



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PUBLIC SCHOOL 2Q  
**DBN (i.e. 01M001):** 30Q002  
**Principal:** JOSEPH TADDEO  
**Principal Email:** JTADDEO@SCHOOLS.NYC.GOV  
**Superintendent:** DR. PHILIP COMPOSTO  
**Network Leader:** NANCY DIMAGGIO

## School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP 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:**

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\*.

1. 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\*\*.
2. Add rows as needed to ensure that all SLT members are listed.
3. 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.
4. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Joseph Taddeo	*Principal or Designee	
Jean Sandbank	*UFT Chapter Leader or Designee	
Tess Charalambous	*PA/PTA President or Designated Co-President	
Veronica Watkins, Para	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	
Lydia Tsiforas	Member/ AP/CSA	
Kristen Sliasky	Member/ Teacher/UFT	
Margaret Mosomillo	Member/ Parent	
Cindy Cotiletta	Member/ Parent	
Emma Peralta	Member/ Parent	
Anna Panopoulos	Member/ Parent	

\*\*Signature of constituent only indicates participation in the development of the CEP, 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	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ 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)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2014, 40% of our students, grades 3-5, will show growth of at least 1 performance level in at least one category on their ELA final performance task from their initial task (MOSL).

### Comprehensive Needs Assessment

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

Based on the spring 2013 NYS test score results, a total of 31.7% of our students showed proficiency in ELA.

### 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. We will incorporate a writing program, WRITING TO SOURCE, that is CCLS (Common Core Learning Standards) aligned and designed to support the units of study in our Pearson literacy program- *Reading Street*.
2. We will institute a Saturday Academy that reinforces ELA reading comprehension (i.e.- *cause and effect*) and writing skills (for informative and argumentative).
3. Students will have to respond in writing to a higher order question at the end of each reading period prior to a class discussion relating to that question.
4. *RAZ Kids* online reading program for all students grades K-5 to practice reading stamina and comprehension from home.

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

1. WRITING TO SOURCE teacher's guides were distributed to all classroom teachers (grades K-5). Subs hired for PD to support teacher's use of the program.
2. Teachers of grades 3-5 will teach the ELA Saturday Academy on March 22 and 29 from 9:00-11:30AM for any students with parental consent. Materials that support ELA skill building are currently being reviewed for optimal instruction.
3. Each teacher will select the higher order thinking question (according to the DOK) from their *Reading Street* story that promotes the targeted skill development. They will post the question on the Promethean board or on a handout for students to answer in written form. This will be followed by a class discussion based on their responses in order to assess their higher critical thinking skills based on discussion and writing rubrics.
4. Class licenses were bought for every class in the school so that early intervention literacy skills can develop starting in grade K and support reading comprehension and other ELA skills through grade 5 for all students. All teachers were given access to oversee student accounts so students and parents can logon at home and practice independent reading according to their independent reading levels (determined by teacher conducted running records).

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

1. Student work will be evaluated based on the rubrics provided by the *Writing to Source* program for each writing prompt. Teachers will then share and evaluate findings and next steps at Teacher Team data inquiry meetings (which are conducted every other week during the 37 ½ minutes based on an SBO).
2. At the end of each session of the Academy students will have to answer higher order thinking questions independently which will be scored based on teacher designed CCLS aligned rubrics, then teachers share with their grade level colleagues (at Teacher Team meetings and common preps) results and item analysis which will guide future instruction.
3. Teacher designed grade level discussion rubrics will be used to assess students' critical thinking during the class discussions.
4. Teachers have access to the results of their students' work. They evaluate their ELA skills as well as frequency of use then meet with the student and/or parents to update them as to their progress and next steps.

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

1. Substitutes were hired and PD was conducted on October 23-24, 2013. Two periods were given for each grade to meet collaboratively. Follow-up of progress will take place at monthly grade conferences.
2. ELA Saturday Academy will take place March 22 and 29, 2014 from 9:00-11:30AM.
3. After the October 23-24, 2013 PD all classroom teachers grades 3-5 have begun to administer and evaluate written responses (based on teacher designed CCLS aligned rubrics) to *Reading Street* higher order questions at the end of their reading periods at least twice a week.
4. *RAZ Kids* was launched in early October and the license runs through the summer.

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

1. WRITING TO SOURCE teachers guides for every classroom teacher. Per Diem funds to hire subs for PD.

- Per Session Funds for hiring staff (Supervisor, teachers, secretary, paras) and for materials (*Essential Skills for Reading Success*, Rally Publishers) were allocated to meet the needs of the Saturday Academy.
- Maintenance of Promethean technology, as well as copy paper and school aide time to make copies.
- Teachers all have laptops in their room that have wireless connections to allow them to view student progress on a regular basis in order to determine individual next steps and future lessons. The website and their individual passwords also work from personal computers.

**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).

A 'Meet the Teacher' event was held in September where each classroom teacher outlined their expectations and curriculum goals. In addition to workshops arranged by our parent coordinator, our regular PTA general meetings the first Thursday of every month, informs parents of any and all curriculum updates regarding the reading and writing programs and the CCLS. Teachers post a weekly curriculum overview online by grade on the school website. A parent 'mock' test workshop is conducted in the winter (12/11/13- both morning and evening sessions). The Title I parent meeting (10/29/13) also informed parents as to resources available.

**Budget and Resource Alignment**

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

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

Supplementary ELA and MATH funds were used to support allocation for RAZ Kids licenses and Saturday Academy materials.

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

By June 2014, 40% of our students, grades 3-5, will show growth of at least 1 grade level equivalent on their math Performance Series (Scantron) periodic assessment from their baseline to their final 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.

Based on the spring 2013 NYS test score results, a total of 36.6% of our students showed proficiency in math.

**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**

- We have adopted a CCLS aligned math program building-wide- *Go Math*, so that lessons and assessments can be designed to follow the Citywide Instructional Expectations and CCLS instructional shifts.
- We will have a Saturday Academy for math skill instruction that includes real world word problems with rigor and greater fluency according to the CCLS instructional shifts.
- According to the Citywide Instructional Expectations instructional shifts teachers are encouraging real-world application for mathematics by starting every math lesson with a 'Problem of the Day' (POTD) that gets students to talk and think critically using mathematical academic language.

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

- Our Common Core funds from the city went to the purchase of the new *Go Math* math program grades K-5.
- Teachers of grades 3-5 will teach the math Saturday Academy on April 5 and 26 from 9:00-11:30AM for any students in grades 3-5 with parental consent. Materials that support math skill building are currently being reviewed for optimal instruction.
- Teachers were given PD on September 3, 2013 (which was then followed up on September 23<sup>rd</sup> and at grade conferences, and will continue to be addressed at future PD sessions on half days based on approved SBO) on what type of word problems should be considered for the 'POTD' (multiple step, applications); in addition sample checklists and student answer sheets were given to teachers to stress the importance of students explaining their answers.

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

- Go Math* unit and chapter assessments are conducted at the end of each unit and formative assessments are conducted throughout the day and week to ensure

student understanding of the CCLS aligned skill. Based on data analysis of these assessments teachers will formulate next steps to increase students' depth of understanding of the math concepts as per the instructional shifts.

- At the end of each session of the Academy students will solve math problems independently which will be scored for accuracy and conceptual knowledge, based on a rubric, then share with their grade level colleagues (at Teacher Team meetings and common preps) results and item analysis which will guide future instruction.
- Teachers will conduct turn and talks while students discuss the 'POTD', and at the end of the lesson the teacher collects the work in order to assess student progress, based on teacher created rubrics so that they can provide timely feedback to the students.

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

- Go Math* will be implemented for a minimum of 75 minutes daily in all classes grades K-5 from September-June.
- Math Saturday Academy will take place April 5 and 26, 2014 from 9:00-11:30AM.
- POTD take place daily at the start of every math lesson grades K-5.

