



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S. 19Q MARINO P. JEANTET
DBN (i.e. 01M001): 24Q019
Principal: GENIE CALIBAR
Principal Email: GCALIBA@SCHOOLS.NYC.GOV
Superintendent: MADELINE CHAN
Network Leader: DIANE FOLEY

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

| Name | Position and Constituent Group Represented | Signature |
|--------------------|--|-----------|
| Genie Calibar | *Principal or Designee | |
| Richard Burke | *UFT Chapter Leader or Designee | |
| María Quiros | *PA/PTA President or Designated Co-President | |
| Betty Esposito | 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 | |
| Ivette Casado-Faya | Member/ Assistant Principal | |
| Joseph Knapp | Member/ Teacher | |
| Mariann Sladowski | Member/ Teacher | |
| Tina Crimarco | Member/ Teacher | |
| Matthew Ray | Member/ Teacher | |
| Natalia Pajarito | Member/ Parent | |
| Viridiana Espinoza | Member/ Parent | |
| Adelina Pano | Member/ Parent | |
| María Guamán | Member/ Parent | |
| Vilma Bastidas | Member/ Parent | |
| Eloina Uroza | Member/ Parent | |
| | Member/ | |
| | Member/ | |
| | Member/ | |

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, each teacher will participate in professional development with supervisors and/or teacher colleagues in an effort to strengthen teacher practice with regard to Danielson Framework for Teaching components. Particular focus will be placed on Domains 2 (The Classroom Environment) and 3 (Instruction), while also developing all 22 components. Seventy (70%) of teachers will effectively demonstrate the attributes modeled during professional development and outlined in the Danielson rubrics.

Comprehensive Needs Assessment

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

- Our 2011-2012 Progress Report overall score was 57.4 out of 100. This score placed us in a B grade, where we missed the A grade threshold by a margin of 2.6 points. We received a B rating in the three graded categories, a decline from last year where only the Student Progress category scored a B grade. In the Student Progress category we missed the A threshold by 4.7 points, in Student Performance we missed the A threshold by 0.2 points, in School Environment we missed the A threshold by 1.6 points (last year we surpassed the A threshold in this category by 4.2 points).
- Further analysis of the Student Performance category, reveals the decline in percent of students at Level 3 and 4 in math of 43.6 percentage points versus 2012 results. This past year we are below the overall city average in math by 5.7 percentage points (in past years we exceeded city averages by 11 percentage points). ELA scores which in prior years were comparable to city averages are lower than city averages by 5.9 points. However, compared to peer schools we exceed ELA and Math percentages of students scoring 3 and 4 by 5.9 and 4.9, respectively.
- Further analysis of the Progress Report Achievement Gap measure showed that less than 8% of Students with disabilities (SwD) in ICT and SETTS settings achieved proficiency in ELA compared to 19% in prior year. Those SwD in self-contained settings continue to drop on the achievement gap measure in this report (0% achieved 3's and 4's in ELA compared to 2% in prior year and 1.5% versus 10% in Mathematics). However, 60.2% of Special Education (Self-contained/ICT/SETTS) did exceed the 75th growth percentile.
- Teacher effectiveness affects student outcomes. The requirement to comply with Citywide Instructional Expectations and the new Advance Teacher Evaluation and Development System led us to identifying this initiative as a goal for this school year. Therefore, in order to achieve increased student progress and performance, and comply with the city and state requirements, a plan of action to improve teacher effectiveness has been put in place.

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. As part of planning for meeting the needs of teachers, they were asked to use various sources ARIS Learn self-assessments, review of past observation feedback to identify their areas of growth and develop goals. Teachers were then asked to relate these areas of growth/goals to the Danielson Framework for Teaching components in order to use a consistent language for sub-grouping. Professional development is being provided to teachers based on their goals during the Inquiry sessions taking place weekly.
2. An initial planning conference will focus on goal setting, measures of student learning (MOSL), discussion of teacher's class data and measures of teacher practice (MOTP).
3. For MOTP, we will continue to monitor and provide reflective feedback through our walkthroughs and formal observations in the Danielson's Framework components as the requirement this school year is to measure teacher effectiveness in all 22 component areas.
4. A measurable research rubric from the Danielson Framework will be used for each component to monitor the teacher growth and progress and impact of professional development for the MOTP.
 - a. The Principal and Assistant Principals will conduct a minimum of either 4 or 6 observations for each teacher, depending on the Option chosen, using the Danielson Framework rubrics.
 - b. Teachers may submit artifacts that will be used as evidence of progress for rating on Domain 1 and 4 components
5. For MOSL, our school chose the default measure of which is a school-wide measure of student learning for the local measure while the DOE-determined, grade/content-specific measure will be used for the state measure.
6. For new teachers, an experienced mentor is assigned and provided adequate time built into schedule to meet DOE time and content requirements for mentoring

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

1. Principal, Assistant Principals, and coaches are developing professional development content for the most widely identified Danielson components based on teacher-identified goals.
2. Principal, Assistant Principals and coaches are developing professional development content for the Danielson components that are most critical to meet CCSS standards, for example 1c – setting instructional outcomes, 1e – designing instructional outcomes, 1f – designing student assessments, 3a – communicating with students, 3b – using questioning and discussion techniques, 3c – engaging students in learning and 3d – using assessment in instruction.
3. Teachers are encouraged to use the ARIS Learn online resources to continue to develop their identified needs with component specific videos and/or modules
4. A former DOE supervisor was retained to provide teachers with mentoring support related to Domains 1 (Planning and Preparation) and 4 (Professional Responsibilities) of the Danielson framework.
5. New Teacher Mentor is providing new teachers with mentoring support using Danielson framework as professional guidelines.

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

1. Principal and Assistant Principals met with every teachers in an initial planning meeting prior to October 28th
2. Teachers will perform mid-year reviews in the form of self-assessments of their identified goals.
3. Principal and Assistant Principals will meet with every teacher in an End of Year Meeting in May or June

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

1. September 3, 2013 – June 26, 2014

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

1. Cabinet meetings – Assistant Principals professional development and team discussion on calibration of Danielson Framework
2. Network meetings – Professional development
3. Network Talent Coach visits – to provide professional development both whole team and individual as needed
4. Additional 6th prep period for professional development (study groups)
5. Teacher coverage for professional development
6. Supervisory consultant
7. New Teacher Center Initiative - New Teacher mentor and Assistant Principal participating in New Teacher Mentoring Initiative professional development

Strategies to Increase Parental Involvement

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

Our school will support parents and families of 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;
- conducting 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;
- providing 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;
- hosting the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- scheduling 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;
- translating all critical school documents and provide interpretation during meetings and events as needed;

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, ELA instruction, tasks and assessments will include close reading strategies and text-based questions related to higher level text complexity that will support students in achieving a deeper understanding of big ideas. Eighty percent (80%) of questions should require answers that reflect these two instructional shifts. Evidence of successful implementation of these shifts will include a 70% increase of students meeting standards on beginning of year versus end of year ELA performance tasks as measured in student work product and task rubrics.

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.

- In accordance with the [ELA Assessment Transition Plan](#), which was released by NYSED in March 2012, the 2012-2013 NYS English Language Arts Test were fully aligned to the Common Core Learning Standards (CCLS).
- In the 2012-2013 school year, students in Grades K-5 completed two Common Core-aligned performance tasks in ELA. These grade specific performance tasks focused on Narrative and Informational Reading and Informative or Opinion/Argumentative Writing standards in the CCLS. In the non-testing grades, 58% of our Kindergarten students, 57% of our Grade 1 students and 60% of Grade 2 students met grade level expectations. In the testing grades, 45% of our Grade 3 students, 54% of our Grade 4 students and 42% of Grade 5 students met grade level expectations.
- In the 2012-2013 CCLS aligned NYS ELA Test, 22.8% of our Grade 3 students, 17.5% of our Grade 4 students, and 24.6% of our Grade 5 students met grade level expectations.
- Results of the above mentioned assessments support the need for our school to implement changes in our ELA instruction and assessments that are fully aligned to the CCLS and the Instructional focus.

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
 1. Beginning in September 2013, the Common Core Planning teams for each grade and content area, will make sure that the yearly calendar addresses the Standards focused on this year by the City's Initiatives. They will reflect on student work in addition to the standards and benchmarks of the CCLS for the standard they are addressing for the particular unit being planned.
 2. The teams will then come to a collaborative understanding of the goals and objectives of the unit(s) under consideration. They will develop a curriculum map that not only includes the skills that need to be addressed, but also considers the strategies, activities, and discussions that will bring instruction to the level of response that the CCLS demands. They will look at the materials being introduced, the text complexity, and essential questions that drive the unit. The grade teams will use the CCLS and the Ready GEN units of study and/or Expeditionary Learning to select a task and rubric in ELA for the unit they aligned to the CCLS. These tasks will then be assessed with the rubrics during study groups.
 3. One performance task must be completed in each grade for each module and a Unit assessment will be administered after each unit.
 4. During study groups for each grade, teachers will review the units being presented by the Common Core Planning teams, and they adapt Ready GEN materials to meet the needs of our student while still meeting the standards
 5. Fourth grade will pilot Expeditionary Learning units for their 1st and 2nd modules.
 6. A literacy consultant will work with our instructional cabinet and the upper grade planning teams to review and reflect with these teams on the selection of materials, questioning, tasks, and level of text complexity. She will provide support for appropriate scaffold and cohesiveness among the grades vertically and horizontally, monitoring and evaluating post-units on Common Core standards student work and appropriate instructional shifts leading to these standards. They will turnkey to other teachers through practice and discussion.
 7. Evidence of close reading that demonstrates appropriate grade level text complexity.
 8. Professional development will include an emphasis on how to implement the instructional focus by using the Danielson framework

