



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: THE PAULA HEDBANVY SCHOOL – PS/MS 278

DBN (i.e. 01M001): 06M278

Principal: MAUREEN GUIDO

Principal Email: MGUIDO2@SCHOOLS.NYC.GOV

Superintendent: MS. ELSA NUNEZ

Network Leader: MR. BEN SOCCODATO

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
Maureen Guido	*Principal or Designee	
James Tierney	*UFT Chapter Leader or Designee	
Danielle Floyd	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Susan Lucarelli	Member/ Co-Chair/ Teacherr	
Kristen Borhofen	Member/ Co-Chair / Parent	
Anne Shikany	Member/ Parent	
Juan Moreias	Member/ Parent	
Christine Keating	Member/ Parent	
Shpresa Demiri	Member/ Teacher	
Carol Volow	Member/ Teacher	
Robert Klein	Member/ Teacher	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

To increase by 10% the number of students who will achieve proficiency at levels 3 & 4 as measured on the 2013 New York State English Language Arts Assessment.

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.

- **Our school dropped because of the change in the tests to a proficiency rate of 24% of students at proficiency on the 2013 ELA assessment. We are using these results as a baseline. In order to improve we purchased the new recommended curriculum for ELA called ReadyGen K to 5 and Codex for grades 6 to 8. We have been told by the city that this curriculum is now aligned to the Common Core Learning 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. **Teachers use running records and the Fountas & Pinnell Assessment to assess student growth in reading. Assessments from the city further help us to assess students' needs. Differentiated small group instruction supports student learning at their level. Guided and independent reading is a part of the daily routine. Vocabulary development, as well as a whole class common literacy text, aligned with the grade level curriculum, is also included to encourage reading growth and to deepen the knowledge base of our students. Socratic seminar, practiced in our middle school, offers the students opportunities to defend their opinions using a common text to debate a common guided, open ended question. All special education and ELLs benefit from this instruction and differentiation in form of vocabulary support using the frayer model, books on tape and web based instruction also support their entry into difficult assignments.**

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

1. **Students at risk are invited to our 37.5 minute small group instructional period. Two days a week are devoted solely to reading and writing support. Staff is aligning their literacy curriculum to the new Common Core Standards and using ReadyGen and Codex which according to the city is Common Core aligned. Teachers are including informational and persuasive writing tasks with each unit of study where applicable.**

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

1. **Students in K-2 should move an average of 2 to 3 levels every two months. Students in grades 3 to 8 should move a level a month until they reach above grade level. Students in 37.5 will be rotated based on need unless they are level 1s or low level 2s. Two days in 37.5 are devoted to ELA and 2 days are devoted to math.**

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

1. **F & P results monthly in grades K-2, every 2 months grades 3 to 5 and every 3 month grades 6 to 8. Unit tests every 4 to 6 weeks, and citywide assessments whenever we receive them. Book report and portfolio writing assignments about every 6 weeks.**

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

Teachers work together during common planning periods to develop their unit maps and common assessments. Professional development is offered to teachers on curriculum mapping, developing questions based on Webb's Depth of Knowledge, and evaluation of student work based on grade specific rubrics. All of these activities are ongoing. Teachers meet during their common planning period weekly and every Thursday for professional development. At these times they work on mapping, strengthening portfolio tasks and looking at student work to assess strengths and weaknesses and next steps for instruction. Per session can be offered of any planning that is based on professional development,

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).

Parents are provided with progress reports approximately every 6 weeks, and are encouraged to meet with teachers so that we can work as a team to support their student. In the primary grades teachers provide parents with their themes for the month and parents are encouraged to enhance those units with family conversations and possible trips in and around the city. Websites are recommended to the parents to support reading growth. During meetings with teachers, parents are made aware of their students reading levels and where they need to be in order to be proficient.

We encourage parents to take their children to the library and to make reading a special family time. Special conference times, aside from the citywide Parent/Teacher conferences has been set aside for parents to meet with teachers for an extended time to discuss mutual concerns regarding their student's progress and recommended next steps are provided.

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

Because we believe that students learn in a variety of different ways we have the 92nd St "Y" to support the arts with a residency in music and dance. Children learn to experience the arts in a real way and also be able to think, speak and read about these areas in an informed way. Further, our enrichment clusters expose students to topics of their interest. It is our intention that providing experiences in the areas of interest that they will use the strategies that they learn when confronted with something that they are not sure about. These enriched experiences also strengthen vocabulary and comprehension and problem solving. The 92nd St "Y" street "Y" is financed by grants from Con Edison, the "Y" itself and also the school's budget.

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.

To increase by 10% the number of students who will achieve proficiency as measured on the 2013 New York State Math Assessment.

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.

Our school dropped to 27% of students at proficiency on the 2013 Math assessment which was due to the new Common Core aligned tests. We need to look at this as a baseline. We have purchase all new math curriculum; GO Math & CMP3 which has been recommended by the city as an aligned curriculum to the Common Core Learning 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

Teachers will use GO Math & CMP3 programs with fidelity. Math games are used to promote both enjoyment of math and fluency of math facts and computation algorithms. Middle School program users implement math centers and stations to achieve the same goals. In addition, teachers must continue to differentiate their instruction keeping in mind the needs for their ELLs & students with IEPs. Teachers are also working on refining both general and task-specific rubrics along with more challenging portfolio tasks. Teachers are working with Webb's Depth of Knowledge ladder of critical thinking questions related to real life experiences to raise student achievement. Teachers work together to look at the data for next steps in their teaching. Reviewing student work, analyzing the data and evaluating how students have done on Interim Assessments all support student growth and our ultimate goal. Teachers are also using internet math games such as MOMath, KAHNacademy and several other links to provide students with a fun way to review and strengthen their math skills.

1.

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

Our teachers work collaboratively in their common planning and common core professional periods weekly to develop common assessments and design common core unit maps. All teachers of math also meet to analyze monthly unit test summaries, as well as interim tests in order to see where their students' strengths and weakness are and what may need to be re-taught to insure understanding. In so doing, teachers analyze student work found in open response problems on the common assessments, or in common, grade level portfolio tasks; all of which are aligned to either the new Common Core. All K-2 assessments are currently aligned to the new common core standards. The math professional developer from the National Training Network will work with teachers to develop tasks aligned to the common core standards. Using the unit summaries of results, as well as the common unit assessments and portfolio tasks, teachers identify instructional implications, inform their instruction, and use best practices. All of these will help students achieve academic progress in order to prepare students to be college ready.

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

Monthly staff meetings, and grade level collaboration meetings are utilized to help teachers improve their practice and to analyze student work both vertically and horizontally. Further in our K-2 and grades 3 & 4 we have enrichment math supported by professors of mathematics weekly. This support will also strengthen our students' math skills as they move through the grades.

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

- 1. Unit summary tests are given approximately every 4 to 6 weeks. However, weekly tests are also given to check for understanding. Citywide tests are also given when they are received and teachers check weekly on the progress of those students that are assigned to web based math links.

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

Teachers meet weekly with their colleagues during their common planning time and during the weekly professional development. They meet monthly with the math professional hired by administration and attend Network meetings as well.

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).

On open school night, teachers encourage parents to work with their children on math fact fluency. They explain what it means to be fluent and how the parent can help at home. In addition, parents are provided with progress reports approximately every 6 weeks, and are encouraged to communicate with teachers in order to keep them informed about their child's progress. This year some parents of our struggling students were scheduled to meet with teachers for an extended special session to discuss concerns and strategies for next steps. We also have parent volunteers coming into school to work with students on their facts to support automaticity of math facts for greater understanding.

Budget and Resource Alignment

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

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

To strengthen math skills in addition our 92nd St. "Y" program we have Music and the Brain curriculum for our K-2 which is researched based to support organizational skills and mathematics. We also have our "MOUSE" Squad which supports technology development as well as math skills. Our Store Front Science program on engineering and our Salvadori program also support mathematical thinking in a creative and fun way. These activities are supported via grants from Con Edison, Music and the Brain Foundation, the 92nd St "Y" and our school's budget.