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

- All *Go Math* materials for students (both in class and homework), teacher guides and supplementary materials, manipulatives, and assessments.
- Per Session Funds for hiring staff (Supervisor, teachers, secretary, paras) and for materials (skill books- such as real world word problems).
- Critical thinking and application word problems from *Go Math* or downloaded from EngageNY.org/modules to supplement CCLS aligned instruction.

**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).

A 'Meet the Teacher' event was held in September where each classroom teacher outlined their expectations and curriculum goals. Regular PTA general meetings the first Thursday of every month, informs parents of any and all curriculum updates. Teachers post a weekly curriculum overview online by grade on the school website. A parent 'mock' test workshop is conducted in the winter (date TBD). The Title I parent meeting (10/29/13) also informed parents as to resources available.

**Budget and Resource Alignment**

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

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

NYSTL funds were utilized to purchase the core *Go Math* program.  
 Supplementary ELA and MATH funds to support allocation for Saturday Academy materials.

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

By June 2014, our staff will show a greater understanding of the elements of Domain 3 in the Danielson Framework for Teaching (DFT), as measured by 50% of our staff showing improvement (in *Advance*) from the initial informal to the final informal for a minimum of 2 elements in Domain 3.

**Comprehensive Needs Assessment**

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

Based on the State law 3012c and the Citywide Instructional Expectations teacher effectiveness is a state initiative and city goal. Our Quality Review recommendations for last year indicated a need to improve teaching practice in several areas that with greater understanding of the DFT rubric criteria would help improve pedagogy, as teacher effectiveness is directly related to their understanding and reflection of their practice as it relates to the Danielson rubric for teacher effectiveness.

**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**

- At least 3 hours a month of teacher effectiveness PD for all teachers specific to improving instructional practices (Domain 3).
- A minimum of 3 informals and 1 formal observation for every teacher to observe teacher practice according to DFT rubric, followed by timely and specific feedback.
- Teacher Teams will meet by grade level to review student work and discuss best practices with regards to elements of Domain 3.

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

1. In addition to monthly faculty conferences, and grade conferences, an SBO was conducted that utilizes the Thursday extended time (2:20-2:57PM) for PD. These PDs are used to review the DFT criteria and evidence for Domain 3, and for sharing general feedback based on trends seen during observations. We will also hire substitutes as needed so that teachers can meet for 2 periods at a time in order to meet their minimum of PD time.
2. An observation scheduled was created by the principal and is implemented by all 3 building administrators. Administrators meet with the teacher they have just observed within days of the observation on the teacher’s prep period. The lesson or portion of the lesson is reviewed with the DFT rubric as a guide for analyzing evidence from the lesson.
3. An SBO (School Based Option) from spring 2013 that allows Teacher Teams to meet every other week during the extended day. In addition all grades have at least one common prep to utilize for meetings to share best instructional practices based on analysis of student work.

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

1. During PD sessions teachers can calibrate evidence for Domain 3 elements through educational videos. Faculty debrief sessions at PDs and individual reflection during post observation sessions indicate whether teachers are progressing in their understanding.
2. Individual reflection during post observation sessions indicate whether teachers are progressing in their understanding. The lesson or portion of the lesson is reviewed with the DFT rubric as a guide for analyzing evidence from the lesson. Subsequent informal observations also indicate the quality of their understanding for areas in need for each particular teacher.
3. The inquiry team along with the school data specialist will review baseline to benchmark assessments. Evaluations of student work will show an increase in student progress based on collaboratively planned skill instruction.

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

1. 3 hour minimum of PD monthly- Faculty Conferences (first Monday of the month), grade conferences, Thursdays from 2:20-2:57PM, Chancellor PD days (September 3-4, Election and BQ days)
2. Informals are scheduled for October/November, February/March and May/June; Formals for December/January. In addition to daily walkthroughs in order to constantly assess teacher progress and formulate a plan for teachers’ individual next steps.
3. Data specialist records all formal Teacher Team meetings on ARIS which allows for an overview of meeting minutes so that administration can ensure that student and instructional ‘next steps’ are based on teacher effectiveness.

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

1. Faculty Conferences (first Monday of the month), grade conferences during common preps, Thursdays from 2:20-2:57PM, Chancellor PD days-September 3-4, Election and BQ days; Copies of the DFT rubric was distributed to the staff in September with specific elements in focus copied for specific PD sessions.
2. Copies of the DFT rubric was distributed to the staff in September and copies are available at all post observation sessions in order to facilitate purposeful reflection.
3. A data room was established for Teacher Teams to meet (room 216); the data specialist has been assigned as recorder at all these meetings; common preps were scheduled into the prep schedule to facilitate more meeting time.

**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).

Results from assessments conducted to measure student progress are shared with parents through assessment reports that all teachers share with parents in writing. Progress Reports for parents are sent to parents in writing in between report cards. Parents are given instructions as to how to access ARIS for data on their child. Assessments selected by the school collaboratively were selected because of their thorough analysis of student progress (for example- Scantron and CPAA). In addition to our Title I meeting our parent coordinator as well as administration conduct workshops for parents to keep them apprised of the latest state and citywide initiatives. All of the above is reviewed by the SLT at bi-monthly meetings.

**Budget and Resource Alignment**

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

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						
TL funds to support Citywide Instructional Expectations PD are used to hire substitutes so that teachers can meet for teacher effectiveness PD.						

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

**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.

**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.

N/A

**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.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
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.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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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**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	1. Reading Street (Pearson) leveled texts 2. Writing to Source (Pearson)- argumentative and informative writing 3. Saturday Test Prep 4. 37 ½ Minute Extended Day 5. AIS teacher- Tuesday and Thursday	1. Delivery method daily according to UDL principle I 2. Differentiated instruction in small groups 3. Two Saturdays in March 2014 9:00-11:30 AM smaller class size 4. Daily small group AIS with classroom teacher 5. Small groups of students performing at level 1 for Tier II and III instruction	1. During the school day 2. During the school day 3. Saturdays- March 22 and 29, 2014 4. Monday-Wednesday 2:20-2:57 ½ PM 5. During the school day
<b>Mathematics</b>	1. Go Math (HMH)- CCLS aligned program 2. Saturday Test Prep 3. 37 ½ Minute Extended Day 4. AIS teacher- Tuesday and Thursday	1. Delivery method daily according to UDL principle I; Differentiated instruction in small groups 2. Two Saturdays in March 2014 9:00-11:30 AM smaller class size 3. Daily small group AIS with classroom teacher 4. Small groups of students performing at level 1 for Tier II and III instruction	1. During the school day 2. Saturdays- April 5 and 26, 2014 3. Monday-Wednesday 2:20-2:57 ½ PM 4. During the school day
<b>Science</b>	CCLS aligned units delivered according to the principles of UDL, including technology, leveled nonfiction texts, and differentiated activities	Tier I intervention delivered by the classroom teacher at least twice a week; students that did not pass the State Science exam receive Tier II instruction from their classroom teacher	During school time
<b>Social Studies</b>	CCLS aligned units delivered according to the principles of UDL, including technology, leveled nonfiction texts, and differentiated activities	Tier I intervention delivered by the classroom teacher at least twice a week	During school time
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance Counselor- play and art therapy, role play, and discussions. Psychologist (M, W, F)- at-risk counseling	Guidance Counselor- small group, 1:1, and classroom presentations Psychologist- 1:1 counseling	During the school day

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

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

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

**Title I Status**

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

**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.
<p>Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds valid NYS certification in that license area. The BEDS survey is reviewed periodically by the principal and the Human Resources director who works with our school to ensure that every teacher's assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.</p> <p>Strategies and activities used to attract highly qualified teachers to our school include:</p> <ul style="list-style-type: none"> <li>· Frequent communication with our Network Human Resources Director when vacancies occur.</li> <li>· The Network Human Resources Director partners with Central for assistance and guidance and for candidate referrals. The Central Office of Talent and Recruitment partners with colleges to locate highly qualified candidates.</li> <li>· The school participates in Central Hiring Fairs where pre-screened HQT candidates are interviewed and recruited.</li> <li>· The school establishes a partnership with a local college to support the grooming of student teachers in the search of HQT candidates.</li> <li>· The school engages in interviews with HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool.</li> <li>· The school establishes a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and a review of New York State certification/licensing.</li> <li>· The school maintains a professional library to promote promising and effective practices.</li> <li>· The school provides teachers with curriculum maps, instructional resources and professional learning opportunities designed to ensure high quality instruction.</li> </ul>

