Literacy Coach. Our network Achievement Coach will also provide PD for teachers, with an attention to meeting the needs of sub group populations.

2. Our Educational Consultant is an experienced educator with a strong background and current expertise in bilingual and ESL education, as well as literacy. Our current teaching staff in our ESL program have been interviewed and hired, based on their level of effectiveness and their predicted level of effectiveness (new teachers and newly hired teachers). Focusing on best and current research and professional texts, articles, videos, and webinars provided by the DOE, other educational institutions, and experts in this area of instruction are integrated into the professional development for all teachers, strengthening everyone's best practices in this area. We have also hired a Literacy Coach and Math Coach who provide professional development for all teachers, for teacher teams, and for individual teachers. Our Achievement Coach also supports the professional development of the teachers and paraprofessionals. Weekly common planning meetings are built into the school schedule and a memorandum and year-long calendar identify and emphasize expectations, including the protocols, the documentation, the focus of Looking at Student Work, Sharing Best teaching Practices (aligned to the Danielson Framework For Teaching). Additional time is established for Wednesday afternoons for a vertical team of teachers meet to collaborate with an attention to the differentiated needs of diverse learners. Developing the appropriate scaffolds, supports, and extension for diverse learners is the focus to help students access the rigorous Common Core aligned curricula in all content areas. Our ESL teacher and bilingual teachers have multiple opportunities to interface together as a cohort and with their colleagues on their respective grades, to be in sync with the expectations of the Common Core Learning Standards and school-wide Common Core curricula.

3. Our school guidance staff is highly qualified to assist our ELL students and their parents both as they transition from Pk into 5th grade and as our 5th grade students prepare to go to middle school. Both transitions are addressed throughout the year by our guidance counselor. Our Student Handbook is distributed to all families at our Open House for students and their parents. Informational sessions for 5th grade students and their parents are offered in the evening during the Spring to provide up-to-date details and materials about the middle school application process and selection process. Parents receive folders with valuable information, including the dates for the City-wide Middle School Fairs. During the regular school day, the guidance counselor meet with small groups of students to discuss the procedures and processes for selecting a middle school and answer any questions that arise during the application process. The counselor is available during the students' lunch period to provide additional opportunities for individual students to consult with guidance personnel. Monthly parent workshops are provided by the Parent Coordinator and include topics, such as Common Core Learning Standards, College and Career Readiness, , new students' issues, as well as topics pertinent to all families.

4. The minimum 7.5 hours of ELL training (10 hours for special education teachers) in supporting ELLs as they engage in the Common Core Learning Standards is embedded in all professional development sessions, with materials that are designed to address

specific ELL strategies that meet the needs of this sub group of learners. In fact, many of these strategies that work best for ELLs are also extremely effective with all students, such as Making Thinking Visible strategies and Accountable Talk. Annotating and close readings of text provide multiple exposures of repeated readings which facilitate and support students' comprehension. These are just some of the techniques that help all teachers create learning bridges, using the known to the unknown. Professional development opportunities that focus on ELL strategies that are provided both by our Network and by the DOE are distributed to staff to add to the professional development options. Agendas and sign sheets for all PD training that emphasizes best instructional strategies for ELLs (as per Jose P.) are filed and maintained in the Principal's office.

Professional development is offered during the month during and after 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?
 1. Ongoing communication with parents is an essential component for a successful school program. Our school holds monthly Parent Association and School Leadership Team meetings. We promote parent involvement through the following school activities: Provision of translators, when necessary; telephone contact; organization of parent open houses; bilingual school notices; organization of school-wide events for families; award ceremonies for students and families; monthly parent meetings; community events; family nights, with a focus on content areas; parent-student movie nights; family-student breakfast; Fall/Winter/Spring family festivals; parent-teacher conferences; parents welcomed for class field trips; invitations for student performances, fairs, and talent shows. Our Title III Immigrant Funds Supplemental Program are used to increase parental involvement and community collaboration with families, and in particular, families of ELLs. Monthly workshops included topics generated through collaboration between parents and school and included a wide range, such as Cyber-bullying, academic success of ELLs, Common Core Standards, ARIS Parent Link access, career pathways for ELLs, building language skills in the summertime for ELLs. Translation is always provided during all school events. Learning Leaders provides the opportunity for parents to volunteer in classrooms, with training and certification. Open access for our parents in the school library is available to support parents. School-wide Curriculum Night and grade-level Orientation Sessions provide opportunities for teachers and parents to share expectations, challenges, and supports for the children.
 2. Our school partners with Heritage Health, America Scores, Community Impact and NYC Mission Society to provide parental involvement activities. Workshops and other activities will be scheduled for all parents, including parents of ELLs.
 3. Our Parent Coordinator distributes a NYC DOE Parent Survey. In this survey, parents are asked various questions regarding school environment and school-wide activities. These surveys are conducted in 2 ways-either physically filling out the survey in hard copy form or online, electronically. The Parent Coordinator is available to assist parents with either option. Parents also fill out a school-based survey (Parent/Family Involvement Survey) which is prepared by the Principal in both English and in Spanish. In this survey, parents indicate what their specific needs are. The school's Learning Environment Survey provides extensive insight into the needs and perspectives of parents. The results of this survey have shown very high parental satisfaction, as per the questions presented. In fact, the number of parents filling out and submitting the survey far exceeds the citywide percentage. Discussions between parents and teachers during Parent-Teacher Conferences, as well as ongoing conversations between parents and school staff offer ongoing opportunities for parents' concerns and needs to be heard and addressed. This "data" is evaluated by the Principal, Parent Coordinator, and other key constituents, such as UFT Rep and PA President.
 4. The Parent Coordinator reviews parent surveys and plans ongoing workshops, throughout the year and invites outside CBOs and other organizations and guest speakers to help parents address their expressed concerns and areas of need. Parental participation in the school's Leadership Team and LAP committee provides another forum for the needs and perspectives of parents to be voiced and addressed. Examples of such needs include adult education programs, child health issues, Common Core Learning Standards expectations for College and Career Readiness, miscellaneous parenting issues.