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 increase by 15% the number of students with disabilities who will achieve proficiency as measured on the 2013 New York State ELA assessment.

Comprehensive Needs Assessment

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

An analysis of our Special Needs students indicates that 10% of our students with IEPs in the general education classes are at levels 3. However, our self-contained students dropped this year and we are at 0%. Therefore, we will concentrate our efforts on moving those students to level 3.

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

Teachers use running records and the Fountas & Pinnell Assessment to assess student growth in reading. We also use the teacher made tests to assess where the students need additional help. There are also 5 progress reports that are given out approximately every 6 weeks which inform parents (and students) of progress. There are also unit tests which inform teachers of what has to be re-taught. Teachers of Students with Disabilities use Wilson, which is a multi-sensory reading program, in order to insure that students reach grade level in reading.

As per IDEA, students in self-contained classrooms have access to the general education curriculum. The Middle School content teachers push into the classroom and deliver content area instruction. Instruction is differentiated by delivering instruction in several modes: assignments/notes on handouts, lessons delivered on overhead projectors, books on tape (audio), etc. Students usually work in pairs and/or small groups in order to support each other. When a self-contained student's academic performance in ELA and/or Math is within the range of students in the general education population, as per IDEA's LRE, the student is mainstreamed to a general education classroom for that subject. As with all general education students still not at proficiency, Students With Disabilities are invited to our 37.5 minute small group instruction period and receive instruction to address deficiencies as per assessments mentioned above. All these activities are on-going.

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

Teachers have a common planning period in their schedules where they meet as a grade to align their curriculum to the new Common Core State Standards, look at student work to assess how well the students are progressing towards meeting the standards, and create common assessments which test the predictors necessary to achieve proficiency on the grade.

1.

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

1. **F & P assessment results, quality of the writing samples and book reports and overall grades on progress reports.**

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

1. **F & P results monthly in grades K-2, every 2 months grades 3 to 5 and every 3 month grades 6 to 8. Teacher made assessments, writing assignments in persuasive and argumentative writing, book reports and unit tests and citywide assignments monthly.**

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

1. **Ready Gen, Codex, running records, F & P assessment tool box. In addition there are leveled libraries in all classrooms.**

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).

Progress reports are distributed approximately every 6 weeks, and parents are encouraged to meet with teachers. The Parent Coordinator arranges parent workshops on topics that parents have indicated in surveys they would like to attend. These workshops have included topics such as How to Discipline your Middle School Child, Anger Management, Managing the Morning Rush, etc. These workshops help parents cope with everyday dealings with children. Making sure that students get to school on time and attend every day is paramount to academic success. These workshops, especially ones dealing with Middle

School Students help parents deal with the changes that come with pre-adolescence. Parents volunteer in classes to support F & P assessments and also math facts.

Budget and Resource Alignment

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

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

All students are included in our enrichment activities as mentioned above to support growth in critical thinking, ELA and math.

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 increase by 7% the number of English Language Learners who will achieve proficiency at Level 3 as measured on the 2013 New York State English Language Arts examination.

Comprehensive Needs Assessment

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

An analysis of our ELL performance on the ELA 2013 indicated that our overall Level 2 performance was higher than that of our district by 4%, or city by 2%. To that end, we will continue to monitor students' short-term, interim performance through city assessments and/ or other relevant citywide assessments in ELA with the overall expectations of increase in Level 3 performance as measured on the NYS ELA 2014.

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

- Teachers will continue to provide exercises and lessons in phonemic awareness as well as presentation of new vocabulary while building on prior background knowledge and experiences. While checking on comprehension, teachers will provide on-going support through small group instruction implementing the components of the Macmillan "Treasures", ReadyGen & CodeX that are specifically for this population: ELL library, vocabulary and concept building exercises, etc. Students will also be immersed in genre, using content as an opportunity for vocabulary, concepts, and schema building while engaging students in reading, writing, speaking, and listening activities incorporating ESL scaffolded strategies. Students will be provided with opportunities to engage in academic and social conversations while they are provided with age-appropriate instruction in the conventions of the English language. Books on tape and web based sites are also helpful to these students.**
b). Support will be provided during 3 periods for 37.5 minutes after the regular school day. Students are serviced by licensed ESL staff in a pull-out/push-in model depending on their ESL proficiency levels.

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

- Teachers are involved in common planning and time is allotted to confer with the ESL teachers. There are being supported by Creative Services. Brian Green is providing support to teachers of ELLs in the area of close reading, chunking the text for understanding and Tier II words to support reading fluency. Students take the ELL ITA assessment and teachers are provided with the data to support the instruction of their ELL students. Brian Green is also**
This is an ongoing process. Teachers are invited to meet with their ESL colleague to discuss student progress and to develop lessons which support the ELLs in their room. These meetings can take place during common planning meetings and during the professional development time set aside on Thursday afternoons.

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

- Teacher made and unit tests, F & P results that the ESL teachers get from the classroom instructor, as well as, any predictive citywide tests.**

- D. Timeline for implementation and completion including start and end dates**
1. Evaluation happens throughout the year. Teachers give progress reports to our ELL parents.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. This is a push-in/pull out model as well as a self contained model for our ELLS. ESL teachers collaborate with their colleagues on what needs to be covered when pulling out, thereby, giving students a small group setting to explore English.

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).

Parents are provided with written feedback through a written progress report every 6 weeks and are encouraged to regularly meet with teachers in order to establish a full partnership between the parent, student and teacher. Parents are also able to check student progress on standardized tests through the Department of Education website to check on their child's progress. Through the Title III Parent Involvement initiative, all parents of English Language Learners are invited to workshops where they are supported and enriched with skills to help their children succeed in school. We want our parents to realize the full potential that the school offers for them and their child. We believe that a strong partnership supports achievement.

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.

As listed above all children are included in our enrichment clusters and programs which support growth in critical thinking, ELA and Math.

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

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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	Wilson, Great Leaps, Rewards, Jr. Great Books, Words Their Way	Small group instruction, pull out by AIS teacher of reading.	During the school day and at the extended period for 37.5 minutes daily.
Mathematics	Small group instruction, fact fluency building, math games, review of math concepts being taught in the classroom	Small group pull out, one to one where necessary.	During the school day and at the extended period for 37.5 minutes daily.
Science	Extra support on whatever concepts are being taught.	Small group or one to one	Offered during lunch, during the 37.5 extended period and after school by the M.S. science teacher
Social Studies	Extra support on whatever concepts are being taught	Small group or one to one	Offered during lunch, during the 37.5 extended period and even after that time by the social studies M.S. teacher
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk services are provided by the Guidance Counselor and meet the need of the individual issue	Small group or one to one depending on need.	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 *TA Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Teachers are hired through an interview process by a team of teachers and administration. Teachers are selected for the team based on a similar knowledge of the core subject where the vacancy occurs.

All teachers are provided with high quality professional development. The school is a Common Core Lab site and our instructional cabinet attends their meetings and turnkeys what they learn to the staff. We continue to be a Salvadori Globe school whose emphasis is on training teachers through the direct instruction of teachers and students by a resident professional. This hands-on project based learning makes better thinkers of our students and teachers as well. In order to prepare for the rigors of the Common Core the Network has provided a professional developer to work in the area of Literacy especially focused on strategies to support our Ells. Further, to support teachers in the development of their units of study, administration has hired a professional developer from the National Training Network to work with task development in mathematics and alignment with the Common Core.

Teachers, by in large, are creative people, so to nurture that spirit we have enrichment clusters based on student interest. Teachers meet for 90 minutes per week with a small group of students to work with them on an area of common interest. Trips and celebrations culminate each cluster session. Children learn about things that expand their horizons and teachers are using their creative souls. This keeps teachers interested in learning and exploring new ideas.

Administration makes rounds visiting classrooms in accordance with the new Danielson Frameworks. Conversations are had with teachers about their pedagogy and collegial support is encouraged. Grade level teachers, as well as content specialists, have common planning times and teachers meet with their colleagues weekly to develop units of study, look at student work and support each other with best practices.