**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).
<p>Professional Development is delivered whole group, by grade level, and individual according to need. Staff surveys are conducted, and observation data is analyzed in order to plan whole, small, and individual PD. All PD is aligned to the Citywide Instructional Expectations and instructional shifts in order to insure that it is CCLS aligned. An SBO that allows us to meet with staff for two full days and six half-days in addition to the regular Chancellor scheduled PD days (September, Election and BQ Days). We also passed an SBO that allows us to meet with the entire staff every Thursday during extended day (2:20-2:57 ½ PM) to review teacher effectiveness best practices, by reviewing Danielson elements and domains and having teachers share an example of a strategy that is highly effective. Pre and post observation meetings provide the opportunity for individualized PD and feedback to teachers as needed. We also conduct PD at monthly faculty Conferences and grade conferences. PD topics include, but are not limited to- CCLS aligned planning and instruction, formative and summative assessment and data analysis to guide instruction, and the Danielson Framework for Teaching rubrics with accompanying evidence.</p>

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p>At this time we do not have any students in temporary housing. We have hired a full time Guidance Counselor to assist students in making transitions and to conduct individual, small group and whole class workshops. The Guidance Counselor conducts workshops in violence prevention, peer mediation, and Respect For All. Consolidated funds that support these students outside of the regular school day include- <i>Raz Kids</i> online reading program, Saturday Academy (for grades 3-5 in the Spring), and an AIS teacher twice a week to conduct pull-out small group instruction. Assistant Principals also have multiple funds, they conduct PD and work as crisis intervention specialists for these students as needed.</p>

## 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.).

We begin our Kindergarten year with an orientation session for parents and students with the child's classroom teacher. At this session all services, curriculum, expectations, and concerns are discussed one-on-one. We also conduct a Meet The Teacher program within the first few weeks of school by class so that parents can learn how they can support their child academically. Any child that is coming in with an IEP from pre-school will have their services reviewed by our psychologist so that they are placed appropriately and that there are no gaps in service that the child requires.

### Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers were consulted by grade (Spring 2013 grade conferences) as to the programs (ELA and math) and assessments (periodic) they would prefer. The programs they selected, *Reading Street* (Pearson) and *Go Math* (HMH), have chapter and unit assessments that help guide instruction. Administration meets with teachers by grade to review the most beneficial way to utilize the programs, assessments, and teacher's guide. Task force teams were created for ELA, math, and technology that are Network and DOE trained through outside PD so that they can turn-key and act as resources in these areas. Through PD whole and half days, faculty conferences, grade conferences, common preps, and work sessions (where subs are hired so that teachers have extra time to plan together) teachers share the latest best practices across CCLS aligned curriculum lessons and units. The MOSL team met at before the school year and at the start of the school year to make assessment decisions for the school that included selections for the baseline, benchmarks, and final school-wide assessments.

## TA Schools Only

### Use of Program Resources

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

### TA Coordination with the Regular Program

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

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

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

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

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**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-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-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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, CCLS;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> (this year- 10/29/13) 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- Meet the Teacher;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent 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 1<sup>st</sup> 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-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 <b>30</b>	Borough <b>Queens</b>	School Number <b>002</b>
School Name <b>Alfred Zimberg School</b>		

### 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 <b>Joseph Taddeo</b>	Assistant Principal <b>Amy Goldman</b>
Coach	Coach
ESL Teacher <b>Angela Proios</b>	Guidance Counselor <b>Andrea Martin</b>
Teacher/Subject Area <b>Kristen Sliasky, Grade K ESL</b>	Parent <b>Rupinderjit Kaur</b>
Teacher/Subject Area <b>Margaret Selegean, Grade 4</b>	Parent Coordinator <b>Karen Caroccio</b>
Related Service Provider <b>SETSS: Sheryl Kruger</b>	Other <b>Secretary: Anna Casale</b>
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>5</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>4</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>685</b>	Total number of ELLs	<b>129</b>	ELLs as share of total student population (%)	<b>18.83%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained	1	1	1	0	0	1								4
Push-In	1	1	1	2	2	2								9
<b>Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>13</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	129	Newcomers (ELLs receiving service 0-3 years)	111	ELL Students with Disabilities	16
SIFE	0	ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	1

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	111	0	0	17	0	0	1	0	0	129
Total	111	0	0	17	0	0	1	0	0	129

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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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	16	14	7	7	8	8								60
Chinese			1											1
Russian														0
Bengali		5			1	2								8
Urdu	3		4	2	1	1								11
Arabic	5	5	7	3	2									22
Haitian														0
French														0
Korean														0
Punjabi			2	3	1	1								7
Polish														0
Albanian				1										1
Other	4		5	4	2	4								19
<b>TOTAL</b>	28	24	26	20	15	16	0	0	0	0	0	0	0	129

## 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)	0	3	0	1	1	1								6

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)	9	9	6	8	5	3								40
Advanced (A)	11	12	11	5	8	7								54
Total	20	24	17	14	14	11	0	0	0	0	0	0	0	100

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	2	0		13
4	8	3	0		11
5	5	4	0		9
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	11		3		1				15
4	12		2		1				15
5	8		1		0				9
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		3		7		2		14
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

The assessment tools our school uses to assess early literacy skills of our ELL's are Fountas and Pinnell running records, the Children's Progress Academic Assessment (CPAA), Performance Tasks, and the Lab-R and NYSESLAT scores. The data derived from these assessments help inform our school's instructional plan by providing necessary information to address the specific skills needed by our ELL's in order to attain grade level literacy. Our first assessment tool, running records, helps us identify the reading level for each ELL student; results have shown many ELLs are below standards for proficiency with complex texts. The CPAA helps to identify the skills each student has mastered and indicates areas of need for extra support in each of the modalities; we are still in the progress of administering this exam. ELA and math summative assessment will be a performance task that assesses the student's ability to recall and apply what they have learned throughout that unit; results have already shown a gap between current performance levels and CCLS levels, therefore teachers will go back to previous year's standards and pre-assess and scaffold instruction accordingly prior to advancing in any particular lesson (ELA or math). The Lab-R and NYSESLAT scores inform our instructional plan by providing information about which students are at the beginning, middle and advanced levels.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
According to the data patterns across proficiency levels and grades, the largest percentage of students who attained proficiency on the 2013 NYSESLAT exam were in the 3<sup>rd</sup> grade with 6 students out of 20. In the 2<sup>nd</sup> grade there were 5 students out of 22. In the 1<sup>st</sup> grade there were 4 students out of 29 and in Kindergarten there were 2 out of 22. In 4<sup>th</sup> grade there was 1 student out of 15. As a result, our data shows that our levels of proficiency increased as the grades reached 3<sup>rd</sup> grade. By the time they get to 4<sup>th</sup> grade, many of them have already tested out of the program and our number of ELLs decrease.
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](#))

Patterns across NYSESLAT modalities will affect instructional decisions by identifying the areas of need for support which are predominantly reading and writing. Within the classroom, differentiated instructional groups will be established in which each student's needs can be met on a more individualized basis. Tier I instruction will be conducted by the classroom teacher, Tier II by an AIS provider or support service personnel.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- a. Of the students that test in their Native Language all but one student (turkish) have expressed that it is easier to test in the language in which they are instructed.
- b. N/A ELL Periodic Assessment is not administered at this time.
- c. N/A

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](#).)