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| 9. Purchase and use beginning in September of Ready GEN to provide a 50-50 exposure to fiction and non-fiction materials with an underlying common theme to a grade level text. |
| 10. Fourth and fifth grade students who scored 1's on the 2012-2013 State ELA test will receive afterschool Academic Intervention Services (AIS) for a period of 6 weeks beginning in December 2013. |
| 2. Key personnel and other resources used to implement each strategy/activity |
| 3. The teams consist of two teachers, a coach, and an Assistant Principal for each grade for ELA. The meetings will take place during and after school and will be covered under the ARRA RTT funds for this type of work. |
| 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity |
| 1. Teachers will use individual student rubrics for performance tasks to measure individual student progress against the CCLS and will identify individual student needs |
| 2. Teachers will use an analysis grid to measure class progress on performance tasks and identify needs and next steps for small group instruction |
| 3. Upper grade teachers will use an analysis grid to measure class progress on Unit assessments that are aligned to CCLS and in state test format. |
| 5. Timeline for implementation and completion including start and end dates |
| 1. September 3, 2013 – June 26, 2014 |
| 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
| 1. School Based Options for Inquiry Teams on Monday |
| 2. Network Meetings – Professional Development for AP's and Coaches |
| 3. Additional 6 th prep period for teachers to have grade common study groups |
| 4. Teacher Planning Teams for development of Curriculum Maps |
| 5. <i>Ready GEN</i> literacy program |
| 6. Teachers, Literacy coach and Assistant Principals attending Ready GEN professional development throughout the year. |

Strategies to Increase Parental Involvement

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| 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). |
| Our school will support parents and families of students by: |
| <ul style="list-style-type: none"> • Conducting parent workshops on specific expectations for meeting the CCLS and preparation for the NYS ELA exam • providing materials and training to help parents work with their children to improve their achievement level in literacy and use of technology • providing assistance to parents in understanding Citywide expectations and CCLS standards and NYS assessments; • sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand |

Budget and Resource Alignment

| | | | | | | | | | | | |
|---|-----------------|----------|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. | | | | | | | | | | | |
| X | Tax Levy | X | Title IA | | Title IIA | | Title III | | Set Aside | | Grants |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | | |
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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

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| Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. |
| By June 2014, Mathematics instruction, tasks and assessments will include questions and problems that will lead to deep understanding of the grade focus require use of the practice of modeling and constructing viable argument and critiquing the reasoning of others. Evidence of successful implementation of these instructional shifts will include a 70% increase of students meeting standards on pre versus post Mathematics performance tasks as measured in student work product and task rubrics. |

Comprehensive Needs Assessment

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| 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. |
| <ul style="list-style-type: none"> • In accordance with the <u>Math Assessment Transition Plan</u>, which was released by NYSED in March 2012, the 2012-2013 NYS Mathematics Test was fully aligned to the Common Core Learning Standards (CCLS). |

- In the 2012-2013 school year, students in Grades K-5 completed two Common Core-aligned performance tasks in Math. These grade specific performance tasks focused on a particular domain in the CCLS. In the non-testing grades, only 20% of our Kindergarten students, 52% of our Grade 1 students and 78% of Grade 2 students met grade level expectations. In the testing grades, 44% of our Grade 3 students, 64% of our Grade 4 students and 42% of Grade 5 students met grade level expectations.
- In the 2012-2013 CCLS aligned NYS Math Test, 29.6% of our Grade 3 students, 25.4% of our Grade 4 students, and 25.4% of our Grade 5 students met grade level expectations.

Results of the above mentioned assessments support the need for our school to implement changes in our Math instruction and assessments that are fully aligned to the CCLS and the Instructional focus.

Instructional Strategies/Activities

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

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

1. Beginning in September 2013, the Common Core Planning teams for each grade and content area, will make sure that the yearly calendar addresses the Standards focused on this year by the City's Initiatives. They will reflect on student work in addition to the standards and benchmarks of the CCLS for the standard they are addressing for the particular unit being planned.
2. The teams will then come to a collaborative understanding of the goals and objectives of the unit(s) under consideration. They will develop a curriculum map that not only includes the skills that need to be addressed, but also considers the strategies, activities, and discussions that will bring instruction to the level of response that the CCLS demands. They will look at the materials being used, and essential questions that drive the unit. The grade teams will use the CCLS and the sample units of study provided by the City and/or State to produce a task and rubric in Mathematics for the unit they aligned to the CCLS. These tasks will then be assessed with the rubrics during study groups. The teams consist of at least one teacher, a coach, and an Assistant Principal for each grade for Mathematics
3. One performance task must be completed in each grade after each unit.
4. Teachers in all grades will continue to carefully examine the gaps between one grade and the next grade. The major differences will be indicated in a specific plan for the grade with what will be done to support the scaffold in each grade. Gaps discovered in prior year's analysis are being addresses in current year's plans.
5. In September 2013, we will continue to use Go Math in Grades K-5 and will support teacher development by providing professional development for difficult content and for enhancements to this math program.
6. Fourth and fifth grade students who scored 1's on the 2012-2013 State Math exam will receive afterschool Academic Intervention Services (AIS) for a period of 6 weeks beginning in December 2013.

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

1. The teams consist of one to two teachers, a coach, and an Assistant Principal for each grade for Math. The meetings will take place during and after school and will be covered under the ARRA RTT funds for this type of work.

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

4. Teachers will use daily formative assessments to identify student progress and provide immediate intervention to students in need.
5. Teachers will use individual student rubrics for performance tasks to measure individual student progress against the CCLS and will identify individual student needs
6. Teachers will use an analysis grid to measure class progress on performance tasks and identify needs and next steps for small group instruction
1. Upper grade teachers will use an analysis grid to measure class progress on Unit assessments that are aligned to CCLS and in state test format.

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

5. September 3, 2013 – June 26, 2014

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

1. School Based Options for Inquiry Teams on Monday
2. Network Meetings – Professional Development for AP's, math coaches and teachers
3. Additional 6th prep period for teachers to have grade common study groups
4. Teacher Planning Teams for development of Curriculum Maps
5. *Go Math* program

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).

Our school will support parents and families of students by:

- Conducting parent workshops on specific expectations for meeting the CCLS and preparation for the NYS Mathematics exam
- providing materials and training to help parents work with their children to improve their achievement level in mathematics and use of technology
- providing assistance to parents in understanding Citywide expectations and CCLS standards and NYS assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

Budget and Resource Alignment

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

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

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.

N/A

Instructional Strategies/Activities

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

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

1. N/A

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

1. N/A

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

1. N/A

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

1. N/A

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

6. N/A

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).

N/A

Budget and Resource Alignment

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

| | | | | | | | | | | | |
|------------|-----------------|--|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
| N/A | 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.

N/A

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.
N/A

Instructional Strategies/Activities

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

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

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

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

4. Timeline for implementation and completion including start and end dates
1. N/A

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

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).
N/A

Budget and Resource Alignment

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

| N/A | 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.
N/A

Academic Intervention Services (AIS)

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

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|---|---|--|---|
| <p>ELA</p> | <ol style="list-style-type: none"> 1. Leap Track Leap Track is a Reading and Language Arts Program 2. Leap Frog Leap Frog is a technology-based program that was purchased for Kindergarten and First grade classrooms to develop phonological awareness. 3. Schools Attuned Philosophy The Schools Attuned program is a comprehensive professional development and service delivery program from All Kinds of Minds. 4. Imagine Learning Imagine Learning English is a K-5 computer-based instructional program that teaches children English and develops their literacy skills through individualized instruction. 5. RAZ Kids Raz Kids is a research –based individualized instructional reading program delivered via the internet. 6. Leveled Library Intervention (LLI) Leveled Literacy Intervention (LLI) is a scientifically-based reading intervention system written by Fountas & Pinnell. 7. Rosetta Stone Classroom Rosetta stone uses innovative technology to accelerate language learning through an engaging program that correlates to state and national standards for students in Dual Language, ESL and Bilingual | <ol style="list-style-type: none"> 1. Administered in small groups 2. Centers 3. One to one 4. One to one 5. One to one; home independent work 6. Small group and one to one 7. One to one | <ol style="list-style-type: none"> 1. Three to five days a week during the school day by designated AIS teachers 2. During the school day 3. During the school day 4. During the school day 5. During the school day and at home access 6. During the school day and Extended Day 7. During the school day and 37.5 minute instruction |

| | | | |
|--------------------|--|---|--|
| | <p>classes.</p> <p>8. ESL Instruction: The Balanced Literacy Model with Established Language Goals and scaffolding techniques are presented in all self-contained ESL and Bilingual Classes.</p> <p>9. 37.5-Minute Program During our 37.5-minute period, we service students who require additional instructional time according to their need for content area instruction or teacher recommendation. Support is offered in all core academic subjects.</p> <p>10. Extended Day Additional time is provided for all students who demonstrated areas of need.</p> <p>11. RTI – Tier I Students potentially at risk are identified and serviced by AIS Literacy specialists utilizing Journeys, Leveled Books, Sing, Spell, Read and Write, Fountas and Pinnell Phonics, Peoples’ Common Core</p> <p>12. RTI – Tier II Students potentially at risk are identified and serviced by AIS Literacy specialists utilizing LLI, Words Their Way, Foundations, Leap Track and Stephanie Harvey Comprehension Tool Kit</p> <p>13. RTI – Tier III Students potentially at risk are identified and serviced by AIS Literacy specialists</p> <p>14. AIS Literacy Specialists Provide daily push-in support for Grades K to 5. The Literacy Specialists implement the Balanced Literacy curricula in order to provide additional support and differentiate instruction for these students.</p> | <p>8. Whole class and small group</p> <p>9. Small group</p> <p>10. Small group and whole class</p> <p>11. Small group</p> <p>12. Small group</p> <p>13. One to two student groups</p> <p>14. Small group</p> | <p>8. During the school day</p> <p>9. Afterschool</p> <p>10. Afterschool</p> <p>11. During the school day</p> <p>12. During the school day</p> <p>13. During the school day and afterschool</p> <p>14. During the school day</p> |
| Mathematics | 1. Small Group Skill Intervention | 1. Small group | 1. During the school day |