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 are providing the mandated Advance and Danielson training. We are providing teachers with a consultancy from Creative Educational Services and the National Training Network in literacy and mathematics. We have continued in the Common Core Lab project working on best teacher practices. Also colleagues provide each other with staff development via the literacy coach, master teachers and the Common Core Lab project.

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

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

Students in Temporary Housing are offered any and all services that they might need. We try our best to support families who are going through a rough time by providing counseling services to the child, AIS services if needed,

extended day and bussing, uniforms and school supplies as well as, making connections with the proper agencies for the family.

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.).

Parents are given tours of our school, meet the Kindergarten teachers and hear about all the activities we have to offer. Once a parent selects our school we provide them with the state standards for pre-k so they can work over the summer to review or support the development of those standards prior to entering school. However, our kindergarten teachers meet each student at their level and provide differentiated instruction. When students come with IEPs all services are provided. AIS services are also provided for any child who is having difficulty. At the same time, we also try to give enrichment to any student who has exceeded the expectations for kindergarten. We provide math enrichment, and they will benefit from the Salvadori program as all students in kindergarten and first grade will do this year.

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.

We had a MOSL committee who selected the assessments for teacher evaluation.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 06	Borough Manhattan	School Number 278
School Name The Paula Hedbavny School		

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

Principal Maureen Guido	Assistant Principal Lillian Reyes
Coach Jessica Peskie/AIS	Coach
ESL Teacher Robert Klein	Guidance Counselor Amina Mateo
Teacher/Subject Area Christine Tramposch/ESL	Parent Kristen Borhoffen
Teacher/Subject Area April Kaufman/Grade 1/ESL	Parent Coordinator Angie Gonzalez
Related Service Provider Karen Halpern/SETSS	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.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	533	Total number of ELLs	72	ELLs as share of total student population (%)	13.51%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	72	Newcomers (ELLs receiving service 0-3 years)	47	ELL Students with Disabilities	24
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	12

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	47	0	8	13	0	9	12	0	7	72
Total	47	0	8	13	0	9	12	0	7	72

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	11	7	4	5	5	3	7	8					56
Chinese														0
Russian														0
Bengali				1										1
Urdu				1		1								2
Arabic				2				2	2					6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	1													1
Other	2	1	1		1		1							6
TOTAL	9	12	8	8	6	6	4	9	10	0	0	0	0	72

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)	2	0	0	0	1	0	1	1	2					7

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	7	5	3	4	2	0	5	1	0				27
Advanced (A)	7	5	3	5	1	4	3	3	7					38
Total	9	12	8	8	6	6	4	9	10	0	0	0	0	72

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					2		2		4
8			3		1				4
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.

In order to diagnose early problems in literacy and reading in ELLs and non-ELL students in kindergarten through third grades, our school uses the following assessments: Wilson Foundations, Fountas & Pinell, and city wide ELA Benchmark Assessment. Wilson Foundations for K-3 is a phonological/phonemic awareness, phonics and spelling program for the general education classroom. Foundation is based upon the Wilson Reading System principles and serves as a prevention program to help reduce reading and spelling failure.

In the Foundations program, teachers incorporate a 30 minute daily lesson into their language arts block of instruction. These lessons focus on carefully structured sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency and spelling. During storytime activities, critical thinking, speaking and listening skills are practiced, all skills that are crucial for academic success. For those students in the lowest 30th percentile, targeted small group intervention (Double-Dose) is available.

We also use Fountas & Pinnell to assess students' independent and guided reading levels. Fountas & Pinnell is a benchmark assessment system. It is a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time.

This year we initiated the citywide ELA Benchmark Assessment. Overall the ELL population as well as the general education population performed quite low due in part to the more rigorous, unfamiliar format and expectations aligned with the Common Core Standards. From the assessment outcomes it is obvious that students are lacking in overall reading and writing skills. As this new curriculum becomes available and is rolled out teachers will address the areas of need.

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

The 2012-13 NYSESLAT assessments have been revised. These results cannot be compared directly to previous years' results. The overall data suggest that our students performed lower than in previous years. In the NYSESLAT 2013 only 4 students received proficiency as compared to 14 students who obtained proficiency on the NYSESLAT 2012.

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](#))

This school has previously addressed instructional decisions in regards to the patterns across NYSESLAT modalities – reading/writing and listening/speaking . However, most recent data is unavailable at this time, therefore teachers will continue oral comprehension and speaking activities, and will continue to place a concentrated focus on reading comprehension strategies with a greater emphasis on vocabulary building. In regards to writing, instruction will prioritize grammar and mechanics as well as organization within the writing process.

4. For each program, answer the following:

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

a) ELA

According to the statistical analysis the results for patterns across content and grades, we have determined that our ELL population scores higher than compared with ELLs in the city and district. However, we have a significant number of ELLs that have dropped from the previous standardized level 2. With continued focus on weak modalities, we aim to help these students achieve academic level. Overall, this school's scores fell within: Level I = 71%, Level II = 23%, Level III = 7%. This overall decline is in part due to the more rigorous state standardized test that is aligned with the new Common Core State Standards that were implemented in 2013.

Mathematics:

ELL students scored somewhat better in mathematics than in ELA. Students overall scored: Level I = 63%, Level II= 7%, Level III = 32%. This overall decline is in part due to the more rigorous state standardized test that is aligned with the new Common Core State Standards that were implemented in 2013.

Science:

ELL students that took the New York State Science Assessment in grade 4 scored on Level III at 50% and Level IV at 50%. this findings suggest that the ELL population overall has achieved grade level proficiency in this content area. Moreover, this school will

continue to focus on content area academic language and concepts, especially in regards to differentiation and scaffolding for ELLs in planning. Language objectives within content areas will continue to be addressed and prioritized.

b) School leadership and teachers regularly assess advances achieved by the ELL population and take necessary steps towards continued planning and program modifications. Collaborative planning and assessing student achievement between ESL and classroom teachers continues on a regular schedule. Planning with adherence to NYS Common Core Standards for English Language Arts with knowledge of student background, educational experience, and values is consistently adhered to and integrated into content area subjects as well as ELA instruction.

c) In the past, looking at the data of the Interim Assessment, we noticed that the students generally scored high on the ELL Interim Assessments, however struggled with the NYSESLAT as an essay - writing component was added. Previously, according to the itemized assessment results we received, we noticed the following patterns across the board:

Listening: Generally, students score high on the Listening part of the test but Standard L 2.4.4.-7 – listening attentively when engaged in pair, group, or full size class discussion on personal, social and academic topics. Follow oral direction to participate in classroom and social activities. – caused problems for some students through all the grades.

Reading: Questions that students struggle with relate to the demonstration and understanding of U.S. cultural references and the recognition and sharing of cross-cultural experiences and ideas as well as the application of learning strategies to interpret a variety of materials.

Writing: As the writing component only consists of a multiple choice part (testing writing conventions), students generally do very well on the writing part. Across the grades they score slightly lower on the questions referring to the use of appropriate vocabulary, language and interaction styles for various audiences and situations.

All the teachers in our school continue to work towards the improvement of our students' language skills. The acquisition of vocabulary is addressed and practiced with implementation of and focus on Tier II words in all subjects and content areas and students are taught to present their work to different audiences (e.g. to peers, little children, and adults during our SEM celebration). Recognizing the fact that students often struggle to assimilate to a different/new culture, our school not only teaches U.S. culture, history and customs but also emphasizes cross-cultural awareness through celebrations and projects on different cultures and immigrant experiences.

For schoolyear 2013-14 we will continue to provide a monolingual model with freestanding ESL instruction. Native language is not utilized. However, Native Language supports including dictionaries, glossaries and reference books are available to aid and assist in language skill transference.

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](#).)