Our school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework by focusing on the interaction among instruction, assessment, and intervention. Interventions for ELLs begin with Tier I services. Within Tier I, classroom teachers use high quality, rigorous reading instruction that is aligned to the Common Core Standards. They provide students with research based strategies and customize instruction to meet the needs of the ELL students and insure positive outcomes. Classroom instruction is differentiated to meet the students' individual needs. A screening assessment is administered to determine whether students require additional support. Based on the data collected, students demonstrating patterns of concern are provided with increasingly intensive interventions to proactively address their difficulties in Tiers 2 and 3. Performance and achievement are monitored regularly to assist school staff in determining whether students are making progress. Interventions and support techniques are adjusted or changed, depending on information gathered from both formal and informal assessments. Throughout this process, parents are notified of their child's progress.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Our school makes sure that a child's second language development is being considered in instructional decisions by first evaluating their English proficiency level through formal and informal assessments, which is in accordance with NYC DOE guidance and then using that information to help guide instruction. The classroom teacher then establishes procedures for assisting all students that require native language support during all instructional lessons; for example- a partner for turn and talks will be assigned based on the student's native language. Tier I instruction and Tier 2 and 3 interventions must be culturally relevant and linguistically challenging through the focus on academic language instruction embedded into all content area learning.
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.).  
ELL programs are evaluated by the ESL staff and administration by analyzing data on NYSESLAT, ELA Performance Tasks, CPAA online assessments, and students' classwork. At this time all ELLs have met their AYP, except Asian males for math (spring 2012).

## 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](#).)  
The ELL identification process includes two parts: the administration of the Home Language Identification Survey (HLIS) to determine the child's home language followed by the administration of the Language Assessment Battery-Revised (LAB-R) to determine ELL status and proficiency level of students whose home language is not English.  
When parents first enroll their child in our school, the school secretary, Anna Casale, (who speaks Greek) and when possible, Wendi Ben-Ari, the ESL coordinator/teacher who is licensed in ESL and speak Spanish (for the year Sept 2012-June 2013) and Angela Proios, the ESL coordinator/teacher who is licensed in ESL and speaks Greek (for the year Sept 2013-June 2014) conduct an interview with the parent and child and assist the parent to fill out the Home Language Identification Survey (HLIS). In addition we have several staff members who can translate if requested and needed for the languages Bengali, Cantonese, French, Greek, Gujrathi, Hebrew, Italian, Korean, Polish, Russian, and Spanish. If a language is different than the ones mentioned above, we may have a parent translate to another parent in their language or we provide the parent with a phone number to the over the phone interpretation service which is available through the DOE's Translation and Interpretation Unit so that parents can ask and have their questions answered in their preferred language.  
The HLIS must be administered to determine the child's home language, as part of general intake procedures. After the HLIS forms are completed, the school secretary, Anna Casale, enters the information in the designated ATS screen. The ELL coordinator reviews the completed forms and determines whether or not the child is eligible to be tested with the LAB-R or not. Currently a student is considered to have a home language other than English when one question on the HLIS Part 1: questions 1-4 indicates that the student uses a language other than English, and two questions on the HLIS Part 1: questions 5-8 indicate that the student uses a language other than English, and the interview with the parent and student indicates a language other than English. If a child is determined eligible for ESL services, they are administered the Language Assessment Battery-Revised (LAB-R) to determine the English proficiency level by the ELL Coordinator/ESL teacher who are certified in ESL, Wendi Ben-Ari for the school year 2012-2013 and Angela Proios for the school year 2013-2014 test the eligible students using LAB-R Form B within the first 10 days of enrollment. This is done on an individual basis either in the ESL room or at a quiet location outside of the child's classroom. If a child scores at or below the following cut-off scores: 0-26 in Kindergarten, 0-33 in 1st grade, 0-48 in 2nd grade, 0-

53 in 3rd grade, 0-54 (not including speaking) in 4th grade and 0-58 (not including speaking) in 5th grade, they are entitled to ESL services. After each student is tested, The ESL coordinator signs the Home Language Identification Survey, writes the score and makes a copy for her file and immediately places the original in the student's cumulative file. In addition, students who have a home language of Spanish, and are entitled to ESL services, are also submitted the Spanish LAB-R Form B. This is administered in the same way as the English LAB-R on an individual basis, in a separate location within 10 days of enrollment, by a teacher who is a speaker of Spanish (Wendi Ben-Ari, licensed in ESL for the school year 2012-2013) and Rosa Gonzalez, a licensed bilingual teacher (for the school year 2013-2014.)

All Answer documents for the English LAB-R and the Spanish LAB-R are completed and checked for accuracy by the ESL coordinator and submitted to the BAO office on the dates listed according to the Assessment Memorandum #2.

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.

Parents are the sole determinants of the programs their children receive and schools are required by law to notify parents of their child's eligibility for ELL services and provide information and program choices through parent orientations. When a new ELL enrolls in our school, we must inform parents of the three instructional models available in New York City, regardless of whether the preferred model is currently offered in our school. Therefore, we provide parents of newly enrolled ELLs with a parent orientation. A notice is sent home in English and the native language to inform the parents of the three programs offered, the Parent Survey and Selection form along with an invitation to attend the parent orientation, within 10 days of placement. The ESL coordinator (Wendi Ben-Ari for the school year 2012-2013 or Angela Proios for the school year 2013-2014) host the orientation along with the Parent Coordinator, Karen Caroccio. At the orientation, parents watch the Parent Orientation video explaining the three programs: Transitional Bilingual, Dual Language, and Freestanding ESL and are able to ask questions about these programs. The video is available in 13 languages and parents may watch it in their language if they request it. At the orientation parents also have the opportunity to fill out the Parent Survey and Program Selection form. The parent's 1st choice selection must be entered into the ATS within 10 days after placement into the ESL program. If a parent chooses an option that is currently not available in our school, we provide them with the option of either keeping their child in the ESL program we have available or giving the parent the opportunity to transfer to another school that offers their 1st choice. If this is the case, we contact the office of English Language Learners who can coordinate the transfer with the office of student enrollment.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Entitlement letters are sent home to parents within 10 days of placement. The ESL coordinator, Wendi Ben-Ari for the school year 2012-2013 and Angela Proios for the current school year 2013-2014 make sure that each parent with a student entitled to ESL services is given a letter explaining how their child became eligible based on how they answered the Home Language Identification Survey (HLIS) and their child's score on the Language Assessment Battery (LAB-R) test. Attached to the entitlement letter is a Parent Survey and Program Selection form. These are all sent in English, as well as in the student's native language. Parents are invited to attend the Parent Orientation explaining all 3 programs. If a parent does not attend the Parent Orientation, 2nd notices of Parent Survey and Parent Selection forms along with a website to view the Parent Orientation video are sent out and phone calls are made by the ESL coordinator explaining the 3 programs and the importance of the prompt return of the forms they will be receiving. Parents are also invited by the ESL coordinator to come in to the school and watch the parent orientation video if they are unable to view it online or need explanation in person. Once a Parent Survey and Selection form is returned, the ESL coordinator makes sure that Parent's 1st choice is entered into the ATS screen by the secretary. A list is kept to make sure records are accurate and all Parent Selections of eligible ELL students are entered. If a student has still not sent back the forms a 3rd phone call and notice is sent home. The ESL coordinator follows-up by asking the classroom teacher on a daily basis if the forms have been returned and collects them once they have been returned. The information is immediately entered into the ATS system. The ESL coordinator then stores the Entitlement letters, Parent Surveys and Program Selection Forms in a secure location in the ESL room.

