



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: EDWARD HART

DBN (i.e. 01M001): 25Q021

Principal: DEBRA BUSZKO

Principal Email: DBUSZKO@SCHOOLS.NYC.GOV

Superintendent: DANIELLE DIMANGO

Network Leader: ELLEN PAVDA

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
Debra Buszko	*Principal or Designee	
Sarah Waldman	*UFT Chapter Leader or Designee	
Betsy Lo Destro	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lisa Liatto	Member/ Assistant Principal	
Laura Del Greco	Member/ Parent	
Sue-Jean Hwang	Member/ Parent	
Felicia Gallo	Member/ Teacher	
Denise Martinez	Member/ Parent	
Bani Singh	Member/ Teacher	
Ellen Singleton	Member/ Teacher	
Maryann Weiser	Member/ Teacher	
Christine Kraus	Member/ Parent	
Melissa Giandiantto	Member/ Parent	
Donna Vetter	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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

- By June 2014, 53% of all students in Grades 3 through 5 will score level 3 or 4, on the April 2014 New York State English Language Arts Exam representing a 5% gain from last year.

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.

48% of our Students scored a Level 3 or 4 on the 2013 New York State English Language Arts Exam.

Implications from an Analysis of Items skills and Common Core Instructional Shifts

Reading

Students in Lower grades made good progress; first graders from E – H Levels. and second graders meeting H/I/J level by June.

Students in Upper grades scored lower on inferential and summative questions, therefore indicating a need to teach students how to “hold onto” and synthesize information within a text and across texts.

Upper grade students need to stay on appropriate level texts until mastery of skills, indicating a need to have students’ master higher level thinking skills including prediction, envisioning, and synthesis.

All students need to develop the ability to read and understand higher level text,

All Students need to write about reading across all curricular areas.

Students answered more questions wrong at the end of the test indicating a need to develop more stamina when reading.

All students need to read (and keep logs) 50% nonfiction and informational texts and 50% fiction to be prepared for the demands of the common core standards.

Content Area teachers emphasize literacy experiences in their planning and instruction.

Students’ reading and writing is grounded in evidence from text.

In order to prepare students for the complexity of college and career ready text, students have regular practice with complex text and its academic vocabulary.

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. 100% of all staff will participate on Teacher Teams examining student work making instructional decisions aligned to specific assessments & curriculum to improve student outcomes. Student performance and progress will be monitored by running records, pre and post-performance assessments aligned to the TC Units of Study, the Periodic Assessments and the Common Core Standards.
2. Staff members will design & deliver instruction using multiple entry points and a variety of strategies, based on assessment data analysis, in small groups to better meet the needs of all students including ELLS and Special Education students.
3. Principal, Assistant Principals, and Lead Teachers in Literacy and general education, special education and ESL teachers attend professional development at Teachers College and with CFN 535 in Unit Planning, Common Core Standards, Teacher Teams, Curriculum and Assessments.

4. Supervisors will conduct a minimum of six informal observations and provide feedback using Danielson's Framework.
5. Teachers in Grade K-2 and Teachers in 3-5 meet with Teachers College staff developer for 10 days each, developing Units of Study in Reading and Writing, aligned to the Common Core Standards and the New York City Instructional Expectations, with a particular focus on Multiple Entry Points.
6. Teachers meet with administration, staff developers and lead teachers during common preps, and grade meeting to discuss pre-and post-performance assessments in Reading and Writing and to develop curriculum and rubrics to support students' performance and progress.
7. Lead teachers meet in cross grade curriculum planning meeting to align the literacy work across grades.
8. Students in Grades K-2 including Special Education and ELL students use Foundations for the development of phonemic awareness and phonics.
9. All K-5 teachers plan and deliver the Teachers College Units of Study lessons based on individual needs based on their assessments, including running records, on demand writing samples; performance assessments, & predictive exams.
10. English Language Learners use Imagine Learning, a technology based, on line program to support basic English Language Skills and developing Academic Language.
11. ESL teachers pre-plan with classroom teachers, push into classes to co-teach to align instruction with the Units of study and ensure a smooth delivery of instruction.
12. Students at risk, in particular, those students not meeting grade level standards, special education students, ELLS and those students who represent the lowest third in the school on state standardized tests (Grades 4 & 5) and by teacher recommendation (K-1), participate in 50 minutes of additional instruction on Tuesday and Wednesday afternoons; and before and after school sessions.
13. Special Education Teachers use Leveled Literacy Intervention a program to support at risk students to support the development of reading and writing skills.
14. Students in grades 3 through 5 use an on-line program ie. I Ready to support test readiness both in school and at home.
15. ESL students participate in Title III afterschool program.
16. Students have an opportunity to participate in the Arts, an important element in the development of the rounded student.
17. Students have an opportunity to participate in Power Brain , a program to empower children to maximize their innate brain potential