ELL students who are identified in September as performing below grade level receive individualized instruction beginning in the classroom (Tier 1). This includes but is not limited to guided reading, shared reading, student accountable talk (partners discussing or commenting on a task together) and monthly Tier 2 words school wide to build vocabulary. Tier II students are chosen based on previous state exams as well as teacher recommendations. Our School Wide Enrichment Program aids in vocabulary development and provides experiences outside the academic scope. Teachers also use one-to-one instruction and small group instruction daily. These students also attend the 37.5 minute sessions at the end of the day. In Tier II and Tier III, providers use a variety of strategies such as but not limited to a push-in/pull-out model to provide targeted instruction, word games, math games and writing strategies to increase vocabulary, fluency and comprehension and math skills. Students in Tiers I, II, and III are assessed on a 10-12 week cycle with adjustments made as needed.

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

We make sure that a child's second language development is considered in instructional decisions by focusing on lesson planning to include not only content objectives but also language objectives that address four modalities of reading writing, listening and speaking; paying particular attention to vocabulary development, and the functions of language, which is grammar, mechanics, reading skills, etc. Teachers incorporate domain specific activities that enhance not only reading and writing skills but listening and speaking skills.

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.).

PS/MS 278 evaluates the success of our programs for ELLs from the NYSESLAT results and also from the Action Plan of the Comprehensive Educational Plan. This Action Plan is used as a tool to support effective implementation and in evaluating progress towards meeting our goals. Our Action Plan provides key strategies and activities to be implemented for the school year to support accomplishment of our identified goals. Our Action Plan strategies and activities for our ELLs are tied to our annual goal which is specific, measurable, achievable, realistic and time-bound.

Secondly, student achievement is measured in State standardized test results as well as individual performance on student report cards.

Part IV: ELL Identification Process

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

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

When a student is registered in our school and in the NYC public school system for the first time, the parents/guardians are asked to fill out a Home Language Survey (HLIS), regarding their child's home language use and proficiency. If one answer to questions 1-4 and two answers to questions 5-8 indicate that the child speaks a language other than English at home, the ESL Certified Coordinator, Robert Klein, or another qualified pedagogue, conduct an informal interview with the parent/guardian and the child in English or (if possible) in their native language. If the student speaks a language other than English, or the student speaks little or no English, the Language Assessment Battery-Revised (LAB-R) will be administered within the first 10 days of admission and parents will be notified with a letter in their preferred language of communication as to the results of this test. The student is LEP (Limited English Proficient) if he/she scores at a Beginning, Intermediate, or Advanced Level. Spanish speaking students will then also be administered the Spanish LAB by the Bilingual Spanish certified teacher, to determine if they are English or Spanish dominant. Then they will be placed in the appropriate program. If he/she scores at the Proficient level, the student is not entitled to services and is deemed non-LEP. Certified monolingual English ESL staff members: Robert Klein, Christine Tramosch, or a certified bilingual Spanish staff pedagogue are responsible for conducting the initial screening, administering the HLIS, LAB-R and the formal initial assessment. The ELLs in our school are annually evaluated using the NYSESLAT by NYS certified ESL teachers: Robert Klein, Christine Tramosch. The Speaking component of the NYSESLAT is administered individually. The Listening, Reading, and Writing components are administered over several days. The students are grouped according to their grade level. For students with an Individualized Education Plan (IEP), the NYSESLAT is administered according to their individual modifications. ATS reports used to determine eligibility (RLAT/RLAB) are referred to consistently throughout the school year.

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 PS/MS 278 school community has established numerous support structures to ensure that all parents are aware of education options available to their children. The Parent Coordinator and the ESL Coordinator have offered and provide various meeting and workshops to disseminate information about these options. The Parent Association Cabinet and volunteers also organize monthly parent meetings where many issues are discussed including the three different language programs and parent alternatives and options. Parents are introduced to the programs that the NYC Department of Education offer via an informative video provided by the Office of English Language Learners, which highlights and explains each program in depth. In addition, the Parent Coordinator, ESL teachers and the ESL Coordinator keep parents' abreast of important news, students' progress and parents' rights through parent flyers, letters, and informative workshops. As a school community, we ensure that information is provided in the parents' home language. Both the school staff and parent coordinator work as liaisons to assist in oral and in written translation. Many parents are representatives on the School Leadership Team and other planning groups, in order to keep the parent perspective in the planning of school policies and events.

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].)

Program Selection Forms are sent home to the parents with students within the first 10 days of school. If they are not returned in a timely manner, the Parent Coordinator calls the parents and reminds them to return the forms to the ELL department. For any other missing Program Selection form we will attach a copy to the students's first report card. The parents will sign the Program Selection Form when they pick up the student's report card. This way we can ensure that all Program Selection Forms are returned. All entitlement letters and continuation of service letters are securely stored on file in this school's Office of English Language Learners.

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.

Identified ELL students' parents are invited to view an informative video distributed from the New York City Department of Education. This video describes in depth the three program selection choices available to parents. The video can be viewed in the parent's native language. Parents are then given a Program Selection and Survey form and make the choice which program is right for their child. Parents are then given the opportunity at this orientation meeting to pose questions.

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

The steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year is in accordance with the testing calendar of modalities issued by the Department of Education. Students are individually scheduled for the Speaking section within the time frame. For the Reading, Listening and Writing sections groups of students are formed according to their grade level and/or IEP. IEP testing accommodations are followed.

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. 

2007-2008: 10 parents requested ESL, 1 parent opted for Transitional Bilingual Education (TBE) and 1 parent preferred the Dual Language program. As they were not offered in our school at that time the parents were referred to other schools that would have offered the program. However, they then decided to leave their child in our school and put them in an ESL program. In the year 2008-2009: 12 parents requested ESL instruction for their child. No other programs were requested in those years. In school year 2009-2010: 7 parents requested English as a Second Language instruction for their child.

2010-2011: all parents requested English as a Second Language instruction for their eligible child as they have (once again) for 2011-12.

2012-2013: all parents requested English as a Second Language instruction for their eligible child as they did for 2013-14 as well.

Programs offered at our school are aligned with parent requests, as all parents are now requesting monolingual settings with ESL services. Due to the fact that our registry could not maintain a bilingual program, we have closed our Transitional Bilingual Education (TBE) program, which was in effect from 2004-2007. During the 2006-2007 academic year our 2nd grade/3rd grade bilingual bridge class maintained only 13 students throughout the duration of the school year. With parent opt-out requests for their children to be placed in monolingual classes, and the low enrollment for a continued Transitional Bilingual Program, PS/MS 278 began providing only a free-standing ESL program.

Additionally, due to parent request and preferred choice, we only offer an ESL program. This school's ELL enrollment is declining due to students testing out of the program at the Proficient level and more English- dominant speaking children enrolling each year. At present, English is the dominant home language at this school with 293 students claiming English as their home language, followed by Spanish (192 students).

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a) PS/MS 278 uses the Pull-out model for Kindergarten. The students are grouped according to their level. The advanced students are pulled out 4 times a week for 45minutes each and the beginning/intermediate students are pulled out 8 times a week for 45 minutes each. Students in first and second grade are placed in self-contained ESL classrooms with properly certified teachers. For grade grades 3 to 8 the teachers push into the classroom supporting the teacher by implementing ESL strategies in the content areas. Groups of intermediate and beginning students from grades 3 to 8 are additionally pulled out four times a week to work on their language skills in a small group setting.
 - b). In Kindergarten the ESL teacher forms a heterogeneous group for the first period of pull-out and a homogeneous group for the second pull-out period targeting beginner/intermediate students. The students are grouped according to their proficiency level.

In grades 3-8 the teachers mainly push into the classrooms. Therefore the groups are heterogeneous according to the students' proficiency level. While during the first period of push-in into the grades 3-8 all students are targeted, the teacher focuses on the students at an intermediate or beginner's level during the second session in order to provide the ELLs with their 180 minutes additional instruction.

Special Education students are serviced in accordance with their IEP.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ESL teachers and the classroom teachers work together to decide whether a push-in or pull-out model is best for the students. ESL teachers create an individualized schedule to ensure that the students receive the amount of time they are entitled to for ESL services. They are provided with the appropriate amount of instructional time based on their proficiency level. The teacher and administration will look closely at the students' proficiency levels. Based on this information, they will plan the appropriate time allocation as per the Part 154 guidelines. (Beginners – 360 minutes/week, intermediates – 360 minutes/week, Advanced - 180 minutes/week). Additional support is offered during the extended day (37.5 minutes) and in an ESL – Afterschool program.