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

When newly enrolled students enter our school, the first thing the ESL coordinator and the secretary do is to review the Home Language Survey. If the child is eligible for ESL services, the LAB-R is immediately given to determine whether they are entitled to ESL services or not. If they are entitled to ESL services, the ESL coordinator speaks to the secretary and principal to make sure that the entitled ESL students are placed into the ESL self-contained classes for the child's grade. Currently every grade in our school has a self-contained ESL class. Students who are not entitled to ESL services are sometimes switched into the non-ESL classes, but only if registers are too high. The ESL coordinator notifies the parents immediately by phone call to explain where

their child will be placed and the reason for it. Children are not switched without the explanation and approval of their parents. This is done as soon as possible so children can have an easy transition into the school year and from one class into another. In addition, once determination has been made that a student is entitled to ESL services, the ESL coordinator prepares an Entitlement letter which gives a detailed description of how their child was determined as ESL, the three programs that are offered by the New York City school system and a description of the NYSESLAT exam which is administered in the Spring and determines continued entitlement depending on performance for the following school year, the Parent Survey and a Parent Selection form and an invitation to attend a Parent Orientation. These letters and forms are hand-delivered to each child's teacher and put into each child's folder with a reminder of its prompt delivery and return. The Parent Program selection for each child must be entered into the ATS system within 20 days of student enrollment into the school system and its importance is taken very seriously by the ESL coordinator who makes sure we get a response by making phone calls and sending notices and brochures in English and in student's native language. We also have school staff members who can translate in the following languages are requested: Spanish, Bengali, Greek, Cantonese, Korean, Hebrew, Italian, Gujrathi, Russian, Polish and French. If a language other than the ones mentioned above is requested, we ask parents of our school to translate for us or we may call the interpretation and translation unit of the Department of Education (DOE) for assistance. Parents are told over the phone, in writing or may come in person for an explanation of the ESL program and their preference for their child.

After the orientation, and when each Parent Survey and Selection Form is returned to school, the ESL coordinator reviews the forms and keeps record of the name and program choice for each child. Currently, we only have a free-standing English as a second language program, however if a parent chooses another program as their first choice, a phone call is made, explaining that they may keep their child in the Free-standing ESL class while waiting to see if their choice of program opens up in our school, or they may transfer their child into another school which offers their first choice. The parent coordinator can assist them to find another school.

As far as Continued Entitlement letters are concerned, when a child takes the NYSESLAT exam in the spring, their scores are sent to the principal, and upon the return of the new school year, the principal forwards the results to the ESL coordinator who reviews them and prepares a letter to each parent of every child who is still entitled to ESL services and is registered as a student of our school, explaining that their child is entitled to continue in the ESL program based upon their performance on the NYSESLAT exam. If a child scores proficient on the NYSESLAT exam, they no longer require ESL services and receive a non-entitlement letter. However, former ELL's may continue to receive testing accommodations for up to two years. These letters are hand-delivered to each child's classroom teacher to be sent home. Copies of these letters are stored in a secure location in the ESL room.

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 first step that is taken to administer all sections of the New York State as a Second Language Achievement Test (NYSESLAT) to all ELL's each year is for the ESL coordinator, Wendi Ben-Ari (and for this school year it will be Angela Proios) to review the most updated ATS report to ensure that all mandated ESL students are in the system. This report should include all the students who have previously taken the NYSESLAT exam the previous year and are still entitled to ESL services, as well as all the newly enrolled students who have taken the LAB-R and are entitled to ESL services. After this is done, the ESL coordinator checks that all materials have been delivered and all pre-slugged answer sheets match the correct ELL children from the ATS report. If a child's name is missing because the child was newly enrolled after the pre-slugged sheets were generated, a blank answer sheet is filled out with all the necessary information. Materials are all immediately secured in the ESL room and the ESL coordinator creates a schedule to administer all the parts of the NYSESLAT, beginning with the Speaking part. Teachers cannot test students they are servicing during the speaking part of the exam, so arrangements are made for the ESL coordinator to have the assistance of another licensed ESL teacher to help administer this part of the test. (For the past NYSESLAT exam, Spring, 2013 the ESL coordinator Wendi Ben-Ari and 1st grade self contained ESL classroom teacher, Angela Proios, licensed in ESL administered the Speaking part of the NYSESLAT exam. For the upcoming NYSESLAT exam, Spring 2014, it will be Angela Proios, ESL coordinator with the assistance of another ESL licensed teacher to be determined at a later date.) Once the speaking part has been completed, it is immediately secured. Our next step is to prepare for Day 1 – the Listening part, Day 2- the Reading part, and Day 3- the Writing part of the NYSESLAT exam by first giving Directions Booklets to every teacher involved with the administration of the exam including self-contained classroom teachers and service providers(who test children with IEP's in small groups). (Grades K-2 and 3-5 give the NYSESLAT exam on different days to limit confusion and allowing the Paraprofessionals to each proctor 1 class at a time.) The teachers who were involved with the NYSESLAT Spring 2013 Listening, Reading, and Writing were: Self-contained classroom teachers: Kristen Sliasky, Angela Proios, Yolanda Castano, Robin Mallah, Salvatrice

Dimaggio, Mahi Eliodromyitis; service providers: Joanne Horgan, Stephanie Nieves, Eleni Zournatzoglou and ESL coordinator, Wendi Ben-Ari. Paraprofessional who assisted by proctoring the exam were Elba Martinez, Veronica Watkins, and Mohammed Chowdhury. This year for the NYSESLAT Spring 2014 exam, the teachers who will be involved will be: self-contained classroom teachers: Kristen Sliasky, Salvatrice DiMaggio, Robin Mallah, Yolanda Castano, Margaret Selegean, Min Song; service providers: Sheryl Kruger, Stephanie Nieves, Eleni Zournoutzoglou and ESL coordinator, Angela Proios. Paraprofessionals who will assist by proctoring classroom teachers for the exam will be: Elba Martinez, Veronica Watkins and Chris Cardone. Teachers are only given the materials for the Day they are administering the test. The ESL coordinator delivers the correct number of booklets and correct answer grids to each teacher the morning of each part of the exam and the teachers check to make sure they have all the materials before signing for them. A proctor is assigned to each teacher to assist and monitor the exam. When the test is completed the teacher or proctor delivers the test documents to the ESL coordinator where they are secured in the ESL room. This process is repeated until all 3 parts (Listening, Reading and Writing) are completed. Once all parts of the exam are completed and secured, the Principal assigns several teachers to assist the ESL coordinator to score the writing part of the exam, making sure teachers do not score their own students or children they service and are following the Rubrics and Scoring Guides appropriately. After all grading is completed and secured, the ESL coordinator makes sure all ELL children have completed all parts of the test and make-ups are given to any child who has missed a part of the test due to an absence. Make-ups are given by the ESL coordinator and service providers. When all ELL children have completed all parts of the test, the ESL coordinator checks for accuracy and makes sure all answer grids are correctly filled out and completed. The answer grids are then delivered to the BAO office according to instructions given.

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. [i](#)  
After reviewing the Parent Surveys and Parent Selection forms over the past few years, approximately 99% of our parents select the Freestanding ESL program as their choice. They feel that their child is learning their native language at home, so they prefer that their child be immersed in the English language at school. For the school year 2012-2013, there were a total of 36 new ELLs of which 9 selected a dual language (3) and transitional bilingual (6) programs as their first choice. However when the numbers did not support opening a class in our school, and such a program was not available for their language in our district, 27 preferred the free standing ESL program as their first choice. For this current school year 2013-2014, so far 37 new ELLs have enrolled. Of the 37 ELLs- 3 selected a dual language program and 5 a transitional bilingual, but again when unavailable for their native language chose ESL programs; the remaining 29 all chose ESL programs. Therefore, the program models offered at our school are aligned with parent requests based on the fact that 99% of our parents choose the Freestanding ESL program for their child.

# 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. The organizational models for instruction are Self-Contained and Push-In/Pull-Out.
    - b. Currently we have self-contained classes with ESL licensed teachers for grades K,1,2, and 5. The Push-In/Pullout program is being used for grades 3 and 4 and Special Education students in grades 1, 2, 3, 4 and 5. Due to scheduling constraints and budget cuts, in some cases students (grade K- 2 students; grade1- 1 student; grade 5- 5 students) are pulled out and brought into the ESL classroom on the grade or on a contiguous grade during ESL instruction.
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)?