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

1. All general education, special education and ESL teachers, TC Units of Study, and CCLS
2. All general education, special education, cluster and ESL teachers, Units of Study and CCLS
3. Principal, Assistant Principals, Literacy Lead teachers, general and special education and ESL teachers
4. Principal, Assistant Principals and Aspiring Principal
5. All general education, special education and ESL teachers, TC staff developers (one for upper and one in lower grade)
6. All general education, special education and ESL teachers, administrative team
7. Teachers College Lead Teachers, Literacy Lead Teachers, Math Lead Teachers
8. Teachers in K-2
9. All classroom teachers K-5
10. Classroom teachers with English Language Learners, Technology Teachers, ESL teachers, Imagine Learning Software
11. ESL and specific classroom teachers
12. At risk students ie. Students with disabilities, English Language Learners and the bottom third of the school identified by NYS exams and/or teachers
13. SETTTS and Special Education classroom teachers
14. Assistant Principal, Grade 3 to 5 classroom teachers, and parents
15. ESL teachers, assistant principal, classroom supplies
16. Music, Art, Theater, &Physical Education teachers; Carnegie Hall; LEAP; City Center; Enrichment Fridays
17. Power Brain trainers, guidance counselors,

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

1. Running records, pre and post-performance assessments aligned to the TC Units of study, the Periodic Assessments
2. Running records, pre and post-performance assessments aligned to the TC Units of study, the Periodic Assessments
3. Teacher's notes from attending workshops
4. Observations over time will reflect growth and development
5. Written and Verbal summaries from staff developer, evidence in classrooms during the observations
6. Written agendas
7. Written and verbal feedback from Lead Teachers, cross grade documents and products
8. Foundations' benchmarks and competencies
9. Running records, On Demand Writing Samples, Performance assessments and predictive exams
10. Imagine Learning's Gains Report
11. Informal and Formal Observations

12. Conference Notes, running records, pre and post-performance assessments aligned to the TC Units of study, the Periodic Assessments
13. Leveled Literacy Running records; Pre & Post performance assessments
14. I Ready's On-line Pre and Post Tests; ongoing progress monitoring and assigning assignments
15. Student progress is measured by pre and post assessments; and in part by progress made using the NYSESLAT
16. Performances, Projects, Observation and Feedback from Students
17. Performances, Projects, Observation and Feedback from Students

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

1. September 2013 through June 2014
2. September 2013 through June 2014
3. July 2013 through June 2014
4. September 2013 through June 2014
5. September 2013 through June 2014
6. September 2013 through June 2014
7. September 2013 through June 2014
8. September 2013 through June 2014
9. September 2013 through June 2014
10. September 2013 through June 2014
11. September 2013 through June 2014
12. September 2013 through June 2014
13. December 2013 through June 2014
14. October 2013 through June 2014
15. January 2014 through April 2014
16. September 2013 through June 2014
17. December 2013 through June 2014

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

1. Teachers meet on either the two common preps and during the 50 minutes of additional time on Thursday afternoons.
2. Master schedule provides for prep and classroom instructional time.
3. Teachers are released to attend workshops and sub coverage provided
4. Administrators' schedule their own observations around other priorities, All observations are recorded and available for viewing in Teach Boost
5. Tax Levy Dollars support TC contract, Sub coverage is provided for all grades (K-2) and (3-5) during professional development days (20 Total Days)
6. Monthly faculty, grade meetings scheduled; two common preps per grade are scheduled in master calendar
7. Bi-Monthly meetings supported with per session from TL Citywide Instructional Expectations
8. Teachers internally schedule Foundations' instruction; staff development offered by Network 535
9. Teachers schedule 90 minute literacy block in their schedules, TC Units of Study in Reading and Writing, Classroom Libraries
10. Teachers assign students specific amounts of time during day to work on Imagine Learning, Imagine Learning PD and program by NYS STV?
11. Flexible schedule of ESL teachers provide opportunities for teams to co-plan
12. Master Schedule includes 50 minutes of additional instructional time for at risk students.
13. Tax Levy Dollars supported the cost of purchasing Leveled Literacy Intervention
14. Teachers schedule students time at classroom computers or in lab; IReady purchased with NYS STV dollars
15. Title III scheduled afterschool, two times a week; Supported with Title III dollars.
16. Cluster teachers select Arts teachers; Tax Levy and CFN monies support collaborations
17. Tax Levy and CFN monies support collaborations; Tax Levy supports guidance counselor; additional ATR guidance counselor assigned

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).