(2a). Teachers deliver explicit ESL by planning for both content and language objectives. Teachers also use scaffolding techniques, bring in realia, and reach out to different learning styles and modalities. Each ESL lesson entails reading, writing, listening and speaking component. Teachers plan their lessons based on the Common core Standards, focusing on language and content objectives, as well as teaching through our School Enrichment Model.

Our School Enrichment Model is a program in which students participate in a topic of their choice and learn through real-life experiences, researching, listening to various speakers, learning on the Internet, field trips, etc.

All teachers use explicit ESL methodologies in their instruction, meeting the ESL standards while addressing the new Common Core Standards. This school has implemented the new Common Core aligned programs, ReadyGen, Code-X, GoMath, and SMP 3, which multi-cultural texts, fiction, nonfiction, newspapers and poetry to enhance the students' understanding of the language. Additionally, teachers enhance instruction with technologies in their classrooms and in the library, as well as native language dictionaries and L1 academic content specific glossaries in order to aid and assist in language transference (L1-L2).

The ESL teachers work directly with classroom teachers and help plan their instruction to meet ESL and Common Core standards. During pushing in the teacher will assist the students using scaffolding techniques.

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.

Heterogeneous

Content area instruction is delivered in partnership and collaborative planning with the elementary classroom teacher as well as content area instructors (6-8 in middle school). Focus in front loading vocabulary, scaffolding and differentiating instruction is a main priority. All instruction is delivered in English. The ESL teacher pushes into content area classes to provide instruction and assistance for advanced, intermediate, and beginning level students. Intermediate and beginning level students are also pulled

out for small group instruction.

Homogeneous

Content area in grades (K-3) is aligned with Common Core Learning Standards. Thematic instruction is used to enrich and expand on content Social Studies, Science, ELA, and Mathematics with focus on incorporation of language objectives. For ungraded groups, focus is on remediation of basic skills in content areas while differentiating instructions for students. In order to make the content comprehensible and to enrich the students' language development the teachers implement scaffolding strategies, pictures, realia and ESL methodologies throughout all the grades. All instruction is presented in English with a new focus on inclusion of Tier II words, close reading, etc. and skills that are overall related to the Common Core Standards.

This year we have implemented the new common core curriculum which includes Scholastic Code-X and Ready Gen for ELA instructions and GoMath and SMP3 for mathematics.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
We are not assessing students in their native language, however, we do provide native language support.
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 throughout the year through the New York City ELL Periodic Assessment and formally and informally during classroom observations with formal and informal assessments.
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).

6a). Currently this school does not have any designated SIFE students. .

The plan for SIFE students begins by assessing their needs, taking into consideration their biographical background and prior educational history. We examine their academic history and family history, to gain a holistic perspective on the student.

After a comprehensive diagnostic, we would begin to provide Academic Intervention Services (AIS) and English as a Second Language (ESL). We will meet as a school intervention team to determine an individualized plan to meet this students' needs. The student will be placed in an age-appropriate class, so that their age-appropriate developmental and social needs could be addressed.

The parents, along with the support of the AIS team and ESL teachers provide support for the student. The AIS and ESL services is comprised of only small groups to support the student better. Additionally they would get one-on-one instruction for AIS as well as ESL to be able to cater to their individual needs.

We would continue to track the students' progress and monitor it on an on-going basis to ensure that the services are meeting their needs.

Teachers use sight words, picture dictionaries, low readability high-interest books, and age appropriate materials that support the curriculum. The AIS team will use Foundations to support their decoding and phonics abilities. The ESL teachers would continue to work with picture dictionaries to help building vocabulary and design lessons that help the students master everyday situations as well as situations in school.

We would also elicit support from Learning Leaders to provide native language support when possible.

6b). If the child is a newcomer to a US school, the child is serviced in smaller pull-out groups (or in a one-to-one setting if necessary) with more individualized attention to meet his or her academic needs. For newly arrived students, teachers also invest a significant amount of time introducing the student to the new culture, school, customs and basic conversational skills. We have specific materials that will support the students' academic needs, utilizing realia, songs, visuals, and picture dictionaries and photo libraries to enhance their vocabulary development and according to the appropriate developmental need.

The school will implement test prep sessions after school and pays additional attention to test prep strategies during the school day as well as during the 37.5 minutes extended school day period to help the newcomers to be successful on the New York State exams, which is mandatory after only one year in the New York State public school system.

The school also offers an ESL afterschool program (Title III) for students to improve their English Language skills Speaking, Listening, Reading and Writing. Teachers offer test sophistication, help in content areas, reading and writing through test prep, Reader's theater, technologies, games, etc.

6c). Our plan for ELLs receiving services for 4 to 6 years is to continue to enhance their listening, speaking, reading and especially writing skills. Our action plan is to increase the number of ELLs who show progress in writing as measured by the annual CEP goal and Action Plan.

(6d). Many of our long-term ELLs also qualify for AIS. The ESL and AIS teacher will examine their test history and communicate with the classroom teachers to identify specific needs of the child, which is often mastering reading and writing the academic language.

A large proportion of our long-term ELLs are deficient in the reading and writing modality on the NYSESLAT and ELA. The teachers will be pushing-in into the upper grades to support content area and listening, speaking, reading and writing. Furthermore the teacher reinforces language skills the students need in the classroom while also focusing on their individual needs like vocabulary work and grammar.

The ESL teacher also pushes into the upper grades with long-term ELLs to support them in Content Area instruction. While teachers support the specific content, they also integrate the reading strategies, comprehension practice and conventions of writing to help the students understand the text problems in Mathematics. In content area instruction the teacher supports and encourages the students to read, use, and utilize charts, maps, and graphs when reading a scientific text. Content specific vocabulary work and practice focuses on their language skills. They integrate the correct use of writing conventions based on the students' individual needs and levels in order to support them to complete their portfolios. Students supported with AIS practice reading, listening, speaking and writing in small groups. In every subject the teachers encourage the student to expand their vocabulary by using pictures and realia as well as Tier II words and teach them strategies to learn to understand a new word from the context or using dictionaries and thesaurae efficiently.

All ESL students are offered to participate in an additional 37.5 minutes of additional supportive instructions which includes ESL specific methodologies in the afternoon.

6e) Former ELLs (in years 1 and 2 after testing proficient) still receive mandated test modifications which consists of additional time during state tests and classroom tests. Additionally proficient ELLs receive support when ESL teachers push into classroom during lessons.

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

The Resource Room teacher, the ESL and the Special Education Teacher as well as the school based support team work together to review the child's IEP to identify the child's needs. We will include any modifications that the students need for instruction or assessment. The instruction will be aligned to the student's IEP. Leveled learning and appropriate materials are decided upon after reviewing the ELL-SWD's individual education plan (IEP) in conjunction with learning modalities.

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?

This school meets the diverse needs of ELL-SWDs in curricular, instructional, and scheduling flexibility with least environmental restrictions by adhering to the students IEP. Student progress is monitored and discussed on an individual basis during Pupil Personel Team meetings.