Students in the ESL program receive all instruction in English. New York State Commissioner's Regulations Part 154 determine how many units of ESL instruction each student should receive according to his or her proficiency level from the New York State English as a Second Language Achievement Test (NYSESLAT) and the LAB-R scores (for new admits to NYC schools.) Both the Self-Contained and Push-In/Pull-Out models have students at the Beginner, Intermediate and Advanced levels. Beginner and Intermediate students receive 360 minutes instruction per week and the Advanced students receive 180 minutes of ESL instruction and 180 minutes of ELA instruction per week. We have 4 self-contained ESL classes (one in grades K, 1, 2, and 5); the remaining students receive their required ESL instruction from a full time Push-in ESL teacher. Between the self contained ESL classroom teachers and our ESL push-in/out teacher all of our ELL students receive their mandated minutes according to CR Part 154.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core

## Learning Standards.

In the Self-Contained and Push-In ESL models, Language Arts and Content Area instruction follow the Common Core Learning Standards for each grade and are taught in English using ESL strategies and methodologies such as TPR, use of visuals, scaffolding, and teaching academic language through thematic units of study, literary non-fiction, phraseology, accountable talk and word play. Instructional practices for the ESL push-in program are aligned with classroom teaching following the writer's workshop model and the Reading Street literacy program. In order to maximize English language acquisition for ELLs, the ESL and classroom teachers work closely together to deliver literacy instruction, as well as differentiate additional content instruction to meet the needs of ELL's. Content area instruction is accomplished through rich complex texts that are differentiated to meet the needs of all learners. For mathematics, the CCLS aligned Go Math program is utilized along with it's specially designed ELL component. When students perform turn and talk sessions to further their knowledge and thinking during content area instruction students that need extra language support will be partnered with students with the same NL whenever possible. When the same language speaker is not available for a lesson extra visuals are provided via technology (laptops or Promethean Board) to support their understanding.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
In order to insure that ELLs are appropriately evaluated in their native languages, we provide students with native language versions of the Math, Science, and Social Studies exams when available. A translator is provided to the student when a printed version of the test in their native language is unavailable. Practice tests in the native languages are provided to the students when available. Students are permitted to use glossaries with direct word to word translation from English to their native language during content area State exams.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
We ensure that ELL's are appropriately evaluated in all four modalities of English acquisition throughout the year by including Listening, Speaking, Reading and Writing in all our lessons. Students need to listen, answer questions, speak to each other, read and write during group work and independent practice after each lesson of every subject. For listening and speaking all grade levels have a 'Discussion Rubric' utilized by both students and teachers to assess their progress. For reading and writing the Reading Street program has chapter and unit tests as well as unit written performance tasks to assess their understanding of content as well as ELA skills progress. For mathematics the Go Math program has unit tests, in addition teachers give a problem of the day that is scored for proficiency based on a rubric. We also conduct periodic assessments that include Performance Series (grades 3-5 for ELA and math) and CPAA (Children's Progress of Academic Assessment) for grades K-2 for ELA and math. These assessments are given at least three times a year and include skill analysis for individual students in order to plan whole class and small group instruction.
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).

Differentiated instruction scaffolds skills, allowing students to build upon and expand their English language proficiency. ESL methodologies or strategies used include modeling, use of visuals or manipulatives and cooperative learning. Literacy skills are taught through content areas with a focus on vocabulary development through use of Tier II and III words, figurative language, phraseology, and word play to break down complex text.

a. Students who first entered an English language school system after grade two with interrupted, little or no formal education in their first language may attend extended day, Title III After school program and Saturday Academy (grades 3-5) for literacy and math skills. We have no SIFE students at this time.

b. The instructional plan for newcomers who have been in US schools less than three years is to support their English language skills as they are immersed in content area learning. Various scaffolds are used, such as presenting content language in context, using visuals and manipulatives to reinforce concepts being learned. Students are encouraged to use their creativity and prior knowledge to create hands on projects related to content area thematic units. English language skills are taught through the content areas with a focus on vocabulary development. In addition, our Reading Street program includes an ELL handbook which provides differentiated activities to support literacy and language skills. Students are encouraged to develop English through use of technology by using various internet learning programs such as Imagine Learning which supports language acquisition through differentiated instruction according to each

individual student's needs and pace. Students are also taught to use resources and reference materials to promote independent learning. ELA test taking strategies are taught in the classroom. The Title III after school program provides additional ELA skill building and NYSESLAT skill preparation support for English Language Learners.

c. ELLs receiving service for 4 to 6 years are generally more proficient in Speaking and Listening skills and require more support in Reading and Writing. Therefore, the instructional plan for these students is to focus on reading and writing skills by scaffolded strategies such as review of basic concepts including decoding, comprehension, and inferencing to support reading literacy lessons. Writing skills in focus include grammar, punctuation, writing sentences correctly, structuring paragraphs, and building up to essays and stories. Literacy skills are taught through the content areas with a focus on vocabulary development through the use of Tier III words, figurative language and complex language structures. Read alouds model and reinforce creative writing skills. The internet is utilized as a research tool and students are encouraged to use reference materials and available resources such as dictionaries, atlases, books and websites to support their own learning. The extended day, and Title III after school program provides additional literacy support for ELLs as well as preparation for state tests.

d. Long term ELLs receiving 6 years of service have been held over in a grade. They receive Tier 1 interventions in the classroom and participate in the extended day program as well as the Title III program.

e. ELLs that have tested proficient, for up to two years will receive test modifications on exams that include directions reread and time extension.

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?

Special needs ELLs require support within the classroom in content area lessons and enrichment in English language skills. Our plan for each student is guided by the individual IEP. Through congruence amongst the classroom teacher, the support service provider, and the ESL teacher all SWD and ELLs have set goals and small term objectives that they work to meet together. Congruence takes place on a regular basis at bi-monthly PPT and RTI meetings, as well prep and common times. The program is aimed at the development of aural comprehension, verbal skills, reading comprehension and writing skills. Students are supported within the classroom in small groups during math, science and social studies lessons and encouraged to participate fully in content area lessons. The Wilson Foundations program and Pearson Reading Street program are used to teach grade appropriate literacy skills. Visuals and manipulatives are used to reinforce concepts being taught. Students that are ELL-SWDs receive the appropriate IEP services and goal oriented instruction from their Special Education teacher while at the same time have their language acquisition instructional needs met by having the ESL push-in teacher present for the required minutes of service during content area instruction.

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

Our school uses curricular, instructional and scheduling flexibility to meet the needs of ELL-SWDs within the least restrictive environment by utilizing a uniform literacy program for all classes and grades, mainstreaming some students during ESL periods, modifying lessons with appropriate support as per students' IEPs and combining contiguous grade levels where appropriate. While students that are ELL-SWDs in self contained settings receive the appropriate IEP services and goal oriented instruction from their Special Education teacher while at the same time have their language acquisition instructional needs met by having the ESL push-in teacher present for the required minutes of service during content area instruction. Whenever possible, students that can be mainstreamed for particular subject areas based on academic proficiency they are scheduled on a regular basis with a GenEd class on their appropriate grade level.