**** Although we lost our Title I funding the Title I Committee stayed intact to provide support & maintain parental**

Involvement*. Title I Committee is comprised of parents and teachers and meets on the first Thursday of every month to discuss the diverse needs of the school community.

- Title I Committee and Parent Coordinator plans monthly family activities to engage families in:
 - a) Parent Workshops on how to support their children in academic performance and progress
 - b) Parent Workshops on helping parents understand the new Common Core Standards
 - c) Parent Workshops on Literacy, Math, Social Studies and Science & Technology Curriculum
 - d) Parent Workshops on New Assessments
 - e) Parent Workshops on Supporting students Socially and Emotionally
 - f) Parent training on parenting, education, financing and health related issues
- Title I Committee provides Home and Back folders to ensure a method of parent teacher communication.
- Parent Coordinator has separate Family room for families to visit and discuss concerns.
- School Website posts upcoming events, school activities and programs.
- Teachers send home translated monthly parent letters in literacy and math explaining the expectations of the Unit of Study.
- Quarterly Newsletter, *Building Bridges* sent home to parents sharing good news, past and upcoming school events.
- 25% of Teachers have own class website as a method of communication.
- Parent Teacher conferences are held twice a year, but parents are encouraged to contact school and teacher with any problem or concern.
- Phone Messenger sends reminders and information to parents via telephone.
- Administration plans monthly faculty, and grade conferences including parent education and communication skills

Budget and Resource Alignment

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

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

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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, The median adjusted growth percentile in Math will reflect 5.0% growth, bringing our median adjusted growth percentile for our Grade 3 to 5 students to 70.0 as reported in the 2014 Progress Report.

Comprehensive Needs Assessment

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

The median adjusted growth percentile for our Grade 3 to 5 students in math was 65.0 within a peer range of 47.7 to 86.1.

Implications from Item Skills analysis and the Common Core Instructional shifts

Math

Students in all grades need to write about Math and develop a strong understanding of Math Vocabulary.

Students in all grades need to learn multiple strategies for solving math problems.

Students need to practice writing about mathematical thinking and developing problem solving skills.

Students need to learn how to carry information across questions & to follow steps in mathematical problems.

Teachers focus deeply on only the concepts that prioritized in the standards so that student reach a strong foundational knowledge and deep conceptual understanding of math and are able to transfer those skills across concepts and grades.

Teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations. Each standard is an extension of the previous learning.

Students are expected to have speed and accuracy.

Teachers support student's ability to access concepts and demonstrate deep understanding of core math concepts by applying them as well as writing and speaking about their understanding.

Students are able to choose the appropriate concept for application independently from the teacher; ie to make meaning of and access content.

Teachers create opportunity to participate in drills and use of those skills through extended application of math concepts.

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. 100% of all staff will participate on Teacher Teams examining student work making instructional decisions aligned to specific assessments & curriculum to improve student outcomes. Student performance and progress will be monitored by pre and post-performance assessments aligned to the Go Math Program, the Predictive Assessments and the Common Core Standards.
2. Principal, Assistant Principals, and Lead Teachers in Math attend professional development with CFN 535 in Unit Planning, Common Core Standards, Teacher Teams, Curriculum and Assessments.
3. Staff members will design & deliver instruction using multiple entry points and a variety of strategies based on assessment data analysis, in small groups to better meet the needs of all students including ELLS and Special Education Students.
4. Administrators and Lead teachers works with classroom teachers to coach and mentor the unit planning, delivery of instruction, performance assessment and the development of rubrics.
5. All K-5 teachers plan and deliver the lessons based on the Common Cores Standards and Go Math.
6. English Language Learners use Imagine Learning, a technology based, on line program to support basic English Language Skills and developing Academic Language in Math and problem solving skills.
7. All classes K-5 select problem of the day, for a specific number of days in which students must solve the problem using a specific strategy and be able to explain their thinking in writing.
8. ESL teachers pre-plan with classroom teachers, push into classes to co-teach to align instruction with the Units of study and ensure a smooth delivery of instruction.
9. Lead teachers meet in cross grade curriculum planning meeting to align the math work across grades.
10. Students at risk, in particular, those students not meeting grade level standards, special education students, ELLS and those students who represent the lowest third in the school on state standardized tests Gr 4 & 5) and those recommended by teachers (k-3), participate in 50 minutes of additional instruction on Tuesday and Wednesday afternoons, as well as during before and after school programs.
11. Students in grades 3 through 5 use I Ready, a technology based program to support test readiness