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

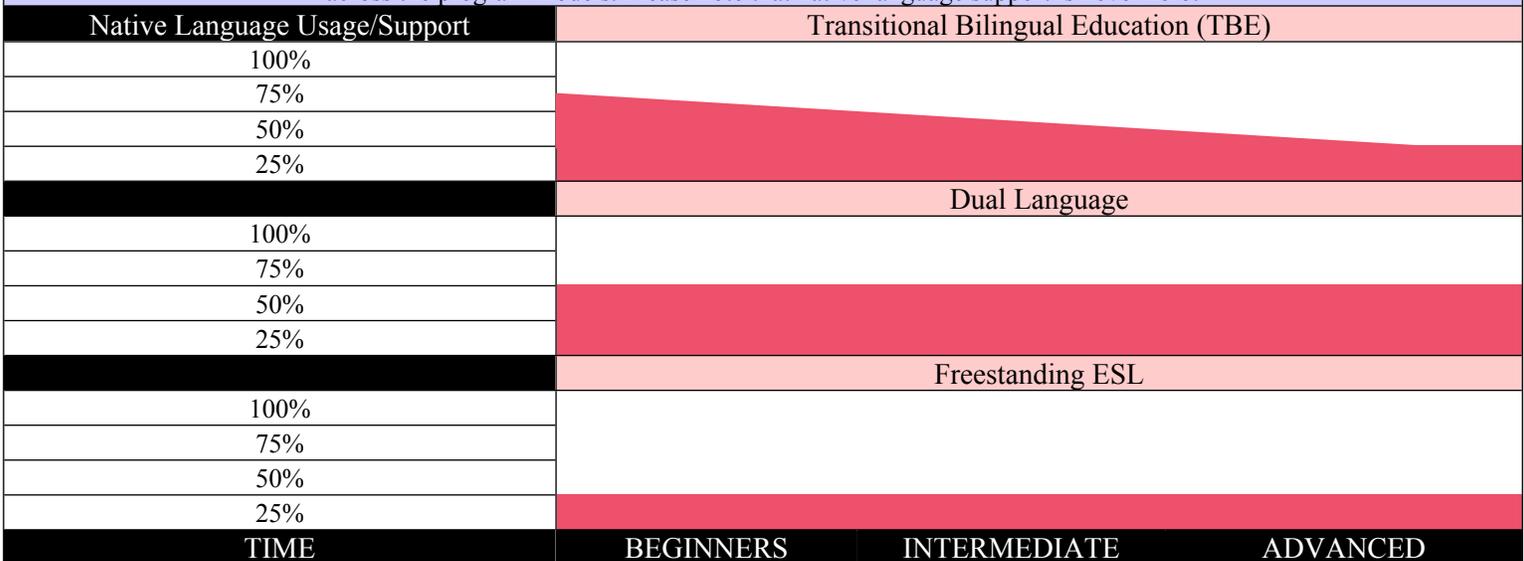
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Academic Intervention Providers service all at-risk children including ELL's who score a level 1 or 2 on the NY State exams. Classroom teachers will use Tier I Intervention through differentiated instruction. Students who are referred for Tier II Intervention will have small group instruction or one-to-one in a push-in or pull-out model during 37.5 minutes and during the school day. The AIS providers consistently review data and student work to ascertain growth. In order to provide the best intervention for their students, their "tool kit" consists of professional development in:

- Understanding and using data to inform instruction
- Implementing a variety of strategies from diverse sources
- Using Bloom's Taxonomy to develop students' higher order critical thinking skills and learning to use higher order questioning techniques in order to meet the rigorous challenges of the Common Core Learning Standards.
- Using rubrics measure student growth
- Being able to differentiate instruction so that learning is assessable to all students

Some of the following programs and systemic approaches are used in reading (Foundations, Wilson, Words Their Way, Kaplan, Ready New York CCLS, Shared Reading and Guided Reading). The following programs and systematic approaches are used in math (games and other intervention strategies).

As students are assessed weekly, monthly, and at the end of the 6 week cycle, they can either be taken out of AIS services or remanded for a second intensive cycle. This decision is based on an analysis of the data of individual student progress and classroom teacher input in consultation with administration.

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

According to the statistical analysis our ELLs did not make expected gains during school year 2012/13 due in large part to the new testing format of the NYSESLAT and other New York State tests. Overall the lack of gain experienced state wide in the 2012/13 test results is also reflected in this school level.

Referencing the NYSESLAT Parent Report 2012-13 – Note: The 2012-13 assessments have been revised. These results cannot be compared directly to previous years results.

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

. A continuation of services will be provided for ELLs for the upcoming school year.

Continuation of compliance mandates will be adhered to, as well as continuation of Title III After School Program services. Focus will be in accordance with the goals set forth in the Comprehensive Education Plan (CEP) especially in the area of writing. Additional or supplementary materials to enhance and enrich language arts will be explored.

An additional focus for this upcoming year will be on how to better address the newcomers to this school.

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

Mandated ESL services will continue for the required minutes, as well as the Title III After School Program which will provide additional support to ELLs in a small group learning environment.

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

All children in this school, including ELLs, have equal access to all school programs that are offered and the school populations (as a whole) are grouped heterogeneously. ELLs are afforded access to supplementary educational programs such as Academic Intervention Services (AIS) if it is determined that such services would benefit the student. ELLs have access to participate in the Title III After School program to enhance skills and focus on academic enhancement in a small group environment. ELLs are also invited to participate in the Inwood Community Services, an academically intensive NYC funded after school program which meets daily in this school. ELLs are also invited to participate in CHAMPS, a city funded physical education program. ELLs are invited to participate in the after school music program. All programs are offered in this building.

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

For the lower grades (K-1), the ESL teacher utilizes Santillana "Spotlight on English" during pull-out to introduce and/or reinforce concepts and increase vocabulary. Phonics, basic skills and content is taught through "Spotlight on English". Picture vocabulary is taught through Spotlight Photo Cards for English-Language Learners, Metro ABC Hand puppets and inflatable letter realia. For this ESL program, the teacher utilizes push-in and pull-out models to service the students in the lower grades. As a

school that incorporates the School-wide Enrichment Model, ESL teachers utilizes a hands-on approach to thematic instruction for intermediate and advanced 3rd grade students creating projects while incorporating all modalities of NYS ELL Standards and the Common core Learning Standards.

In grades 1 and 2 (self-contained), the teacher uses Ready Gen which is aligned with the Common Core Standards and implements thematic instruction for Social Studies and Science, thus reinforcing content area themes, as well as, enrichment with scaffolding techniques and frontloading vocabulary. Each lesson is planned to provide an opportunity for Reading, Writing, Listening and Speaking in English.

In grades 3-8 classrooms the ESL teacher pushes-in and in conjunction with the classroom teacher implements Ready Gen and code-X for ELA, MacMillan/McGraw Hill series for Social Studies and Science, SMP3 and GoMath for mathematics as well as Glencoe New York State Science for Science instructions in grades 6-8.

Ready Gen and Code-X a path to Common Core success with digging deeply into complex texts, expanding on big ideas, creating connections and relationships to ensure enduring understandings.

The grades 6, 7 and 8 ESL teacher pushes in for Mathematics, social Studies and Science (content area). For these grades, the ESL teacher confers with ELL students during instruction and independent practice time, to provide reading and comprehension strategies, while building on fluency in order to dissect text comprehension problems.

The ESL teacher hones in on individual student needs. The ESL teacher also pulls-out seventh grade and eighth grade students in order to provide the additional support and service time in a small group learning environment. The teacher uses scaffolding techniques incorporating ESL methodology in order to make content more comprehensible.

Some of our teachers create mini lessons in video format that adds additional support for students as they can access them from home.

Most of our classrooms have smart boards that the teachers use for instruction. Additionally teachers can use e-readers as well as laptops or ipads with their students. Each classroom has several desktops as well that can be used for reseach and instruction.

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

We provide native language content area glossaries, dictionaries, etc. We make use of technology based translation programs as well as other technologies that enhance language acquisition (Rosetta Stone,..) for ELLs. When necessary we provide native language support through Translation through volunteer interpreters.

Students receive extra time during assessment.

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

All required services support and resources correspond to ELL's ages and grade levels. Materials are age and grade level appropriate and support materials that correspond with the beginning, intermediate, and advanced levels of overall NYSESLAT proficiency rating.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

In order to assist newly enrolled ELL students before the beginning of the school year, students and parents are invited to attend a "Welcome and Orientation" session. During this session students and parents are given a tour of the school facilities. Tours are conducted by the bilingual (Spanish) Parent Coordinator as well as administration. Prospective parents and students are made aware of program offerings and services that the school provides. Parents are made aware of the parent support meetings which include monthly conversations on ELL centered topics that can assist parents and students throughout their school year. (Title III: Parent Support).

18. What language electives are offered to ELLs?

Since this, at present, is a monolingual K-8 elementary school, all classes are in English as per parent survey and selection.