| | | | |
|-----------------------|---|---|---|
| | <p>Intervention using <i>Go Math</i> Grab-n-Go resources for students not meeting standards based on unit assessments</p> <ol style="list-style-type: none"> 2. 37.5-Minute 37.5-minute extended time, students are involved in small group and differentiated instruction which allows teachers to focus on individual student needs and weaknesses. 3. Basic Math Facts Students are being motivated to take charge of their learning by encouraging study of grade level math facts on their own. 4. Extended Day Third, Fourth, and Fifth grade students participated in this school based program. 5. Project Hope Project Hope is a research Math enrichment program from St. John's University. It targets third, fourth and fifth grade ELL students with high aptitude in mathematics. | <ol style="list-style-type: none"> 2. Small group 3. One to one 4. Small group 5. Whole class | <ol style="list-style-type: none"> 2. Afterschool 3. During the school day and at home work 4. After school and Saturday 5. Afterschool |
| <p>Science</p> | <ol style="list-style-type: none"> 1. Tier I Instruction <ul style="list-style-type: none"> • Comprehensive Assessment for Level 2 students • New York Coach for Level 3 students • Included a 30-minute Read Aloud session • Included the use of the Passwords Vocabulary • Selected ESL Teachers support the science curriculum calendar using literature that is aligned with the Harcourt text series. These teachers work specifically on science content vocabulary with a small group of students. • AIS/SPED Support Services - Teachers work with CTT and SPED Students on Science Academic Vocabulary in small groups. • All students participate in one | <ol style="list-style-type: none"> 1. Small group and whole class | <ol style="list-style-type: none"> 1. During the school day |

| | | | |
|--|--|-----------------------|---------------------------------|
| | <p>environmental conditions may be having an impact on a child's performance. Whenever possible the Social Worker connects with the guidance staff in order to align current general education services with the current student subject prior to conducting a CSE evaluation</p> <p>4. In addition to daily school nursing duties, school nurses at P.S. 19Q:</p> <ul style="list-style-type: none"> • implement Open Airways classes. Each class is comprised of six sessions. During the classes, the Nursing staff teaches the students how to recognize the symptoms of an impending asthma attack and what to do to prevent or minimize the severity of the attack. The children were taught about how asthma is triggered and how to avoid the attacks. The children's families were included in these sessions by means of newsletters and printed material translated into the languages of the community. In addition, the children were taught how to use a spacer and a peak flow meter. After a modeling demonstration, the students were required to repeat the procedure for the Nursing staff to show that they had learned the proper technique. The students were also asked to take an asthma pre-test and post-test to measure their level of understanding. • School nurses implement Healthy Options and Physical Activity Program (HOP) to assist children and families in developing healthy lifestyles. Nurses provide families of students with (Body Mass Index (BMI) greater than 99% with clinical assessment, health | <p>4. Small group</p> | <p>4. During the school day</p> |
|--|--|-----------------------|---------------------------------|

| | | | |
|--|--|--|--|
| | education, counseling and referrals to available resources in the community. | | |
|--|--|--|--|

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

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

| |
|--|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| <p>In an effort to implement a rigorous, high quality plan of instruction for our students, we aim to continue to employ and retain highly effective teachers, the following strategies and activities are implemented throughout the year:</p> <ul style="list-style-type: none"> • Available positions are posted on the Open Market Hire System with the expectation of hiring the most qualified applicants • Partner with Queens College to participate in their internship program and bring in high quality interns that may be potential new hires upon completion of their certification requirements • Participate in the DOE Bilingual Pupil Services program to bring in high quality interns that may be potential new hires for our Bilingual and ESL classes upon completion of their certification requirements • Interns participate in all PD provided to their cooperating teacher • Participate in NYCDOE sponsored Hiring Fairs to recruit qualified applicants • Untenured teachers participate in New Teacher Mentoring with one of our lead teachers for the required hours per year. • New teachers are partnered with an experienced teacher in the grade to provide on-going support • New teachers are provided support and individualized professional development by both Literacy and Math coaches appropriate to their grade, level of experience and needs • Provide opportunities for teacher collaboration and in-house professional development: <ul style="list-style-type: none"> ○ All teachers participate in grade specific study groups for at least one period per week ○ All teachers participate in Inquiry work for one SBO period per week • Lead teachers are identified for each grade. Their responsibilities include but are not limited to planning monthly units, developing performance tasks together with Assistant Principals and Coaches, attending and turn keying in-house and external professional development, being go-to person for the grade • All teachers are provided ongoing feedback as a result of informal walkthroughs and formal observations |

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). |
| <ul style="list-style-type: none"> • Lead teachers and other highly effective teachers participate in the following professional development partnerships: <ul style="list-style-type: none"> ○ Project Hope (Math – federally funded research program providing student enrichment and teacher development in conjunction with St. John's University – emphasis is on students' communication skills to enhance mathematical problem solving) ○ Project Win (ESL certification program in partnership with St. John's University) ○ Project LEAD (Leadership Development. program emphasizing 4 levels of leadership (personal, interpersonal, managerial and organizational) in partnership with St. John's University) ○ Integrated Co-Teaching Workshops – (network-sponsored program designed to build collaboration and teaching practice in the co-teaching model) • All teachers are provided 6th preparation period to participate in study group • SBO provides one period a week to for inquiry work • Grade planning teams attend Ready GEN CCLS aligned Literacy professional development then turnkey the learning |

to the rest of the teachers in grade

- Grade planning teams attend Go-Math CCLS aligned professional development then turnkey the learning to the rest of the teachers in grade
- Coaches support teacher’s work through individual and group professional development
- Coaches attend monthly Network provided CCLS professional development
- Principal and AP’s attend monthly Network provided CCLS professional development

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

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

- Guidance counselor assigned to work with Students in temporary housing (STH) and with their families
- Guidance counselor provides outreach for STH and contacts parents
- School targets STH through afterschool programs as needed
- School provides school supplies and materials (e.g. bookbags, notebooks, writing tools, etc) to STH
- School provides school uniform to STH.

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.).

Pre-kindergarten parents receive orientation from guidance counselors and speech providers in the Spring of the year the students are entering kindergarten. These orientation sessions are group sessions and include:

- Guidance on how to prepare students emotionally for kindergarten
- Packets of worksheets and workshops that will allow parents to work with students over the summer on the number sense and phonemic awareness.
- Instruction on how to begin to practice sight words that students will learn in kindergarten
- Information on how to prepare students with life skills necessary more independence in kindergarten—tying shoe laces, zipping up jackets, eating lunch unassisted, etc.

Measures to Include Teachers in Decisions Regarding Assessments

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

Performance tasks are now administered after every Module in ELA and every Unit in Math. These assessments are reviewed and adjusted accordingly by the grade-specific planning teams, of which teachers are members. Weekly grade-specific study groups provide professional development to teachers on purpose of and how to administer assessments, as well as use of assessment results to plan and improve instruction. Teachers are asked to complete Action Plans on a regular basis to target all students. Teachers are encouraged to develop formative/interim assessments to help provide multiple assessment measures to monitor progress and inform instruction. As part of the three-hour Danielson professional development requirement, teachers are provided professional development on components 1e (Designing student assessments) and 3d (Using assessment in instruction). A school-wide assessment plan (calendar) is used to monitor assessment timing and assures adequate planning.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- maintaining a Parent Resource Center/Area or lending library; instructional materials for 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;
- including school policy and procedures in school agendas;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

| | | |
|--|-----------------------|--------------------------|
| District 24 | Borough Queens | School Number 019 |
| School Name Marino Jeantet School | | |

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

| | |
|--|--|
| Principal Mrs. Genie Calibar | Assistant Principal Mrs. Ivette Faya |
| Coach Mrs. Kristen Morris | Coach Mrs. Ellen Peruche, Data Sp. |
| ESL Teacher Ms. Michele Morales | Guidance Counselor Mrs. Laura Jett |
| Teacher/Subject Area Mrs. Maria Gatanas, ESL | Parent Ms. Maria Quiroz |
| Teacher/Subject Area Mrs. Debbie Kinney, Test. Coor | Parent Coordinator Mrs. Josette Pacheco |
| Related Service Provider Mr. Justin Thompson, AP | Other Mrs. Clara Montoya, Trans. |
| Network Leader(Only if working with the LAP team) | Other Mrs. C. Montas, Dual. Lang, AP |

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. | 12 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 3 | Number of teachers who hold both content area and ESL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 10 | Number of certified NLA/foreign language teachers | 0 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|-------------|----------------------|-------------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 1949 | Total number of ELLs | 1129 | ELLs as share of total student population (%) | 57.93% |
|--|-------------|----------------------|-------------|---|---------------|

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 checked="" type="checkbox"/> | No <input type="checkbox"/> | If yes, indicate language(s): Spanish |