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: Jacob H. Schiff PS 192

School DBN: 06M192

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susan Rivera	Principal		11/13/13
Justin Kravetz	Assistant Principal		11/13/13
Luz Maldonado	Parent Coordinator		11/13/13
Adacelis Concepcion	ESL Teacher		11/13/13
Carmela Torres	Parent		11/13/13
Milagros Malave	Teacher/Subject Area		11/13/13
Alba Linarez	Teacher/Subject Area		11/13/13
Awilda Chapel	Coach		11/13/13
	Coach		01/1/01
Zayra Gonzalez	Guidance Counselor		11/13/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 06M192 School Name: Jacob H. Schiff PS 192

Cluster: 06 Network: 611

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

Part A: Needs Assessment Findings

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

The data and methodologies used to assess the 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 include the following:

1. Parents fill out the school's Learning Environment Survey and are supported in this through the interpretation and translation services of the Parent Coordinator and other bilingual staff.
2. The HLIS is given to all parents of students newly admitted. This information is entered on the ATS screen for HLIS. An interview with the parent and the child has been conducted by a licensed pedagogue. The completed HLIS form is placed in the student's cumulative file and remains as a part of the student's permanent record. The school determines within 30 days of a student's enrollment the primary language spoken by the parent and whether language assistance will be needed for the parent to communicate effectively with the school and DOE. The numbers and names of parents who require interpretations and translation services are reflected by the data of the HLIS surveys. We currently have 116 ELLs (approximately 36.6% of our total student population), many of whose parents have limited English language ability. Therefore all notices from the school are sent home, in English and translated into Spanish. Parents are kept well-informed about the school activities and about their children's progress and performance. There are very few ELL students whose home language is other than Spanish or English but every effort is made to ensure that these parents are also kept well-informed through the translation and interpretation services of trained pedagogues who are fluent in those languages and through the DOE Translation office. The parent coordinator is always in attendance at school workshops, meetings, and events in order to translate, if necessary, as are other licensed personnel who are bilingual.
3. The school's percentage of Hispanic students and families and the our population of ELLs and Transitional Bilingual Education students are clear indicators of the need for translation and interpretation services in Spanish.
4. The school maintains a record of the primary language of each student and this information is maintained in ATS and on the students' emergency card.
5. As part of the school's CEP Planning with the School Leadership Team the school addresses the language assistance needs, including:
 - a. regular and timely provision of translated documents through either existing resources or the Translation and Interpretation Unit

- b. timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education;
- c. how it will provide those needs
- d. the budgetary and staffing resources it is devoting to fulfill those needs
- e. compliance with the notification requirements in Section VII of Chancellors' Regulation A-663.

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 large percentage of students from Hispanic households (approximately 57%) indicates to us that there is a great need to provide language assistance (translation and interpretation services) in order to help our families feel comfortable, welcomed, respected, and actively involved in our school life. These findings are reported to the school community through Parent Association Meetings, School Leadership Team Meetings, Faculty Meetings.

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 the following translation services:

1. All appropriate language versions of Department of Education documents which are distributed or electronically communicated to all or substantially all parents within the City containing critical information regarding their child's education, including, but not limited to:
 - a. registration, application, and selection;
 - b. standards and performance (e.g., standard text on report cards);
 - c. conduct, safety, and discipline;
 - d. special education and related services; and
 - e. transfers and discharges.
2. All school documents related to Student Specific Issues including but not limited to students':
 - a. health;

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

- 3. All school documents related to:
 - a. School Meetings
 - b. School Events
 - c. School News
 - d. School Announcements

Written translation services are provided by in-house personnel, such as Parent Coordinator and/or bilingual teachers. There are funds allocated through Translation and Interpretation funding that we use for translation services provided by the Department of Education Translation Services Unit.