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. At PS/MS 278 we find it imperative to not just educate ESL staff, but all administration, coaches, cluster and classroom teachers, as there is a large amount of ELL and LEP students in each classroom. We provide this training not only through Professional Development, but by including various members of staff on our Language Allocation Policy team: the Principal, Assistant Principal, ELL Coordinator, ESL teachers, Parent Coordinator, Parent Association President, Classroom and Subject teachers, Academic Intervention Service teacher, Data Specialist, Guidance Counselor, and Math Coach. We work collaboratively to support our ELLs by including a representative staff committee (principal's cabinet) that touches on all content areas and needs. Weekly grade level meetings to discuss the needs of ELLs are ongoing.

In addition, the CFN (Child First Network), 532, and school Office of English Language Learners will provide staff development to the ELL coordinator who will subsequently turnkey and educate the staff about the different components and guidelines for the ELL population. Some of the trainings will include: data analysis of pertinent exams (NYSESLAT, LAB-R); ELL identification; Mandates (Part 154); lesson planning and language objective implementation: differentiation and scaffolding methodologies, etc. The ESL team and staff overall will further explore professional development opportunities with the Office of English Language Learners, the United Federation of Teachers-UFT, as well as others.

2. Our school invited experts from Pearson that introduced teachers to "Ready Gen" and "Code-X" books which support and are aligned with the Common Core Standards. ELL teachers signed up for and are attending a series of Reading and Writing Nonfiction for ELLs Institute: Scaffold for Success.

The School has selected a team of teacher who participate with administration in the Common Core Lab initiative. This ongoing information will be disseminated during weekly staff professional development and individually to teachers during their scheduled Common Planning meeting time.

3. ELL students are provided support through the push-in model from the ESL teacher and classroom/content area teacher. The middle school ESL teacher services the same population from year to year which provides teacher/ student familiarity and consistency from year to year.

The ESL teacher and Content Area teacher consult each other throughout the week on student learning needs as well as planning for the needs of ELLs during grade level conferences which occur weekly and monthly.

Staff and administration are encouraged to meet, plan, and discuss issues pertaining to the ELL student body. Conferences help alleviate expected transition difficulties that might arise on individual student basis. Students meet with the school Guidance Counselor to determine the best choice in high schools that could meet their needs. Staff are mandated to attend weekly Grade Level Conferences where population needs are discussed.

4. The minimum 7.5 hours for teachers (10 hours for special education teachers) is provided by the school's Office of English Language Learners in conjunction with the reading coach.

The special needs and topics were agreed upon before hand. The topics of:

- Initial ELL Identification
- Lesson Planning with Language Objectives
- Differences between Academic Language vs. Social Language
- Differentiation of Instruction
- Addressing Language Modalities
- Scaffolding Techniques
- Landmark Cases: Lau vs. Nichols, Jose. P.
- Language Allocation Policy

are just a few topics that were presented. All teacher, staff, and administration are invited to keep abreast of new practices and trends in the area of English Language Learners. Almost all teachers in this school have already had the mandated 7.5 hours (10 hours for special education teachers). The ELL Coordinator will ensure compliance and will provide additional hours to staff as needed.

Additionally, teachers are encouraged to participate in new courses provided by the Office of English Language Learners as well as the United Federation of Teachers, QTELL, etc. Especially for new teachers who are appointed under New York State Initial and Professional licences in regards to their mandatory 175 hours of professional development. Individuals maintain Professional

Development records which are then filed to the NYSED. Individuals keep recorded Professional Development activities in their school personnel file.

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.

PS/MS 278 recognizes the importance of parental involvement in the development of ELL students. Parents are always welcome to share their concerns and ask questions. An orientation is scheduled for all parents with children eligible for the ESL program who enter the school system for the first time, whose language is other than English and who fail to meet the cut-off score in the NYS LAB-R examination. Parents are introduced to the programs that the NYC Department of Education offers via informative video which highlights and explains each program in depth. The Parent Coordinator will conduct Parent Workshops based on the solicited topics of interest from parent surveys. Initially, these meetings will also cover issues such as: parent legal rights, promotional standards and criteria, Department of Education and school policy, the ESL program philosophies and regulations. The PS/MS 278 School Community has created and publicized various support structures and programs to ensure all parents are aware of education options available to their children. The school Parent Association has created a website where meetings and news are discussed. The school leadership, along with the Parent Coordinator and the Parent Teacher Association provide various meetings and workshops with featured community speakers and conducted in conjunction with community groups to disseminate information that is useful to parents. Some conferences conducted by Cornell University include: "Nutrition Workshops" and "Save Energy" workshops. This school was in partnership with "Learning Leaders" an organization that trains parents on how to become volunteers in their child's school. Trained Learning Leaders cover strategies for working with children in reading, writing, and mathematics with a focus on cognitive child development and learning styles. Volunteers completed all 3 trainings and submitted 3 references to become certified Learning Leaders.

This school also works in conjunction with The NYC Fire Department which has also conducted CPR Workshops, and Fire Safety Workshops. In addition the school community keeps parents abreast of important news, events, students' progress and parent rights through parent/teacher conferences in November and March, "Back to School Night" conferences, parents' letters, flyers, newsletters and informative workshops. As a school community, we ensure that information is provided in the home language. Both the school staff and parent volunteers work as liaisons to assist in oral and written translation. Additional resources are sought through the NYC DOE Office for Family Engagement and Advocacy and the NYC DOE Translation and Interpretation Unit. The school partners with Washington Heights/Inwood Coalition which periodically conducts workshops on issues that pertain specifically to newly arrived, or recent immigrant families.

Additionally we seek the expertise of Center for Anti-Violence Education, which addresses physical defence and abuse issues.

2.

PS/MS 278 partners with the Inwood Community Services, a New York City funded Social Services network, which provides an Afterschool program for students. Inwood Community Services provides counseling and ESL instruction to parents as well. This school also offered workshops for ELL parents through Wellness in the Schools (WITS) and Health Plus, which offers workshop free of charge on topics such as depression, diabetes, flu and germ prevention and overall well-being. These workshops are offered in English, Spanish, Chinese and French.

3.

Initially, parents are presented with the Program Selection & Survey Choice through the NYC Department of Education in accordance with State mandates as to which language program best suits the needs of their child's education. This community overwhelmingly selects English as a Second Language over other language program choices.

Parent surveys are also distributed by the PS/MS 278 Office of English Language Learners to solicit ideas and topics for workshops that would be of help to them (in regards to Title III). Parent survey forms are also distributed by the Parent/Teacher Association in the same regards. All survey forms are distributed in English and Spanish and workshops are carried out in both languages.

Each school year, parents are also afforded the on-line and paper survey for the school report card. Findings are distributed to the school staff and issues are addressed and evaluated at faculty meetings, and weekly Principal's Cabinet Meetings.

4.

The needs of the parents are addressed through multiple survey findings of their desires and needs. Other activities are mandated and inherently good practice to foster closer ties between home and school. Parental desires from survey findings dictate the types and frequencies of parental activities.

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: Paula Hedbavny School

School DBN: 06M278

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maureen Guido	Principal		11/15/13
Lillian Reyes	Assistant Principal		11/15/13
Angie Gonzalez	Parent Coordinator		11/15/13
Robert Klein	ESL Teacher		11/15/13
Kristen Borhoffen/SLT	Parent		11/15/13
Christine Tramosch/ESL	Teacher/Subject Area		11/15/13
April Kaufman/Grade1	Teacher/Subject Area		11/15/13
Jessica Peskie	Coach		11/15/13
	Coach		11/15/13
Amina Mateo	Guidance Counselor		11/15/13
	Network Leader		11/15/13
	Other		11/15/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 06M278 School Name: Paula Hedbavny School

Cluster: 5 Network: CFN532

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.

A requirement under No Child Left Behind is that schools communicate with parents in their primary languages. Cnancellor's Regulation A-663 ensures that parents are provided with a meaningful opportunity to participate ain and have access to programs and services critical to their child's education.