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

1. All general education, special education and ESL teachers, Go Math, and CCLS, CFN Network 535 support
2. CFN 535 Network support, assistant principal, lead teachers
3. All general and special education teachers, cluster and ESL teachers, Go Math & CCLS

4. Administration, Lead teachers, CCLS, Go Math
5. General, Special Education teachers, CCLS & Go Math
6. Classroom Teachers with ELL students, ESL teachers, technology teachers, Imagine Learning Software
7. Classroom Teachers, Go Math, City Scope and Sequence, CCLS
8. General, Special, and ESL teachers, Go Math, CCLS
9. Lead teachers attend month professional development, meet afterschool twice a month.
10. All general, special education and ESL teachers, Go Math, & CCLS
11. Teachers in Grades 3 through 5, administration, IReady computer program

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

1. Pre and Post Unit tests, ongoing formative assessments, performance on CCLS aligned tasks.
2. Meeting Agendas and minutes, Units of study and curriculum calendars
3. Go Math pre and post unit tests, formal and informal observations by administrators, student work
4. Unit Plans, curriculum calendars, observations, performance tasks & rubrics
5. Unit plans, curriculum calendars, small groups based on assessment data
6. Pre & Post on line assessments and assignments
7. Pre & Post Unit Assessments in Go Math, Rubrics for Individual CCLS aligned Math Tasks
8. Pre & Post Unit Assessments in Go Math, Rubrics for Individual CCLS aligned Math Tasks
9. Unit Plans, Curriculum Maps, Minutes of Meetings,
10. Pre & Post Unit Assessments in Go Math, Rubrics for Individual CCLS aligned Math Tasks
11. On line Pre & Post assessments and assignments

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

1. September 2013 through June 2014
2. September 2013 through June 2014
3. September 2013 through June 2014
4. September 2013 through June 2014
5. September 2013 through June 2014
6. September 2013 through June 2014
7. September 2013 through June 2014
8. September 2013 through June 2014
9. September 2013 through June 2014
10. September 2013 through June 2014
11. September 2013 through June 2014

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

1. Teachers meet on either of the two common preps and during the 50 minutes of additional time on Thursday afternoons.
2. Budget provides sub coverage for professional development days.
3. Prep periods, Go Math, CCLS, City Scope and Sequence
4. Common Preps, 50 minutes on Thursday
5. Prep periods, classroom teachers schedules
6. Teachers assign students specific amounts of time during the day to work on Imagine Learning, Imagine Learning PD. Supported by Tax Levy Dollars
7. Teachers plan Problem of the Day within their own internal schedule.
8. Teachers meet on either the two common preps or during the 50 minutes of additional time on Thursday afternoon.
9. Teachers are released for professional development and paid per session for afterschool.
10. Master schedule include 50 minutes of additional instructional time for at risk students, afterschool and before school program implemented as well (beginning in Dec)
11. Teachers schedule students time at classroom computers or in the lab; students also work on line at home, Tax Levy dollars support 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).