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Dual Language (50%:50%) | 2 | 2 | 2 | 2 | 2 | 2 | | | | | | | | 12 |
| Freestanding ESL | | | | | | | | | | | | | | |
| SELECT ONE | 0 | 1 | 1 | 1 | 2 | 1 | | | | | | | | 6 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| Total | 2 | 3 | 3 | 3 | 4 | 3 | 0 | 18 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|------|--|-----|--------------------------------|-----|
| All ELLs | 1129 | Newcomers (ELLs receiving service 0-3 years) | 936 | ELL Students with Disabilities | 179 |
| SIFE | 1 | ELLs receiving service 4-6 years | 211 | Long-Term (completed 6+ years) | 0 |

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

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

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 125 | 0 | 0 | 23 | 0 | 0 | 0 | 0 | 0 | 148 |
| ESL | 681 | 1 | 129 | 138 | 0 | 50 | 0 | 0 | 0 | 819 |
| Total | 806 | 1 | 129 | 161 | 0 | 50 | 0 | 0 | 0 | 967 |

Number of ELLs who have an alternate placement paraprofessional: 17

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

| Dual Language (ELLs/EPs*) | | | | | | | | | | | | | | | | | | | | |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|----|
| K-8 | | | | | | | | | | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | EL | EP | EL | EP |
| Spanish | 33 | 13 | 35 | 4 | 29 | 7 | 21 | 9 | 20 | 5 | 13 | 2 | | | | | | | 151 | 40 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 33 | 13 | 35 | 4 | 29 | 7 | 21 | 9 | 20 | 5 | 13 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 151 | 40 |

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 191 Number of third language speakers: 5

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 41
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

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 | 325 | 191 | 145 | 116 | 102 | 87 | | | | | | | | 966 |
| Chinese | 1 | 3 | 1 | 2 | 3 | 1 | | | | | | | | 11 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | 4 | 4 | 4 | 3 | | | | | | | | 15 |
| Urdu | 1 | | | | | | | | | | | | | 1 |
| Arabic | 1 | | | | | | | | | | | | | 1 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | 1 | | | | | | | | | 1 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 22 | 10 | 7 | 5 | 6 | 3 | | | | | | | | 53 |
| TOTAL | 350 | 204 | 157 | 127 | 116 | 94 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1048 |

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) | 183 | 10 | 6 | 5 | 16 | 23 | | | | | | | | 243 |

| 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) | 1 | 105 | 69 | 30 | 60 | 46 | | | | | | | | 311 |
| Advanced (A) | 109 | 118 | 107 | 111 | 66 | 64 | | | | | | | | 575 |
| Total | 293 | 233 | 182 | 146 | 142 | 133 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1129 |

| 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 | 85 | 57 | 17 | 0 | 159 |
| 4 | 86 | 48 | 6 | 4 | 144 |
| 5 | 88 | 73 | 17 | 3 | 181 |
| 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 | 65 | 4 | 69 | 1 | 21 | 2 | 5 | 0 | 167 |
| 4 | 77 | 11 | 53 | 0 | 12 | 1 | 3 | 0 | 157 |
| 5 | 94 | 8 | 66 | 2 | 15 | 1 | 3 | 1 | 190 |
| 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 | 11 | 4 | 33 | 3 | 76 | 0 | 28 | 1 | 156 |
| 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) | 0 | 5 | 31 | 51 | | | | |
| 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.

Beyond the initial screening, progress monitoring of data is used to make decisions and revisions about instructional goals and services throughout the year. A number of different assessments are used to get a complete picture of student abilities, strengths and needs. The systematic administration of these assessments allows for all staff who are service these students access to a student profile to be used to design instruction.

Student profiles, TC Running Records are State assessments used initially to get a preliminary picture of students progress. TC running records/concepts of print are then continuously administered as needed to ensure appropriate independent reading levels, set benchmarks and goals. Ready Gen unit and module assessments will be used as interim and cumulative progress measures. MOSL Baseline assessments have also been scored and will be used as a baseline for monitoring student progress.

Core standards, rubrics, Informal/Formal Teacher Assessments, Alternate assessments all offer multiple means of assessments for revisions to curriculum, differentiated planning and schools instructional plan.

For Dual Language classes, Native Language Arts Assessments are used to build background and assess competency in both languages and content areas.

Technology is also used in programs such as ARIS, STARS, Title III AMOA.

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

Kindergarten students are assessed using the LAB-R assessment. Analysis shows that students are more likely to test out in this grade than in upper grades. Overall, if students do not reach proficiency levels in the LAB-R assessment, they will more than likely continue to be an ELL student until they are able to understand and use academic language. For the most part, the NYSESLAT indicates that students fare better in the listening and speaking modality compared to the reading and writing. There is also significant progress made in the Listening and Speaking modality as they acquire this language (BICS) before achieving proficiency in academic language (CALP). This year, however we noticed an increase in the number of students who tested out in the fifth grade on the NYSESLAT and the decreased number of Beginner students overall. As in the past, there are a number of students in third and fourth grade that "stall" due to the increase in complex text and academic language.

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](#))

Evidence from question #2 was used for the following instructional decisions:

Using NYSESLAT, Title III AMAO, formal and informal assessments as a tool, the school community has recognized the need for aligning instruction to standards, instructional shifts and the maximizing of instructional time in order to further close the achievement gap. Selected materials and activities are purposely selected to provide all students with access to curriculum and full participation.

Trends in modalities have lead us to focus on specific sub-groups of ELLs in order to prepare and offer instruction/interventions that meet the needs of the students. Indicators such as educational history, years of service, dominant language, grade levels and performance progress allows us to pinpoint warning indicators. This data, supported the revision of our instructional programs and its components. Additional time is allotted for opportunities for discussion, read alouds, modeling of language, partnerships, independent reading and application of writing. A more structured format has allowed us to create a balance in literacy where vocabulary, reading strategies, complex text and writing applications work cohesively. Within all structures, connections, language development, multiple points of entry, and text evidence is embedded.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Native language assessments are used to assess dual proficiency and provide equitable data. Results from the ELE indicate that students who had a strong literacy background in their native language scored higher (quartile 4.)

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](#).)

RTI is being used as a pre-evaluation that aims at prevention of inappropriate referrals while increasing and supporting instructional time. Data gathered is used to differentiate instruction (UDL) and match learning needs to student. Liscensed reading teachers service students through a schedule which is in addition to their regular class instructional time. Students can also be assessed using differentiated/alternate assessments so that appropriate measures of progress can be made.

Data is collected by servicing teacher informally as well as formally. Conference notes, authentic student work, projects etc. are used as daily guides to designing instruction. Formally, TC running records and individual student progress sheets are collected 3 times a year and used at RTI meetings collaboratively to discuss progress, continue, change or discontinue service. When necessary, additional school staff such as guidance counselors, SBST members and support service providers and parents are invited to collaborate on the decision-making.

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

When applicable, the students dominant language and literacy background is taken into consideration when planning group or individual instruction. Tranfers, and background knowledge offer great support and foundation for acquisition of content. Dual acquisition of language is also integrated through content instruction. Instructional staff is aware and has increased opportunities for linguistically and culturally diverse instruction.

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?

7a: EP students are assessed in the second (target) language through varies methods. Their reading level is assessed with the Evaluacion del Desarrollo de la Lectura (EDL2) program beginning in Kindergarten and through 5th grade. We use the Senderos (Journeys) Literacy program to provide Spanish literacy instruction and vocabulary, grammar and writing are assessed through tests and performance assessments built into the program. Oral language is assessed through teacher observation of partner, small group and class discussions.

7b: The level of proficiency in the second (target) language for EPs varies depending on grade, the students’ home language and the academic aptitude in the English language. Kindergarten EPs are only provided literacy instruction in English and only 1-2 periods

of

SSL a week. Therefore, their proficiency level in the target language is greater if their home language is Spanish (the target l anguage) because the parents are supporting the language development. We’ve also noticed that EP students who are strong academically in English literacy demonstrate high proficiency in the target language and vice versa with weak English literacy in all grades.

7c: EP students are performing as expected on State and City assessments based on their academic aptitude in English literacy. Participation in the Dual Language program has not hindered their performance and in fact, the trend seems to be that lower performing EPs in dual language perform better than similar students in monolingual classes.

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

Systematically throughout the year students progress is tracked through TC running records and other informal assessments. Other documents such as the school report card, progress report, NYSELA and NSESLAT results are used to evaluate student progress.