- 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.

Oral interpretation services are provided by in-house personnel, such as Parent Coordinator, bilingual secretaries, ESL teacher, and/or bilingual teachers.

All Parent Workshops provide for a bilingual staff member (i.e., Parent Coordinator) to translate throughout the entire session.

Bilingual personnel, including Parent Coordinator, are available during all Open School Week Parent-Teacher Conferences.

All Open Houses and Orientation Sessions for families provide for bilingual translation and interpretation. There are funds allocated through Title III that we use for interpretation services provided by the Department of Education Translation Services Unit.

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

The School will fulfill Section VII of Chancellor's Regulation A-663 by:

Providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will obtain translated versions of this document, in the covered languages, through <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/default.htm>.

B. The School posts in a conspicuous location at or near the primary entrance a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. A list of staff members who are able to assist with interpretation and translation is available to all staff, including the school's safety officers. We will obtain such translated signs, in the covered language through <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

C. The School's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

D. When more than 10% of the children at the school speak a primary language that is neither English nor a covered language, we will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.

E. The School will inform parents of the Department's website which provides information in each of the covered languages concerning the rights of parents to translation and interpr

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Jacob H. Schiff	DBN: 06M192
Cluster Leader: Jose Ruiz	Network Leader: Robert Hernandez
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: 42 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input 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: 4 # of certified ESL/Bilingual teachers: 4 # 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:

Our supplemental Title III ESL program targets English Language Learners as follows:

- Advanced ELLs students (22 students in grades 3, 4 and 5) who have mastered or nearly mastered basic interpersonal communication skills to achieve proficiency in academic reading and writing. Students in the program are expected to improve scores on the NYSESLAT and NYS ELA exams.
- Beginner ELL students (20 students in grades 3, 4 and 5) - Newly arrived students and students who have been in the US for approximately one year. We found that the needs of beginner students are very different within that group so, this year, we decided to differentiate instruction even further. Students who are newly arrived, receive supplemental ESL instruction daily using the curricula from National Geographic: In the USA.

Advanced ELL students in test taking grades are provided with enrichment literacy classes after school twice a week (Tuesday and Thursday) for 1 hour each day (3:10 - 4:10 p.m.). The two classes (1 for third graders and 1 for 4/5th graders) are facilitated by two licensed ESL teachers. Session 1 runs every Tuesday and Thursday from October 23rd, 2012 until January 31st, 2013.

Students are grouped according to their reading level so that they are ensured to be reading a text that is of sufficient challenge and rigor. Throughout the program students read, discuss and write about the text being discussed. The work is aligned to Common Core standards in Reading, Writing, Speaking and Listening and Language. An emphasis is placed on higher order thinking which is conducted through well-planned questioning. All work is completed in English.

Session 2 will begin February 7 and end April 11 and is geared to prepare ELL students for the state tests. Session 2 is four days a week for one hour each session. All ELL students (beginners, intermediates and advanced) are mandated to attend. The classes will be facilitated by 4 teachers licensed in either ESL or Bilingual Education. Each teacher will be teaching their own separate group of students for one hour on each of the four days. The classes will run every Monday, Tuesday, Thursday and Friday afterschool. Monday and Friday sessions will be conducted from 2:25 - 3:25 p.m. and Tuesday and Thursday sessions will run from 3:10 - 4:10 p.m.

Part C: Professional Development

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:

Teachers of ELLs from K to 5 receive professional development on the first Wednesday of every month at 2:20 p.m. for 1 hour during collaborative inquiry. The PD is facilitated by a certified ESL teacher (Paul Manzi). The workshops are designed to bolster teachers' knowledge and understanding of scaffolds to provide entry points to the broad range of ELLs in their classes.

Specific topics include "ELLs and the Common Core" (October 3rd), "Language Assessment Stages" (November 7th), "Choosing Appropriate Scaffolds" (December 5th), "Assessment for ELLs" (January 3rd), "Academic Reading and Writing" (February 6th), and "Preparation for the NYSESLAT" (March 6th, April 3rd). Sessions on May 1st and June 5th will relate to planning for next year. Teachers read research based articles as a key component of the program.

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 Saturday Academy is designed for parents of ELLs who are learning English. The class is taught by a certified Bilingual Teacher (Marina Cruz) and meet each Saturday. The sessions run from 10/13/12 to 12/22/12 and again from 2/2/13 until 4/27/12. The classes meet from 10am to 12pm and are given in the parent room.

Parents learn basic interpersonal and communication skills which are taught through real-world scenarios. Parents also learn ways to assist their children with homework and studying. Parents use ESL books as part of the classes. Parents are notified of these classes through the school newsletter, and announcements made during PA meetings and other parent events that occur during the week.

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		