**** Although we lost our Title I funding the Title I Committee stayed intact to provide support and maintain Parental Involvement**

- Title I Committee is comprised of parents and teachers and meets on the first Thursday of every month to discuss the diverse needs of the school community.
- Title I Committee and Parent Coordinator plans monthly family activities to engage families in:
 - g) Parent Workshops on how to support their children in academic performance and progress
 - h) Parent Workshops on helping parents understand the new Common Core Standards
 - i) Parent Workshops on Literacy, Math, Social Studies and Science & Technology Curriculum
 - j) Parent Workshops on New Assessments
 - k) Parent Workshops on Supporting students Socially and Emotionally
 - l) Parent training on parenting, education, financing and health related issues
- Title I Committee provides Home and Back folders to ensure a method of parent teacher communication.
- Parent Coordinator has separate Family room for families to visit and discuss concerns.
- School Website posts upcoming events, school activities and programs.
- Teachers send home translated monthly parent letters in literacy and math explaining the expectations of the Unit of Study.
- Quarterly Newsletter, *Building Bridges* sent home to parents sharing good news, past and upcoming school events.
- 25% of Teachers have own class website as a method of communication.
- Parent Teacher conferences are held twice a year, but parents are encouraged to contact school and teacher with any problem or concern.
- Phone Messenger sends reminders and information to parents via telephone.
- Administration plans monthly faculty, and grade conferences including parent education and communication skills.

Budget and Resource Alignment

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 54.5% of our 3rd to 5th grade English Language Learners will demonstrate a 75th Growth Percentile or higher in English Language Arts indicating a 5.0% increase from last year as reported in the Progress Report

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.
49.4% of our English Language Learners performed at a 75 Growth Percentile or Higher in Literacy.
Implications from Item Skills analysis and the Common Core Instructional shifts
Students in Lower grades made good progress; first graders from E – H Levels. and second graders meeting H/I/J level by June.
Students in Upper grades scored lower on inferential and summative questions, therefore indicating a need to teach students how to “hold onto” and synthesize information within a text and across texts.

Upper grade students need to stay on appropriate level texts until mastery of skills, indicating a need to have students' master higher level thinking skills including prediction, envisioning, and synthesis.

All students need to develop the ability to read and understand higher level text,

All Students need to write about reading across all curricular areas.

Students answered more questions wrong at the end of the test indicating a need to develop more stamina when reading.

All students need to read (and keep logs) 50% nonfiction and informational texts and 50% fiction to be prepared for the demands of the common core standards.

Content Area teachers emphasize literacy experiences in their planning and instruction.

Students' reading and writing is grounded in evidence from text.

In order to prepare students for the complexity of college and career ready text, students have regular practice with complex text and its academic vocabulary.

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

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

1. 100% of all staff will participate on Teacher Teams examining student work making instructional decisions aligned to specific assessments & curriculum to improve student outcomes. Student performance and progress will be monitored by running records, pre and post-performance assessments aligned to the TC Units of Study, the Periodic Assessments and the Common Core Standards.
2. Staff members will design & deliver instruction using multiple entry points and a variety of strategies, based on assessment data analysis, in small groups to better meet the needs of all students including ELLS and Special Education students.
3. Principal, Assistant Principals, and Lead Teachers in Literacy attend professional development at Teachers College and with CFN 535 in Unit Planning, Common Core Standards, Inquiry Teams, Curriculum and Assessments.
4. Supervisors will conduct a minimum of six informal observations and provide feedback using Danielson's Framework
5. Teachers in Grade K-2 and Teachers in 3-5 meet with Teachers College staff developer for 10 days each, developing Units of Study in Reading and Writing, aligned to the Common Core Standards and the New York City Instructional Expectations, with a focus on Multiple Entry Points.
6. Teachers meet with administration and lead teachers during common preps, and grade meeting to discuss pre-and post-performance assessments in Reading, Writing & Math and to develop curriculum and rubrics to support student performance and progress.
7. Students in Grades K-2 including Special Education and ELL students use Foundations for the development of phonemic awareness and phonics.
8. All K-5 teachers plan and deliver the Teachers College Units of Study lessons based on individual class needs based on their assessments, including running records, on demand writing samples; performance assessments, & predictive exams.
9. English Language Learners use Imagine Learning, a technology based, on line program to support basic English Language Skills and developing Academic Language.
10. Targeted ELL students participate in Early Morning and Afternoon School, small group instruction
11. Special Education Teachers use Leveled Literacy Intervention System – a program to support development of reading and writing skills for at risk students.
12. ESL teachers pre-plan with classroom teachers, push into classes to co-teach and align instruction with the Literacy/Math Units of study and ensure a smooth delivery of instruction. Additionally, ESL teachers support targeted students with direct instruction when needed.
13. ELL students participate in Title III afterschool program which integrates arts and development of social and academic language.