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 registration process begins with an informal interview conducted by qualified personell, such as Mrs. Morales, ESL teacher, or Mrs. Ivette Faya, Assistant Principal in charge of ELL programs. A brief conversation takes place with both the student and parent in English or in their native language if necessary. This interview helps begin to determine appropriate placement and instructional choices for our students, and to ensure that they are given equal access and opportunities for success. When applicable, we have requested from parents report cards or other school documentation to help with the identification process. For these students who are new admits (Code 58), the parents are also given a Home Language Survey (HLIS) to complete. A licensed pedagogue is also available to help parents with completion of the forms. Upon review of the HLIS form, if the student is identified as dominant in a language other than English, qualified personnel discuss and confirm their responses and invite them to attend a parient orientation within the 10 days of their enrollement.
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.
During the orientation mentioned above, the parents are made aware of the programs choices. As parents view the EPIC video, in their native language as necessary, they are made aware of all programs and those programs offered at our school. Upon completion of the video, the parents are asked to complete the Parent Survey form. Next, the parents are given an opportunity to ask questions and then make their selection as indicated on the Parent Selection form. Once the selection has been made, the child is placed in either of our available programs, space permitting. For those parents who are unable to attend the meeting, additional meetings are scheduled as necessary.
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 [\[see tool kit\]](#).)
In a final attempt to complete these forms, and facilitate their completion for the parents who may not be able to attend the meetings, a letter is sent home notifying them of additional options and help in completing the form. The parents may choose to either attend the next scheduled meeting, be contacted by phone to conduct the interview or complete the forms and return them to school with the student. Upon return of these forms, indicating parent choice, the ELPC screen on ATS is completed and forms are organized and stored by grade and class. Other forms such as placement, entitlement, proficiency in LAB or NYSESLAT letters are completed, distributed and sent home in the beginning of the school year in an attempt to notify parents of services their child will receive during the current school year. These submitted forms are also kept in a binder by grade and class for review.
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.
Further evaluation of the students English or native language proficiency level is assessed using the LAB-R within ten days of placement. The LAB-R and the Spanish LAB assessments (when needed) are administered by licensed pedagogue such as Mrs. Gatanas, Mrs. Morales and Mrs Romero (for Spanish LAB testing) to determine whether students are entitled to Bilingual/ESL programs and services. In addition to results from the LAB data, the parent interview conducted during the registration process is also used to select appropriate placement for the student. The years the students has been in the country, the language/s student received instruction, program availabilty and parent choices all help determine placement. Once the assessment has been hand scored, the provider assigned to the class and classroom teacher is notified of the students entitlement. Further review of this entitlement and other summative assessments can also be reviewed by staff in ARIS
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
In the beginning of each school year, ATS reports are used to review NYSESLAT scores in order to determine continued eligibility and mandated instructional minutes according to student proficiency levels. More specifically, the RNMR report is used to ensure students have been administered all components of exam and to further pinpoint the modality the student is either excelling in or struggling with. Within the school year, student progress is monitored through formative assessments such as conference notes, authentic student samples and oral discussions. A combination of data and assessments are used to set up differentiated and flexible grouping for entitled students. Finally, at the end of the year, the students are once again administered the NYSESLAT exam to determine the need for additional support services in the coming year. During the testing window, the

testing coordinator, ESL, AP and other assigned staff members keep track of organized class lists and checklists to ensure all students have been given all components of the exam.

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.  In order to clarify and answer any questions with regard to these services, Mrs. Faya, Assistant Principal and Mrs. Clara Montoya, Translations and Interpretation Unit, provide parents an open forum for questions and answers with regard to program choices and availability . A review of the Parent Survey and Program Selection forms have revealed that at P.S. 19Q more parents have begun to request ESL programs and Dual Language Programs. In order to meet parent requests, we have expanded our Dual Language Program to a K-5 program. In terms of parents requesting ESL, approximately 95% of parents choose ESL as a first choice as reflected on the ELPC screen on ATS. This may be in part due to new regulations stating that students must be tested in English Language Arts within of one year of coming to the United States. This finding has allowed us to provide parents with their first request for their son's/daughter's program choice, space and availability permitting.

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])?

P.S. 19Q's student population is comprised of a large number of English Language Learners (approximately 1200), distributed in all grades. All school-within-school curriculum is structured to afford equal access to students of all subgroups. Being fully aware of the needs of these students, increasing challenges, moving targets and high expectations, we have structured our English Language Learners Instructional Programs as follows:

Within these programs and keeping in mind the gains and strides these students must achieve in order to reach proficiency levels, we begin by looking at each student individually using the NYSESLAT in order to determine the mandated number of minutes of instruction, align instruction and differentiated needs. This year in particular, school administrators placed strategically placed students and teachers in classes to comply with mandated minutes. Teacher schedules reflect both push-in and pull-out schedules to provide total number of mandated minutes according to proficiency levels.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Within these programs and keeping in mind the gains and strides these students must achieve in order to reach proficiency levels, we begin by looking at each student individually using the NYSESLAT in order to determine the mandated number of minutes of instruction, align instruction and differentiated needs. This year in particular, school administrators placed strategically placed students and teachers in classes to comply with mandated minutes. Teacher schedules reflect both push-in and pull-out schedules to provide total number of mandated minutes according to proficiency levels. Regardless of placement, all students receive instructional supports. More specifically, for those students currently enrolled in a Dual Language Program, a schedule reflecting the 50/50 model for dual language classes of instruction is reflected in each classes individual instructional program. Within these guidelines, ESL instruction for ELLs within the different programs are delivered according to their proficiency levels as per 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.

Content area instruction such as Science and Social Studies, for Dual Language Program are supported in the native languages as evidenced within their schedules and is taught by a Dual Language Bilingual/Social Studies teacher. Mathematics, is also taught in both the primary and secondary language by the classroom teachers. In order to assure that students are also evaluate in their native language, teacher created assessments, translated materials, the Spanish LAB and the EDL assessment is used to monitor student progress. In both Dual and ESL programs, currently available at our school, instructional approaches and methods are included. When necessary, student instruction is supported with visuals, manipulatives, language scaffolds, academic vocabulary instruction, and opportunities for discussion. Content instruction that is also integrated within literacy in the Ready Gen program. Students are reading content based texts and engage in activities that support grade standards as demanded by the Common Core.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

In order to assure that students are also evaluate in their native language, teacher created assessments, translated materials, the Spanish LAB and the EDL assessment is used to monitor student progress. We also assess our students periodically through individual student profiles and in ARIS in order to measure their progress and monitor instruction. From these data sources a history of years or service, three year tracking of NYSESLAT (overall proficiency as well as the four communicative modalities: listening, speaking, reading, and writing), State Exam results, subgroup status, and LAB Scores are monitored in order to track students. Annual goals are set for reading, writing, language and mathematics in alignment to the Common Core and ensure that all students will be college and career ready.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our school follows a Balanced Literacy Model which includes: Read Aloud, Vocabulary, Close Reading, Independent Reading,

Guided Reading, Partner Reading, Shared Reading, book talks, grammar and writing. Leveled texts, and classroom libraries are also used to achieve their mastery of all communication skills. In these Instructional Programs, the teachers' begin by using the students' Basic Interpersonal Communication Skills (BICS) to build a scaffold for the development of Cognitive Academic Proficiency (CALP) as associated with academic language. Our staff is highly aware of the research (Dr. Lilly Wong-Fillmore et. al.) that supports the correlation between the English Language Learners difficulty in understanding academic language and their ability to complete more cognitively demanding tasks. Keeping this research in mind, infrastructure and instructional practices have been set in motion at P.S. 19Q to assure that our students are challenged with instructional planning that address academic rigor, language structure, academic vocabulary through the use of materials that include texts that are appropriate for grade level, are complex and challenging. The literacy instruction also includes the use the Ready Gen curriculum which is Common Core Aligned.

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).

small
flexible group instruction collaboratively with their ESL teacher. Instruction may target individual/group specific language proficiency levels and/or a specific reading and writing skills. Lesson include the Nine Common Features of Successful ELL's (language in context, background knowledge, visual and context clues, clarifying vocabulary, critical thinking, use of writing to access language acquisition, multiple entry points and high expectations. In addition, teachers initiate and facilitate student discussions in groups or in partnerships in order to allow for opportunities for production of language both in verbal and written form. Unit rubrics, postings of the unit goals and tasks, student goals, student work, and an on ongoing evaluation of measurable pupil performance and product development are used as instructional tools in order to align instruction with the units of study and differentiate within the standards-based curriculum. This ideology allows the student and teacher to set clear expectation and goals for instruction. We have also implemented a 4-day shared reading cycle in which students learn strategies for understanding complex texts (research from Lilly Wong-Fillmore.) This cycle includes vocabulary development, demystification of complex text and language, a specific reading skill and as a culminating writing activity, a bridged writing component. This cycle currently being implemented in grades 3,4, and 5 is beginning to spread to primary grades. Other school personnel, such as AIS teachers, offer differentiated instruction for our students. These lessons are prepared according to student need and target key deficiencies and elements at their level. Through small group instruction, the use of leveled libraries that reflect student's reading proficiency, AIS services and differentiated instruction we strive to meet the needs of the individual student both in social and academic skills. A key element this year will be to include more opportunities for academic discourse and the application of Tier II vocabulary through Accountable Talk, Effective Questioning Techniques and informal and academic contexts. Ultimately, we hope that these opportunities for comprehensible input and output will reflect a major component of the Core Curriculum; Point of View and Argument.

SIFE
Currently, we have a total of 1 SIFE student in the fifth grade. This student is within the 0-3 years of service. Careful monitoring of interrupted schooling and tracking of their proficiency levels allows for differentiated instruction that supports student needs. Support from other school based personnel such as the Guidance Counselor, which would address emotional and family support, and other related service teachers, allow for the development of instructional tracks to ensure that we are focusing both on the child's language development and grade level benchmarks.

Long Term ELL's:

Although our school has a large number of ELL students, we currently have only no long term ELL completing their seventh year of service.

New Comer ELL's:

Established partnerships, book talks and an integration of Accountable Talk within the lesson model allow for increased framed discussion from which students develop and practice language. Within each classroom, leveled libraries and a variety of books

both student interest and gender also support literacy instruction. Fortunately, our classrooms are also equipped with technology that support programs such as RAZ Kids, Foundations, LEAP Frog, Imagine Learning and Leap Track which are among some of

materials that supplement student instruction. After school Programs such as Extended Day, and Saturday Academy also allow

us to target a selected group of children based on data and student progress.

As always, former ELL's (for up to two years), ELL's and Special Education Students are allowed testing accommodations.

In order to provide continuing transitional support for Proficient students, small group instruction and differentiated instruction

are provided within their class instruction. Students also participate in shared reading and close reading that includes vocabulary, grammar, language, reading skills and a writing component using non-fiction texts. This balanced literacy cycle is supported by research based methodology.

Differentiation of Instruction for Dual Language Program:

- Use of languages are defined by dual language program
- Class library are clearly defined and readily available materials in both languages
- There is evidence of student work in both languages
- Languages are clearly defined by color in lower grades (Blue and Red)
- Content area instruction in both languages
- Native language is used to support acquisition of the English language and for transferences.