All written information from this school is disseminated in both English and Spanish at all times. Oral translation is provided in Spanish at all times.

To ensure that all parents are provided with appropriate and timely information in a language they can understand, this school distributes the Language Preference Survey to all student households. Upon return of this form, this school makes the necessary and appropriate arrangements for identified non-English and non-Spanish parents and guardians in need of written and oral translation either by using available resources provided by the Department of Education's Translation and Interpretation Unit, or by soliciting parent volunteers who can serve as translators and interpreters.

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.

Using the Department of Education Home Language Report (RHLA) for this school year 2013-14, the findings indicate there are a majority of English speaking student households (293). The latest report indicates students households in the following languages: Albanian (3), Arabic (7), Bengali (2), Bihari (1), Dutch (1) Japanese (4), Serbo-Croatian (2), Sesotho (1), Spanish (192), Urdu (2), and Unknown/Unidentified (25).The written and oral translation will be provided by the NYC DOE Language and Interpretation Unit, or by another English proficient, voluntary community, or family member. These findings will be shared with the school community: School Leadership Team , Parent-Teacher Association, School Staff and Faculty.

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.

Written translation and interpretation services for English and Spanish are done routinely by school staff and faculty. Volunteer services for translation of Arabic, Serbo-Croatian will be performed by a parent volunteer. Translation into Albanian will be provide by a bilingual faculty member. All other translation services will be provided by either the Department of Education (form letters, and surveys, etc.) where available from the website, or other volunteer school community members.

This school will fullfill Section VII of Chanceloor's Regulation A-663 regarding parental notification requirements for translation and interpretation services by providing assistance to all parents in order to communicate with the school effectively.

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 translation and interpretation services for English and Spanish are done routinely by school staff and faculty. Volunteer services for translation of Arabic, Serbo-Croatian will be performed by a parent volunteer. Translation into Albanian will be provide by a bilingual faculty member. All other translation services will be provided by either the Department of Education (form letters, and surveys, etc.) where available from the website, or other volunteer school community members.

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>.

This school will fulfill Section VII of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services by providing assistance to all parents in order to communicate with the school effectively through written and/or oral language. This school will provide translation and interpretation assistance through the use of capable and language proficient faculty/staff members or qualified school community volunteer. Parents will be afforded the right to choose another adult of their choice for language and interpretation services. Students and other children (minors under the age of 18) will not serve as interpreters for school or staff and parents during formal and informal meetings. Staff inquiries pertaining to this regulation will be addressed to the Office of Family Engagement and Advocacy Translation and Interpretation Unit of the NYC Department of Education. Training on the language access requirements contained in Section VII of Chancellor's Regulation A-663 and on resources available to support this school's key personnel will be provided by the Department of Education.

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: 278	DBN: 06M278
Cluster Leader: CFN532	Network Leader: CFN532
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We will have one language intervention program to address the needs of our ELL population. This program will provide on-going support and reinforcement through ESL methodologies in content area studies while simultaneously boosting reading achievement in the second language. This ELL intervention program is an after school support that enhances basic needs of English language learners through small group instruction. This program will run from October 2012-April 2013. The program will run approximately 22 weeks. It will meet two (2) times per week for one hour sessions after school from 3:00-4:00pm. This program will serve approximately 30 students. Students will be separated into 3 small groups (10-15) students. A certified ESL, or Bilingual Education instructor will teach each group. All students at the beginning, intermediate, and advanced levels (based on the Spring 2012 Nyseslat results) will benefit from this bi-weekly program.

Target Population: Beginning, Intermediate, Advanced, stagnate and long-term ELL students, identified from the NYSESLAT 2012 results will qualify for this program, as well as, ELL students who have obtained a score level of Proficient within the last 2 consecutive school years.

ESL Intervention: We aim to provide the ELL students with a supportive learning environment that not only differentiates, but also individualizes instructions while encouraging collaborative child engagement in the learning process. The program will extend, enrich, and remediate interdisciplinary academic and social needs. The Title III program will provide assistance to make language comprehensible through content-based curriculum integrated with technology. Student work portfolios will track progress while addressing weaknesses and at the same time bolster their strengths in a non-threatening environment. The program will support test sophistication strategies and homework assistance through scaffolded instruction. The teachers will reinforce academic content area knowledge from the core curriculum as well as text processing and text comprehension skills. ESL teachers will integrate technology such as audio cassettes, and instructional and content based media to facilitate English acquisition in an enjoyable and non-threatening way. They will further make use of ESL methodologies to improve the students' writing and create engaging learning experiences and opportunities for the students. All instructions and interactions will be conducted in English.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: Periodic Professional Development will take place in conjunction with workshops conducted by the New York City Department of Education-Office of English Language Learners as well as the United Federation of Teachers ESL Committee. The 3 Title III ELL Intervention Program teachers will keep abreast of the current trends and best practices of instruction by attending workshops periodically and working on site with the Common Core LAB Team. Subsequent Professional Development will be in conjunction with the Center for Educational Innovation Public Education of the NYC DOE: Children's First Network 532 in order to assist staff with program implementation, model lessons, instructional strategies, etc., reviewing the SIOP model of planning for instruction from the Center for Applied Linguistics, The Lower Eastside Tenement Museum (11/6) to discuss issues of Cultural Adaptation. Teachers will meet at additional times for planning activities and thematic units while articulating student progress in order to better facilitate student academic progression. Teachers will also utilize time to create student progress reports for parents. The ELL Coordinator and Assistant Principal will be involved in an intense 5 session monthly professional development series with Aussie Literacy Specialist, Mr. Brian Greene and ELL PSO Consultant, Ms. Randy Soderman and Mr. Luis Quan, ELL Achievement Coach/Compliance Specialist from CEI-PEA 532 on the following dates: 9/11, 10/22, 11/26/, 12/17/,2/11 and 4/8. Furthermore, Mr. Brian Greene will provide follow-up support sessions at the school level beginning 11/15.

Some of the other topics will be addressed: NYS Common Core Learning Standards, Using technology to enhance English language learning, academic language and vocabulary development, language development in content areas, understanding the Danielson Framework for enhancing professional practice, tracking student performance and achievement, etc.

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 PS/MS 278 school community has created and publicized various support structures and programs to ensure all ELL parents are aware of the education options available to their children. The ELL Coordinator collaborating with the Parent Coordinator and the Parent-Teacher Association will become an ELL Parent Engagement Committee and will provide various meetings and workshops with featured community speakers on various topics that are unique, valuable, and informative to the parents of English Language Learners. Suggested topics of interest will be surveyed from parents and the ELL Parent Engagement Committee will arrange convenient parent workshop times. PS/MS278 has had the distinction of partnering with the Washington Heights/Inwood Coalition, Learning Leaders, as well as Cornell University, the NYC Fire Department, The NYC DOE Office of Family Engagement and Advocacy and the NYC DOE Translation and Interpretation Unit. Workshops will be on-going through the school year.

Bilingual (English/Spanish) workshops will be offered again in conjunction with FLAME,Co., for elementary and intermediate school parents. Some topics that will be given attention through 1.5 hours

Part D: Parental Engagement Activities

workshop sessions will be: "How Busy Parents Can Help Children Succeed in School", "Learning is Your Child's Responsibility", "Positive Discipline for Teenagers", etc.

Part E: Budget

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

Allocation Amount: \$11200

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 	\$7832.73	132 hours of per session for support services to ELL students: 132 hours x \$49.89 (current teacher per session rate with fringe) = \$6585.48 25 hours of per session for ELL Coordinator for program coordination & support, materials purchasing, parent conferences, etc. 25 hours x \$49.89=\$1247.25
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$500.00	Professional Development workshop sessions
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$1437.27	Colored paper, markers, crayons, portfolio binders, bilingual language dictionaries, Scholastic News magazine subscription, language aquisition support CD-roms, etc.
Educational Software (Object Code 199)		
Travel		
Other	\$1430.00	Parent Workshops: Parent Workshop Speaker fees, materials, refreshment, supplies, etc.
TOTAL	\$11200.00	