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

1. All general education, special education and ESL teachers, TC Units of Study, and CCLS

2. All general education, special education, cluster and ESL teachers, Units of Study and CCLS
3. Principal, Assistant Principals, Literacy Lead teachers, general and special education and ESL teachers
4. Principal, Assistant Principals and Aspiring Principal
5. All general education, special education and ESL teachers, TC staff developers (one for upper and one in lower grade)
6. All general education, special education and ESL teachers, administrative team
7. Teachers in K-2
8. All classroom teachers K-5
9. Classroom teachers with English Language Learners, Technology Teachers, ESL teachers, Imagine Learning Software
10. ESL and general education teachers
11. SETTTS & IEP teacher piloting Leveled Literacy Intervention System – a program to support the development of reading and writing skills for at risk students
12. Certain general education teachers and ESL teachers.
13. ESL teachers, assistant principal, Title III purchased materials (depending on the goals of the program)

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

1. Running records, pre and post-performance assessments aligned to the TC Units of study, the Periodic Assessments
2. Running records, pre and post-performance assessments aligned to the TC Units of study, the Periodic Assessments
3. Teacher's notes from attending workshops
4. Observations over time will reflect growth and development
5. Written and Verbal summaries from staff developer, evidence in classrooms during the observations
6. Written agendas
7. Foundations' benchmarks and competencies
8. Running records, On Demand Writing Samples, Performance assessments and predictive exams
9. Imagine Learning Gains Report
10. Pre & Post Assessments selected by RTI teachers, Assistant Principal
11. Leveled Literacy Intervention running records and pre and post assessments.
12. Pre & Post Assessments; Running records, Writing Samples, and NYSESLAT
13. Pre & Post Assessments; Running records, Writing Samples, and NYSESLAT

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

1. September 2013 through June 2014
2. September 2013 through June 2014
3. July 2013 through June 2014
4. September 2013 through June 2014
5. September 2013 through June 2014
6. September 2013 through June 2014
7. September 2013 through June 2014
8. September 2013 through June 2014
9. September 2013 through June 2014
10. December 2013 through June 2014
11. December 2013 through June 2014
12. September 2013 through June 2014
13. January 2014 through April 2014

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

1. Teachers meet on either the two common preps and during the 50 minutes of additional time on Thursday afternoons.
2. Master schedule provides for prep and classroom instructional time.
3. Teachers are released to attend workshops and sub coverage provided
4. Administrators' schedule their own observations around other priorities, All observations are recorded and available for viewing in Teach Boost
5. Tax Levy Dollars support TC contract, Sub coverage is provided for all grades (K-2) and (3-5) during professional development days (20 Total Days)

6. Monthly faculty, grade meetings scheduled; two common preps per grade are scheduled in master calendar
7. Teachers internally schedule Foundations' instruction; staff development offered by Network 535
8. Teachers schedule 90 minute literacy block in their schedules, TC Units of Study in Reading and Writing, Classroom Libraries
9. Students are assigned computer time during the school day, or work on line at home or in the computer lab.
10. Bottom third of the class was assigned 50 minutes of additional instruction, also included in the before or after school Program.
11. Hired additional teacher to support our mandated and at risk students, providing RTI in small groups using Leveled Literacy Intervention program. Released teachers for intervisitation where program was being implemented.
12. ESL teachers meet on common preps, grade and faculty meeting to ensure cohesive instruction.
13. Title III program supports planning time for ESL teachers.

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).

Although we lost our Title I funding the Title I Committee stayed intact to provide support and maintain Parental Involvement

- Title I Committee is comprised of the parents and teachers and meets on the first Thursday of every month to discuss the diverse needs of the school community.
- Title I Committee and Parent Coordinator plans monthly family activities to engage families in:
 - m) Parent Workshops on how to support their children in academic performance and progress
 - n) Parent Workshops on helping parents understand the new Common Core Standards
 - o) Parent Workshops on Literacy, Math, Social Studies and Science & Technology Curriculum
 - p) Parent Workshops on New Assessments
 - q) Parent Workshops on Supporting students Socially and Emotionally
 - r) Parent training on parenting, education, financing and health related issues
- Title I Committee provides Home and Back folders to ensure a method of parent teacher communication.
- Parent Coordinator has separate Family room for families to visit and discuss concerns.
- School Website posts upcoming events, school activities and programs.
- Teachers send home translated monthly parent letters in literacy and math explaining the expectations of the Unit of Study.
- Quarterly Newsletter, *Building Bridges* sent home to parents sharing good news, past and upcoming school events.
- 25% of Teachers have own class website as a method of communication.
- Parent Teacher conferences are held twice a year, but parents are encouraged to contact school and teacher with any problem or concern.
- Phone Messenger sends reminders and information to parents via telephone.
- Administration plans monthly faculty, and grade conferences including parent education and communication skills.