Several meetings were scheduled for parents interested in the Dual Language Program. One meeting is scheduled during the day, and one is planned during the evening in order to give all parents the opportunity to attend. During these meetings, a detailed flyer is distributed to the parents and a Power-point presentation is presented by the Principal and a guest speaker. A complementary book is also distributed to the parents to symbolize that a commitment to education must come from both the

school and the home.

In June, we will also have a parent orientation for incoming Kindergarten students. This workshop is for the purpose of

explaining our schools instructional models and discuss goals and expectations of our Dual Language Program. In August, we have another parent orientation for students who are eligible for LAB-R Testing and introduce the programs available in the school.

Differentiation of Instruction for English as a Second Language Program

- Language Instruction is aligned to ESL, and ELA Standards
- Teachers model the language expected to achieve

Supplemental Services:

Our Extended Day programs are funded from Title III funding. In addition, our students in grades 3, 4, and 5, also participate in a Saturday English Language Arts Program and an Extended Day Program. Within these smaller learning communities, the

students are grouped and instructed based on their abilities.

All of the above-mentioned programs serve as a method of differentiated instruction that use instructional materials and instructional methods that meet the needs of our ELL community. These programs serve the three programs in existence in our school (Dual Language and ESL.)

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?

Within the Ready Gen curriculum a scaffolded strategies handbook is available for each grade that includes supports for ELLs. It has also been mentioned that there is a list of spanish trade books that can be used for core instruction that supports the content taught within each unit.

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 Special Needs population, has continued to grow within our school community. Push-in programs work closely with the classroom teacher in order to communicate student progress and areas of need. In order to enrich and provide additional support, our AIS reading and mathematics instruction is conducted within small group settings that focus on specifics skills and strategies needed according to IEP's or summative and formative data. All service providers are given an opportunity to familiarize themselves with the students IEP's in order to meet goals and provide for modifications. These providers also engage in continuous dialogue with general education teachers and parents in regard to student progress.

After school Programs such as Extended Day, and Saturday Academy also allow for us to target a selected group of children based on data and student progress.

When applicable, testing accommodations are also followed as indicated and necessary for individual students. Accommodations such as Bilingual glossaries have also been purchased in the language of the community in order to help the students meet the challenges of daily translation and testing accommodations. ILA (Integrated Language Arts), TPR (Total Physical Response), use of Multiple Intelligences Approach, Cooperative Learning, Individualized Instruction, Learning Styles, CALLA (Cognitive Academic Language Learning Approach), Sheltered English Approach, Differentiated Instruction, and Scaffolding Techniques are also amongst the varied and individual strategies also used to ensure that ELL students meet the New York State Learning Standards, New York State ESL, NLA Standards and achieve proficiency levels as required for their grade. In addition,. students are also enrolled in other programs such as: Academic Intervention Services, before and after school instruction, as well as Saturday Literacy and Math ELL programs.

Courses Taught in Languages Other than English 

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

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

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

Courses Taught in Languages Other than English

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

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

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |
| | | | | |

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

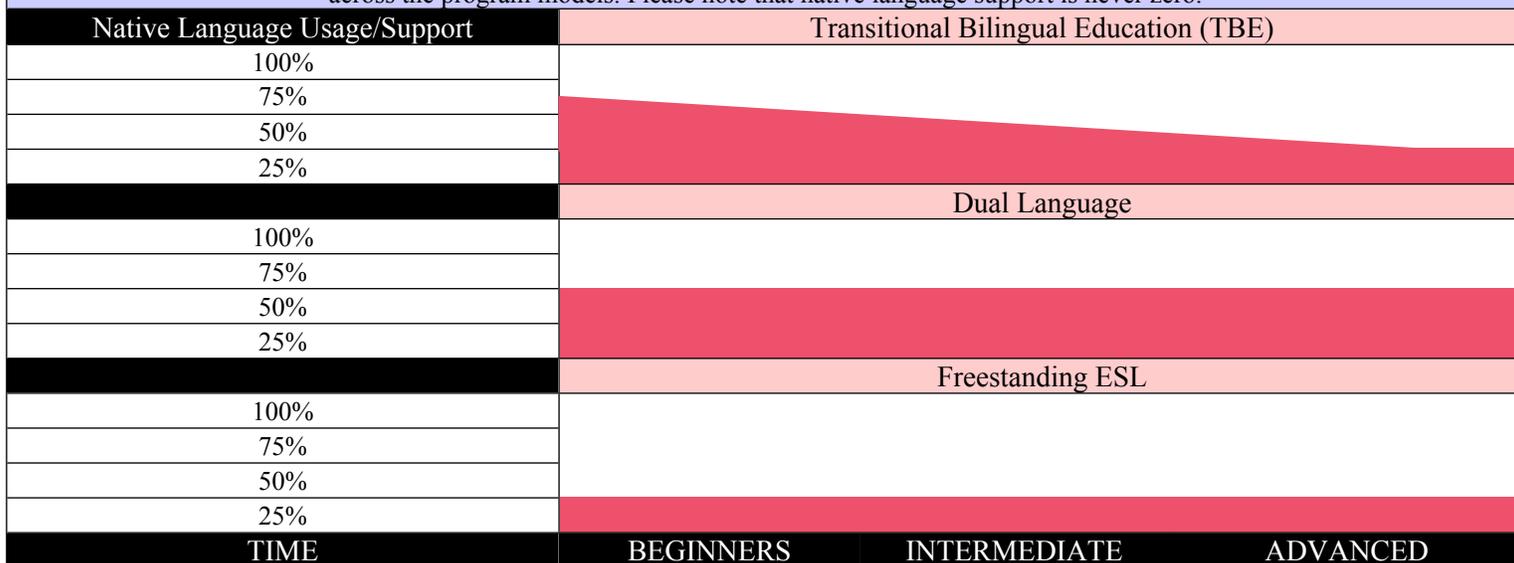
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

The following intervention programs in addition to guided reading strategies instruction are provided by licensed Reading Teachers in cycles according to student needs. Once cycle is complete, student progress is assessed and a determination is made for continuation or discontinuation of intervention. Throughout intervention, classroom teachers are kept aware of student progress and successful strategies.

Leap Track

Leap Frog

Schools Attuned Philosophy

RAZ Kids

LLI

Early Bird, Best Practices in Reading, STARS-for first time test takers, READY, Comprehensive Reading Assessment (CARS) 37.5

NYS ELA Coach

Extended Day: Read, Write, Edit and Listen, Saturday: Read, Write, Edit and Listen

Mathematics:

The Go Math! program includes many activities for language support in Mathematics. The activities are designed to help students acquire math vocabulary and the language and writing skills necessary to communicate and understand math concepts. Each lesson includes a specific strategy for differentiating instruction for ELL students. These strategies include modeling the concept using manipulatives, using visuals (charts/pictures) when teaching the lesson, having students restate explanations or ideas in their own words, and using creative grouping. Each lesson also highlights common errors, which students might make due to their level of fluency with the English language. An ELL Activity Guide which is designed to supplement English Language acquisition for English Learners is also part of the program.

Science:

In order to assist ELL students in science classes, emphasis is made on the planning of the understanding key vocabulary. Vocabulary cards with illustrations, teacher-made charts, and TPR is use as well as Technology programs such as Brain Pop. These video include closed captions writing allowing for students to access the other modalities of language. Opportunities for partner and group discussions are also included to allow for application and use of both BICS and CALPS. Students are encouraged to use the content vocabulary in their answers and explanations. Assessments offer multiple choice, matching columns and true false answers giving all students an opportunity to succeed.

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

Our current literacy program has built in support and scaffolds for the ELL population. Included in this instruction are progress indicators that allow the teachers to monitor the student understanding and implement additional ELL scaffolds and differentiation when necessary. Teachers have also created checklists of these unit indicators in order to track and monitor progress. Ultimately this data is also used in combination with other informal and formal data to plan instruction.

Although we are transitioning into the ReadyGen curriculum, we are still implementing the shared reading program we mentioned above (Part V: #5 &6.) This 4-day cycle includes research based strategies of ESL methodology for instruction. Through the use of these programs, and development of maps that synthesize best practices of both programs we are addressing the needs of our ELL population. In some units, we have asked our content clusters to align their grade lessons to current units within modules.

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

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

Due to the transition in curriculum materials to ReadyGen, which are common core aligned, TC units will no longer be used.

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

Keeping in mind the needs of our large ELL population, extended day programs are selected and customized. There are programs that target the newly arrived first time test takers, and our largest population, the 0-3 years of ESL service sub-group. Within

these programs instruction, methods, materials and pacing is considered in order to provide all students with the differentiation they require. Due to the fact that our school population, is comprised primarily of ELLS (57.9%) all programs afford equal access to ELL students. Parents receive notices inviting them to have their children attend these programs. When necessary, further explanation are afforded to the parents by the guidance counselor and assistant principal. Reflection of participation rates indicates, full capacity for all programs.

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

All classrooms are equipped with smartboards, ELMO, and computers (mobile labs or classroom.) This technology is used for student research and for meeting student individual learning styles. Daily lessons include supports (visuals, TPR, cognates, background knowledge etc.) In Literacy, the Dual Language classes are using Senderos a CCLS aligned Literacy program for NLA (Spanish) instruction and all Spanish classrooms and self-contained Dual Language classrooms contain Spanish leveled and non-fiction libraries. In Math, the Dual Language classes are provided with Go-Math materials in Spanish for use on the Spanish math instruction days. The Rosetta Stone Language Learning program is available to all Dual Language and ESL classrooms and is used mainly with beginner and some intermediate level students.