**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:			

### 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

Social Studies:				
Math:				
Science:				

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

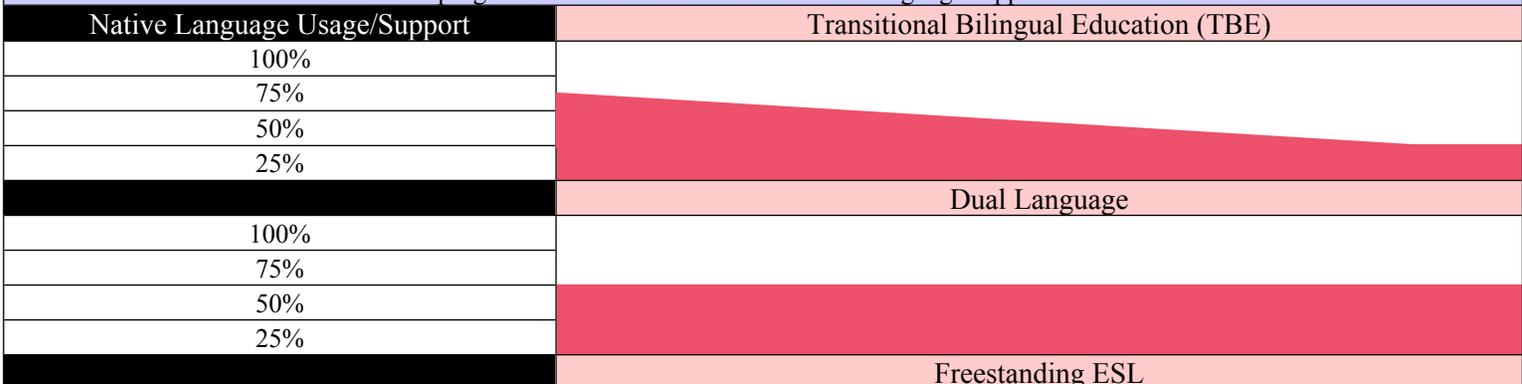
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.

Targeted intervention programs for ELLs in ELA, Math, and other content areas include:

-Extended day program- 37 1/2 minutes (2:20-2:57 1/2PM) after school program for students needing AIS (with parent approval) to address both math and ELA skills in deficiency. Students are initially selected based on results of state exams and previous year's teacher judgement. Throughout the year students can be added based on data presented by classroom teacher to administration.

-Saturday Academy- March 22 and 29, 2014 for ELA; April 5 and 26, 2014 for math- for extra skill instruction from 9:00-11:30AM is open to ALL students grades 3-5 upon parental consent.

-Title III ESL After School program for 2-3 weeks in March, Tuesday and Thursday afternoons for extra skills instruction across the four strands (reading, writing, listening, and speaking) will be taught in English with an emphasis on Tier II academic language acquisition.

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

Reading Street is our reading program which has an ELL component. This program is utilized building-wide with particular language and vocabulary emphasis for ELLs. It is meeting the needs of our ELLs in both content and language development because it provides ELL instructional strategies and techniques for teaching academic vocabulary, listening comprehension, phonics, vocabulary, reading comprehension, grammar and conventions and writing. ESL teachers assess their students by observing turn and talks and classwide discussions (utilizing discussion rubrics), and weekly chapter tests to assess content as well as reading comprehension skills. At the end of each unit (approximately every 4-6 weeks) written performance tasks assess students' understanding and writing skills. All teachers of ELLs take into consideration the need to stress tier II and III vocabulary during all instruction in order to insure no bias exists on all formative and summative exams.

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

This year we are using the new Go Math program which is common core aligned and has differentiated activities built into it. In years past we were using Everyday Math which was NOT CCLS aligned and our students performance on standardized exams declined to 36.6% performing at levels 3 and 4. We will also be purchasing test prep materials that are aligned to the Common Core Learning Standards.

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

Due to reduction in Title III funds, Imagine Learning, the on-line language program for Beginners will be discontinued. It costs \$150 per child which is too burdensome with limited funds.

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

ELLs are afforded equal access to all school programs by being included in the extended day program, the Title III ELL After School program (which is exclusively for ELLs), and the Saturday Academy program.

Targeted intervention programs for ELLs in ELA, Math, and other content areas include:

-Extended day program- 37 1/2 minutes (2:20-2:57 1/2PM) after school program for students needing AIS (with parent approval) to address both math and ELA skills in deficiency. Students are initially selected based on results of state exams and previous year's teacher judgement. Throughout the year students can be added based on data presented by classroom teacher to administration.

-Saturday Academy- March 22 and 29, 2014 for ELA; April 5 and 26, 2014 for math- for extra skill instruction from 9:00-11:30AM

-Title III ESL After School program for 2-3 weeks in March, Tuesday and Thursday afternoons for extra skills instruction across the four strands (reading, writing, listening, and speaking) will be taught in English with an emphasis on Tier II academic language acquisition.

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

Instructional materials used by the ESL push-in teacher are aligned with the materials used in the classroom. Pearson's Reading

Street curriculum is utilized, which focuses on developing literacy skills and includes a component for differentiation of lessons for ELLs. Wilson's Foundations program is used for literacy instruction in Special Education classes. Content area subjects are taught through thematic units with a focus on challenging alternate texts, visuals and read-alouds to support English language development. Textbooks are used as a supplementary resource for content area instruction. Students use the internet to research topics related to thematic units in Science and Social Studies. The Promethean Board in each classroom is used to integrate technology into lessons by supporting interactive learning and expanding on materials and resources available in the classroom. Many classrooms have Active Expressions and Votes, as well as laptops that allow students at all levels of language acquisition instruction to utilize technology to support their english language development.

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

Students in the freestanding ESL program who are at the beginning level are encouraged to read and write in their native language as a support as they begin to transfer literacy skills from their native language to English. Also, students are assigned partners that speak their native language during partner work and 'turn and talk' sessions. In addition, students are provided with extra visuals both hard copy and through technology (laptops and Promethean Board).

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

All required service support and resources correspond to ELL's ages and grade levels. Resources, materials and instruction are all age and grade appropriate because we follow the Common Core Standards.

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.

Currently there are no activities in place to assist newly enrolled ELLs prior to the beginning of the school year. However, ELLs that are new to the school throughout the year are assessed for their language proficiency and are given access to lessons accordingly. Whether the support is a fellow student that speaks their native language or more visuals provided by the classroom teacher or the ESL push-in teacher, the students are given support and monitored consistently to insure understanding.

18. What language electives are offered to ELLs?

No language electives are offered at our school at this time.

19. For schools with dual language programs:

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

N/A

### **C. Professional Development and Support for School Staff**

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

1. ESL classroom teachers attend all grade level grade conferences in order to align curriculum to grade level standards. In addition to bi-monthly teacher team meetings to share best practices with their grade level colleagues. According to two separate SBOs- every Thursday during the 37 1/2 minute extended day ALL staff members attend PD on teacher effectiveness practices, and half day PD dates have been scheduled - 3 for the first semester and 3 for the second semester also to accommodate teacher effectiveness best practices. This is in addition to all Chancellor full day PD days (September 3-4, Election Day, and BQ Day).

2. Professional Development that will be offered to teachers of ELL's is the continuation of worksessions where the needs of ELL's are matched to the Common Core Standards through the development of thematic units for the content areas. Subs will be hired at least once a semester so that all teachers on a grade including the self-contained ESL teacher can meet to plan units and lessons that are CCLS aligned. Staff developers from the Network- Steph Dapontes and from the publishers- Go Math, Jill Goldberg (12/13/13)- are brought in to provide PD for the staff. Administration and lead teachers provide opportunities for turn-key sessions as well as intervisitations to teachers that have attended PD and/or have shown evidence of highly effective performance in particular areas.

3. Teachers of Grade 5 ELLS accompany students to orientation sessions at the middle school in order to familiarize students with the learning environment, expectations, and programs at the junior high level . Our Guidance Counselor will attend PD as available form the DOE and Network to help assist students in their transition to MS and JHS.

4. The minimum 7.5 hours of ELL training will be made available to any staff members working with ELLs as per Jose P. All staff members, including those working with the ELL population will have access to all PD (see above) with attendance, agendas, and minutes recorded and available in the Principal's office.