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

Native Language support in Dual Language is delivered through NLA periods, either Social Studies or Science clusters, one period a week of Math, and one period of AIS per week.

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

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.

When applicable parents are also invited to attend a Parent Orientation session to become familiar with the school, personnel and expectations and begin building a home school connection. Funding available, a Title III summer program is provided.

Having identified that our ELL population has significant difficulty with the exams, our school is providing ELL students with a program that target these needs. Using ESL methodology for instruction, the students are given math instruction specifically including content area vocabulary to improve their mathematical proficiency levels. The goals of this initiative is to:

- gain insight into the culture, language development, and mathematics strategies for the ELL population.
- deepen the pedagogical content knowledge in mathematics
- learn how to develop academic knowledge through classroom mathematical decisions.

18. What language electives are offered to ELLs?

None

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)?

a. The target language is used 35% of the time in grade 1-5 for both EP and ELL students. The target language is used 50% of the time in Kindergarten.

b. In grades 1-5 EP's and ELLs are integrated 100% of the instructional day. In Kindergarten they are integrated for 60% of the school day. Literacy instruction is the only subject area that is separately in Kindergarten.

c. In Kindergarten language is separated by teacher and classroom for literacy and by subject for Science and Social Studies. In grades 1 and 3, language is separated by teacher and subject for Math and NLA. In grades 2, 4 and 5 language is separated by subject.

d. The side-by-side model is used in Kindergarten, grades 1 and 3. The self-contained model is used in grades 2, 4 and 5 with one 2nd and one 5th grade class using a hybrid self-contained/push-in model.

e. In kindergarten, emergent literacy is taught in child's native language first and transitions to both languages in grade 1.

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.

In order to understand and support teacher's in their professional growth, a professional development plan has been developed for our school. Our objective, to provide teachers with the resources, expectations and the support they need for high quality instruction is taken into account with this plan. Differentiated professional development will be provided according to teacher developed goals and interests.

Due to the large number of ELL students, throughout grades K-5, we address ESL initiatives globally. A considerable number of students regardless of their ELL status, are also second language learners and therefore benefit from this additional support. Strategies for ELL support are shared with all personnel, to be implemented as "tool kits" and best practices.

Pedagogues are given on-going professional development during our weekly study groups, inquiry team meetings, Department and Faculty conferences for the purpose of providing teachers with additional strategies for ELL instruction within the units and modules incorporating the Common Core Curriculum Standards. The focus on learning to analyze authentic student work during these meetings also allow us to monitor language acquisition and fill in gaps with what students should know. The administration and teachers of our school, who are knowledgeable and have been applying the research and philosophy of Dr. Lilly Wong Fillmore confer to discuss how these strategies can be used to best support the differentiation of instructional supports needed for our students. An extension to her work and the research behind student's deficiency in academic vocabulary has also encouraged us to pilot methodologies related to academic vocabulary in the content area of Science for grades 3, 4, and 5. As this program evolves, we are turn-keying best practices and strategies with our school staff.

In addition, our self-contained ESL teachers are encouraged to attend off-site workshops that address incorporating Reading, Writing and Mathematics Instruction with ELL students. Additional topics will include: ESL/Bilingual/Dual Language Methodologies, Language Acquisition, Balanced Literacy, Differentiated Instruction, Scaffolding Techniques Cultural Awareness, organizations such as NYSABE, ICI, LSO, Q-Tel Training in Literacy and Mathematics, Math ELL-Initiatives, and the National Dual Language Conference.

A Dual Language Coordinator will provide on-going staff development, as well as, administrators and school staff who will provide monthly workshops for ESL/Bilingual/Dual Language Teachers. The professional development program will also target the needs of our ESL teachers and classroom teacher servicing our ELL population. Topics will include: ESL/Bilingual/Dual Language Methodologies, Second Language Acquisition, Balanced Literacy, Differentiated Instruction, Scaffolding Techniques, use of ESL Methodology during Guided Reading, academic language through content area, Cultural Awareness, Math ELL Initiatives and Everyday Math, Assessment/Data collection, Learning from Students Work, Performance Gains, and Skills Item Analysis.

Examples of Topics to be studied:

Further Implementation of Common Core Standards for Language (K-5)

Use of texts that are complex and appropriate for grade

Discussion within Inquiry Teams and study groups which focus on closing the achievement gap for ELL through Building Academic

Vocabulary

Intensive instruction in phonological awareness in order to build decoding skills

Opportunities for use of sophisticated vocabulary through Accountable Talk opportunities

Monitoring for Self-Meaning

Building of stamina and fluency through independent reading

The use of materials, anchor charts, visual aids to instruction

Identification of language goals and specific tasks for student assessments and expectations

Expansion of shared reading cycles for primary grades

Development of assessment tools for interim monitoring or student progress

Gain insight into the culture, and language development of the ELL population

Deepen the pedagogical content knowledge in mathematics
Learn how to develop academic knowledge through classroom mathematical discussions
Use manipulatives to model mathematical concepts and provide additional differentiated instruction
Improve the questions teachers ask during math lessons to include student reasoning and the "Why"
Form representations of mathematical work

Due to the large number of ELL students enrolled in our school, it is urgent that all teachers be updated and trained in ESL methodology. Keeping this need in mind, our training goes beyond our mandated required training hours. Long-term and short-term training of new strategies and methodologies takes place during weekly study groups, monthly department and faculty conferences and outside professional development workshops. These training sessions are turn-keyed during meetings to ensure that everyone is kept up to date and all students have equal access to best practices. Evidence of these topics and dates are found in school meeting agendas and PD schedules.

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?

Parent/community involvement:

Parents of the newly enrolled ELL, identified by the Home Language Survey (HLIS), are invited to an orientation session regarding the New York State standards, assessments, school expectations, and general program requirements for Bilingual, Dual Language and ESL programs. A letter in their home language is sent to the parents to inform them of the orientation session. At this session, they view the Chancellor's video and complete the program option survey, which are both available in the languages of the community. The Parent Coordinator along with the Family Assistant and other necessary licensed staff conduct the Parent Orientation Workshops on a monthly basis as the parents register their children through out the year. At all Parent meetings and workshops the school provides translators in the languages of the community. All letters sent to the parents are also translated into the languages of the community.

The Parent Coordinator also conducts workshops for parents regarding pertinent topics for review. These workshops focus on a variation of Reading, Writing and Mathematics topics which include but are not limited to:

- Grade Scope and Sequence
- Grade Benchmarks
- Home support with literacy, math and other subjects
- ESL and Literacy Skills
- Leveled Reading
- Technology Support
- Core Curriculum Standards
- School Initiatives/ Instructional Focus

In addition, parents are informed of additional activities and monthly events through our school information sign (located in front of the school), school home connection letter, calendars and school website. Our school Environment Survey and school "Suggestion Box" also help us in identifying and topics and information parents have identified as their needs.

Through our School Leadership Team, Parent Association and "open door" policy, our parents partake in collaborative decision making, school wide activities and can communicate the needs of the parents they represent. We take great pride in the relationship we have established with our parents. They are an integral part of our daily environment beginning with their volunteer work, Learning Leaders projects and other school activities. With the help of these parents the education of the students come full circle is strengthened.

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: Marino Jeantet School | | School DBN: 24Q019 | |
|---|-----------------------------------|---------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Mrs. Genie Calibar | Principal | | 11/15/13 |
| Mrs. Ivette Casado-Faya | Assistant Principal | | 11/15/13 |
| Ms. Josette Pacheco | Parent Coordinator | | 11/15/13 |
| Ms. Michele Morales | ESL Teacher | | 11/15/13 |
| Ms. Maria Quroz | Parent | | 11/15/13 |
| Mrs. Maria Gatanas, ESL | Teacher/Subject Area | | 11/15/13 |
| Ms. Debbie Kinney, Test. Coord | Teacher/Subject Area | | 11/15/13 |
| Mrs. Kristen Morris | Coach | | 11/15/13 |
| | Coach | | |
| rs. Laura Jett | Guidance Counselor | | 11/15/13 |
| | Network Leader | | |
| Mr. Justin Thompson | Other <u>Spec. Ed., A.P.</u> | | 11/15/13 |
| Mrs. Carmen Montas | Other <u>Dual Lang., A.P.</u> | | 11/15/13 |
| Mrs. Ellen Peruche | Other <u>Data Specialist</u> | | 11/15/13 |
| Mrs. Clara Montoya | Other <u>Translation and Int.</u> | | 11/15/13 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q019 School Name: Marino Jeantet School

Cluster: 2 Network: 204

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

Part A: Needs Assessment Findings

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

On the back of the emergency contact card given to each student parents are asked the language they prefer for written and oral communication from the school. This information along with an informal survey were used to determine the needs for translation. For new students into the school the HLIS is reviewed. This then is entered in ATS into The Adult Preferred Language Report (RAPL) which is reviewed and used to analyze the number of and breakdown of languages that parents have requested from the school.. The breakdown is provided by grade and by language in our Language Allocation Policy.

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.

An RAPL report generated from ATS enables us to identify by class each parent's preferred language. This report, which will be kept in the main office in a Translation and Interpretation Binder, will be made available to all staff members.

□ The predominant language in our school population is Spanish with 1,588 students. Therefore, all our documents are translated into the predominant language of our community. When translation into other languages is necessary, our in-house teachers and the Board of Education Translation Services are consulted. The other languages that make up a second and third sub-group in our school are Chinese(263 students) and Bengali (38students).