### **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. Parent workshops, PTA bulletins, Parent Reach, PTA meetings, and dual language notices keep parents informed of all school activities. Translators are hired for Parent Teacher conferences on an as-needed basis. Bilingual dictionaries and software were purchased in order to facilitate communication. Our Parent Coordinator surveys the parents both in person and via e-mail in order to meet the needs of our ELL parents. Parents will receive notification for most activities in minimum of two languages. Translators are available for parents on an as needed basis utilizing the 'Staff Speakers of LOTE' list posted in all rooms in the building.
  2. Our school currently partners with:  
UFT, Cornell University, Queens Meditation Center, Dr. Vella, Learning Leaders, NYS Office of the Attorney General and Consortium for Workers Education. Translators are arranged according to availability and language of participants in attendance.
  3. Parents complete a yearly survey assessing their home language, preferred method of communication, topics of interest for meetings and workshops, availability to attend and translate at meetings, and whether they log onto ARIS. Our parent coordinator compiles all this information then arranges workshops accordingly. She also sends out a survey to gather the best contact information for parents and alerts them to school events and workshops via a global connect phone system (messages are left in English and when available Spanish).
  4. Our parental involvement activities include workshops on\* health and nutrition, homework help, ELA and State Math tests, early childhood and adolescent development, transition to middle school, Breast Cancer Awareness, Asthma, Health Insurance, and Cyber Bullying. When parents receive notification of the workshops, they can contact the parent coordinator as listed on the flier to arrange translators as needed, and accommodations will be made to the best of our ability.

## **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.

## Part VI: LAP Assurances

**School Name: PS2**

**School DBN: 30Q002**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joseph Taddeo	Principal		
Amy Goldman	Assistant Principal		
Karen Caroccio	Parent Coordinator		
Angela Proios	ESL Teacher		
Rupinderjit Kaur	Parent		
Kristen Sliasky	Teacher/Subject Area		
Margaret Selegean	Teacher/Subject Area		
	Coach		
	Coach		
Andrea Martin	Guidance Counselor		
	Network Leader		
Sheryl Kruger	Other <u>SETS Provider</u>		
Anna Casale	Other <u>Secretary</u>		
	Other		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 30Q002 School Name: P.S. 2 Alfred Zimberg

Cluster: 202 Network: Nancy DiMaggio

**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**

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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.

Upon registering for our school a Home Language Survey is filled out and the language of preference for the parent/guardian is immediately uploaded into ATS. Should the parent need assistance a building translator is called to assist them at the time of registration. These building translators are found based on a Language Survey conducted amongst the staff that lists all languages staff members speak and where they are located in the building. Then our parent coordinator follows-up with a survey that asks parents/guardians what number they can be reached at ideally (for our global phone calling system) and in what language, she maintains and updates this list throughout the year.

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.

Our three main languages spoken are- English (46%), Spanish (22%), and Arabic (8%), in addition we have students speaking Bengali, Urdu, Greek, Punjabi, and German (with less than 5% each). For Spanish translation we have 7 staff members available to translate; for Arabic we call on students or parent volunteers to translate. We have a para to translate into Bengali; we have about 10 Greek speaking staff members; and the remaining languages when available. These services are described to parents at the time of registration, PTA meetings, and at parent workshops. In the case where translation or interpretation services are unavailable for a particular language (ie- Urdu) we recommend the parent to the DOE website for assistance or in some cases call upon a student to assist (providing the subject does NOT include specific information regarding a child). This information was transmitted to staff during the September faculty conference.

## Part B: Strategies and Activities

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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.

Our school consistently sends out information in all the languages that are available when it is posted on the DOE website. When documents originate at our school we have them translated into our 2 other languages- spanish by a staff member, and arabic by a parent (when available).

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.

For Parent Teachers Conferences in November and March we hire translators both in-house and outside contractors (as parents at this time would not be appropriate) in spanish, arabic, greek, and bengali. Should a parent wish to have translation services at other times we try to arrange a staff member (based on staff language survey) or parent volunteer to assist accordingly. For State content area exams (math and science) we try to get DOE staff from within our Network to translate when we do not have a particular speaker of a language on our own staff, if not an outside service is hired (again a parent for this would be inappropriate). In some cases we call upon a student to assist a parent in need of translation (providing the subject does NOT include specific information regarding a child).

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>.

At this time the only other language of more than 10% of our students other than english (46%) is spanish (22%). We have in our lobby (adjacent to our security sign-in area) a DOE poster in multiple languages explaining the availability of translation services available. The parents Bill of Rights was made available to parents through a school-wide letter with a link to the DOE website for availability in all 9 languages, with instructions to contact our parent coordinator if they could not access it in which case she would download their language of preference for them. Parents are informed at initial 'Meet the Teacher' sessions and subsequent workshops of all the information available through the parent coordinator's office should they have difficulty accessing it (Bill of Rights, safety plan, CEP, etc.).



## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: 002	DBN: 30Q002
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
# of certified ESL/Bilingual teachers: 2
# 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 service our ELL students in an after-school program in the spring on Tuesdays and Thursdays for 1 1/2 hours each session (3:05-4:35PM). There will be two groups of 15-20 students in each group. There will be two ESL certified teachers teaching the classes with a supervisor to oversee the program, maintain safety and provide PD. The program will focus on reading comprehension, writing skills, and building academic language based on complex texts as per the CCSS. Trade books will be utilized for this work as well as Promethean Boards for research articles. There will be six sessions (in March-April 10) for ESL students in grades 3-5. This program is funded with Title III funds and part of this program is funded with alternative school funds.

Imagine Learning is an online program that is differentiated for each child based on their language developmental needs. We have purchased the program for our Beginner ELLs; this includes (6) 3rd graders, (4) 4th graders, and (8) 5th graders. The licenses are purchased on an individual basis; we have purchased 18 licenses. In addition to the student licenses we will receive professional development from the company for one full day for the three teachers utilizing the program. Beginner students that attend the ESL after-school will utilize the program in the afterschool sessions. The students not in after-school will utilize this English language developmental program for a minimum of 20 minutes, 3 times a week during the school day in content areas above and beyond their regular ESL instruction.

We also purchased Studio-in-a-School Residencies for all of our ESL classes grades K-5 (K-205, 1-230, 2-100, 3-102, 4-316, and 5-329). The 6 classes all will participate in this activity. This means a resident artist comes to the school for 14 weeks and provides PD for the teacher on incorporating the arts into instruction and working with various media; which supports more visual instruction for our ELLs. Then the artist in collaboration with the ESL classroom teacher teaches 12 in-class sessions (during the regular school day for a period, above and beyond the ESL period) where art projects are aligned to the Blueprints and content area instruction. The artist and ESL classroom teachers will work together to create a rich learning experience where the content area will be explored and represented through various art media. The final session for each class is an exhibition where parents and fellow classes are invited to view their art work displayed.

### 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: Imagine Learning will provide a full day of PD for the three teachers involved, as well as all of our ESL Department teachers. The PD will focus on ESL strategies and the use of online assessments in order to guide future instruction. The purpose of these sessions is to build capacity for our ESL staff in developing language skills for our Beginning ELLs.

The Studio-in-a-School artist facilitated PD for each of the teachers so that they can utilize more visual and kinesthetic strategies when creating lessons for ELLs. The PD took place one-on-one as the first session (one period each) at the launch of each residency.

In addition, full day Professional Development takes place on Election Day (11/6/12) and BQ Day (6/6/13) covering topics such as aligning thematic unit instruction to the CCSS, accountable talk, and developing academic vocabulary. Also there is PD with hired consultant Stuart Sears approximately twice a month to develop best practices through the teacher evaluation system. The following dates Stuart has already provided PD are: 9/5, 24, 25; 10/22-23; 11/6; the remaining dates include- 1/15-16/13, 2/5-6/13 with the rest to be specifically determined.

### 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: In addition to the ELL Parent Orientation where parents meet the ESL department and Parent Coordinator we offer several workshops for parent to attend. The workshop information is disseminated via multi-lingual fliers and a telephone outreach program. Some of the topics include:

- An invitation for ELL parents to an information session at IS 230 (10/11/12)
- Parent Night- An overview of busing procedures, ARIS, and free/low-cost health insurance (10/18/12)
- Cornell University Nutrition Workshops for Parents- 8 sessions starting (10/24/12)
- Learning Leader Parent Volunteer Training (11/30/12 and 12/4/12)
- Dial-A-Teacher Parent Math Workshop (12/6/12)

These workshops are on a variety of topics that are pertinent to all parents, with translators available upon request.

### Part E: Budget

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

Allocation Amount: \$14216

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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		