Part B: Strategies and Activities

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

Since Spanish is the predominant language of our school, all written communications are provided in both English and Spanish. We have bilingual secretaries, family assistants, teachers, and guidance counselors who assist us in translating all documents. On certain occasions, for very large documents or when the content of the letter uses very specific language, we will send documents for translation into Spanish to the Translation and Interpretation Unit. For translations into other languages, such as Chinese and Bengali, and for documents of legal reference, we also seek the assistance of the Translation and Interpretation Unit. In other cases, personnel are available to read the document in English and interpret its contents in Chinese or Bengali orally, as needed or requested.

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.

We have personnel in our Main Office who speak Spanish and who are available for oral translations at any given time during school hours. The following personnel are always available for Spanish oral translation: two secretaries, a family assistant, the parent coordinator, and four guidance counselors. In addition, four of the five assistant principals, the principal, a number of paraprofessionals, teachers, school aides, and other staff members speak Spanish and are available for oral translation, especially during parent orientation, parent teacher-conferences, registration, parent association meetings and events, and all parent workshops. On Parent-Teacher Conference Days, besides the Spanish-speaking staff, additional bilingual teachers and paraprofessionals are hired on a per diem and per session basis to assist all staff members and parents who need help with oral translation. Several parent volunteers are also available during Parent-Teacher Conferences. For Chinese and Bengali oral translations, we either make an appointment to have someone available for translation, or we call the Translation and Interpretation Unit for an interpretation via telephone conference. We will be hiring a bilingual Chinese school aide for Chinese oral interpretations since we have seen an increase of the number of families in our community whose home language is Chinese. There is a bengali paraprofessional and a a number of per diem substitute teachers who work at P. S. 19 frequently and who assist with oral translation in Bengali. Several of these substitute teachers will also be hired for Parent-Teacher Conference Days in order to have Bengali interpreters available. In addition, P. S. 19 has purchased the microphone interpreters unit for use during meetings and workshops.

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>.

Parents will be notified through our Newsletter, letters, and meetings of the Bill of Rights about information regarding interpretation and translation. Posters will be placed in a visible location in the lobbies of both the main building and mini-building

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: The Marino Jeantet School Q19 | DBN: 24Q019 |
| 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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: |
| Total # of ELLs to be served: 940 |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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: 60 |
| # of certified ESL/Bilingual teachers: 15 |
| # of content area teachers: 45 |

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: [?](#)[?](#)

Before and After School programs:

Project Hope

Activities: After school program, Math ELL enrichment

Number of students to be served: 135 students

Grade Levels: 3rd, 4th and 5th Grade Students

Languages of instruction: English

Times per day/week: program duration: Three times a week for a total of four and a half hours - from November to April for a total of 5 classes

Service provider and qualifications: St John's University, ELL Research Department and Common Branches state certified teachers

Rational for the selections of programs and activities-

Project Hope is a research program from St. John's University. It targets ELL students with high Math aptitude. As an enrichment program it targets language as it provides Math enrichment. Project Hope involves an additional 90-minute program three times a week in Mathematics. This after school program targets 135 ELL students through the course of three years and involves five classes that meet for three 90-minute sessions each week for a total of 50 sessions each from November until April.

MATH After School Program:

Activities: After school program, Math ELL Intervention

Number of students to be served: 360 students

Grade Levels: 3-5th Grade Students

Languages of instruction: English

Part B: Direct Instruction Supplemental Program Information

Times per day/week: program duration: Once a week for two hours - from January to April

Service provider and qualifications: ESL and Bilingual Teachers will push in for half hour to each class and Common Branches Teachers with experience in the upper Primary grades will teach content. All students will receive services from both ESL teachers and Common Branch teachers

Rational for the selections of programs and activities: The After-School Math ELL Intensive Program addresses 3-5th grade at-risk ELL students for the purpose of improving student math performance and help students meet the standards (for the NYS math tests).. There will be a total of eighteen classes for the Math ELL after school program, servicing approximately 360 ELLs, fifteen common branches teachers and three ESL teachers will service these classes. Supplementary Math instructional materials will be provided as an intervention for these at-risk ELL students. Classes will meet a total of 16 sessions beginning in December, 2012 through April, 2013, from 3:10 p.m. to 5:10 p.m. Group size will be maintained at 15-20 students per teacher.

Former ELL Language Enrichment Saturday Program

Activities: Saturday Program, Math/ELA Language enrichment for Advanced to Former ELLs

Number of students to be served: 80 students

Grade Levels- 3-4th Grade students

This program will target Advance ELL to Former ELL students (Students who became proficient in the last two years) to further develop their discourse and Math Ability. There will be a total of 4 classes that will meet for 3hrs on Saturdays from January to April for a total of 11 sessions.

ELA After School Program:

Activities: After school program, ELA Intervention for ELL students

Number of students to be served: 380 students

Grade Levels: 3-5th Grade Students

Languages of instruction: English

Times per day/week: program duration: twice a week for 1.5 hours - from January to April

Service provider and qualifications: ESL and Common Branches Teachers with experience in the upper Primary grades will teach this program. ESL and or Bilingual teachers will push in half hour sessions.

Rational for the selections of programs and activities: The After-School ELA Program addresses at-risk ELL students in grades 3-5. There will be a total of eighteen classes servicing approximately 380 ELLs. They

Part B: Direct Instruction Supplemental Program Information

will meet a total of 20 sessions beginning in January, 2013 through April, 2013, from 3:10 p.m. to 4:40p.m. twice a week. Group size will be maintained at 15-20 students per teacher. The sessions will address literacy skills and language structure development. Certified Bilingual and ESL teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Reading Skills materials will be provided to improve English language skills. General instructional supplies such as chart paper, markers, manipulatives, books, computer license and certificates of achievement will be purchased to support the After School Programs.

The 1/2nd Grade ELL After-School READING Program:

Activities: After school program, Literacy Development for ELL at risk students

Number of students to be served: 90 students

Grade Levels: 1st and 2nd Grade Students

Languages of instruction: English

Times per day/week: program duration: two times a week for 1.5 hours - from January to April

Service provider and qualifications: ESL and Bilingual Teachers will push in for half hour sessions and Common Branches Teachers with experience in the Lower Primary grades will teach the core of the program.

Rational for the selections of programs and activities: The 1/2nd Grade ELL After-School Program addresses instruction to improve literacy. It will meet 2 days per week (Tuesday and Thursday) from 3:10 p.m. to 4:30 p.m. There will be a total of 6 classes for the ELL After-school servicing approximately 90 students. We will be using a literacy based program to help the students develop language and literacy skills.

Math Ealry Bird Program:

Activities: To improve Math knowledge by learning content Language vocabulary and language structure

Number of students to be served: 15 students

Grade Levels: 3-5th Grade Students

Languages of instruction: Spanish and English

Times per day/week: program duration: Twice a week in the morning From January till April from 7:15 to 8:00a.m. (20 sessions of 45 minutes each)

Service provider and qualifications: ESL and Bil Common Branches Teachers with experience in the upper Primary grades

Part B: Direct Instruction Supplemental Program Information

Rational for the selections of programs and activities: The Math Early Bird Program will address instruction to improve math performance for newly arrived ELL students at-risk. Instruction will be provided in English with supplemental materials in the Native Language to help students meet the standards in Math (for the NYS math tests). Supplementary instructional materials will be given to provide intervention for the ELL at-risk student in Math. Participating newly arrived students, currently in ESL classes.

Math Early Bird Program for students with IEP:

Activities: To improve Math knowledge by learning content Language vocabulary and language structure

Number of students to be served: 20 students

Grade Levels: 3rd and 4th grade Grade Students

Languages of instruction: English

Times per day/week: program duration: Twice a week in the morning From January till April from 7:15-8:00a.m. (20 sessions of 45 min each)

Service provider and qualifications: Special Education Teachers with experience in the upper Primary grades

Rational for the selections of programs and activities: The Math Early Bird Program will address instruction to improve math performance for IEP students at-risk. Supplementary instructional materials will be given to provide intervention for the ELL IEP students in Math.

ESL teacher will work with Dual Language teachers on implementing ESL strategies and adjusting curriculum to work with two language systems.

Attendance for these programs is monitored by the Parent Coordinator, paraprofessional and the Family Assistant, who helps in making phone calls to the parents of children who have missed two consecutive sessions. The information is gathered and kept in a binder.

Paraprofessional will work with Dual language Kindergarten and ESL department for family meetings and information sessions on programs for ELL students.

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:

Before and After School programs:

Teachers working with ELLs in after School will receive professional development on data analysis and instructional groupings for ELLS. This pd will be provided by lead ESL teachers and Assistant Principal. It will take place in JAnuary(approximately) Before the beginning of the ELA After School program

Three hours of persession for 18 teachers.

10 Dual LAnguage teachers will receive training on administering and analyzing EDL, SPANISH Running records. (50 Per Diem Days). Four dual language teachers will be send for training on the Spanish Phonics Program of Estrellita (12 Per Diem day).

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:

Attendance for the after school programs is monitored by the Parent Coordinator, paraprofessional and the Family Assistant, who helps in making phone calls to the parents of children who have missed two consecutive sessions. The information is gathered and kept in a binder.

Paraprofessional will work with Dual Language Kindergarten and ESL department for family meetings and information sessions on programs for ELL students. Two sessions will be specifically on MATH and Vocabulary Academics. The meetings giving information about the new Math CCLS and its impact on ELLS will take place in December and January and it will address grade specific content. It will be mainly given by the Math coaches with translation from the parent coordinator in Spanish, other languages (Chinese and bengali) will be given documentation in their languages. The meetings giving information about the shift in Academic Vocabulary through the CCLS and its impact on ELLS will take place in January and February it will address specific language standards. It will be presented by the literacy coaches with translation from the parent coordinator in Spanish, other languages (Chinese and bengali) will be given documentation in their languages.

Part E: Budget

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

Allocation Amount: \$

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