Budget and Resource Alignment

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

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

academic content and student achievement standards.

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Leveled Literacy Intervention, Re-teaching, Pre-teaching, double dose Foundations, Café, IReady, Imagine Learning	Small group, one-to-one	During, after,&/or before school
Mathematics	Go Math Extension Activities, Think Central, IReady, Fluency, ITools	Small group, one-to-one	During, after,&/or before school
Science	Teacher Created Materials, Re-teaching, Preteaching.	Small group, one-to-one	During, after,&/or before school
Social Studies	Leveled Literacy Intervention, Re-teaching, Pre-teaching, IReady Imagine Learning.	Small group, one-to-one	During, after,&/or before school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, Referrals, Parent Workshops & Referrals	Small group, one-to-one	During school

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

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

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

Title I Status

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

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).

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.).

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.).

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.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 25	Borough Queens	School Number 021
School Name Edward Hart 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 Debra Buszko	Assistant Principal Lisa Liatto
Coach	Coach
ESL Teacher Suzanne Miller	Guidance Counselor Lisa Hamada
Teacher/Subject Area Lerna Karanfiloglu/ESL Teacher	Parent Lydia Plagos
Teacher/Subject Area Bessie Bolbassis/Science	Parent Coordinator Marge Schlaffer
Related Service Provider Meghan Mauch	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	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)	1358	Total number of ELLs	175	ELLs as share of total student population (%)	12.89%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	0	4	4	4	3	5								20
Pull-out	5	1	1	1	2	0								10
Total	5	5	5	5	5	5	0	0	0	0	0	0	0	30

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	175	Newcomers (ELLs receiving service 0-3 years)	159	ELL Students with Disabilities	25
SIFE	0	ELLs receiving service 4-6 years	16	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
Dual Language										0
ESL	159	0	17	16	0	11				175
Total	159	0	17	16	0	11	0	0	0	175

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	17	11	9	9	7								66
Chinese	15	28	7	12	10	6								78
Russian														0
Bengali														0
Urdu	1	1	0	1	0	0								3
Arabic						1								1
Haitian					1									1
French														0
Korean	6	5	1	2	0	0								14
Punjabi			1	2										3
Polish														0
Albanian														0
Other			2	2	1	4								9
TOTAL	35	51	22	28	21	18	0	175						

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)	21	10	12	12	3	8								66

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	9	5	4	9	4								31
Advanced (A)	14	32	5	12	9	6								78
Total	35	51	22	28	21	18	0	0	0	0	0	0	0	175

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	16				16	
4	9	1			10	
5					0	
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	10	1	4	0	2				17
4	6	0	3	1	1	1	0	2	14
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	2	3	3	0	5	1	15
8									0
NYSAA Bilingual (SWD)									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
See below
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
See below
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](#))
See below
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?See below
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.](#))
See below
6. How do you make sure that a child’s second language development is considered in instructional decisions?
See below
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?See below
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
See below

The students are assessed and their progress is monitored by using the Teachers’ College (T.C.) Assessments. Teachers go onto TC PRO and the SchoolNet programs to analyze the data of their students. These online tools help to guide teaching between benchmark testing. Teachers are able to assign lessons for their students, targeting areas of need.

On the most recent T.C Assessments, the Current Reading Levels for September 2013, the students scored as follows:

In the Kindergarten, 88% of the ELL students are Pre Emergent readers, 6% Early Emergent and 6% are Level A .

In the first grade, 61% of all first grade ELLs scored level 1, 15% scored level 2, and 14% scored level 3 and 7% performed at level 4.

Of the students in grade one who performed at level and level2, 16% are beginners, 20% are intermediate and 40% are advanced level ELL students. 90% of students performing at levels 3 and 4 are advanced and the other 10% are intermediate level ELLs.

In the second grade, 100% of all second grade ELLs performed at level 1 and 2, 58 % are beginning and intermediate level students. The remaining 42 % of the students are advanced level learners who are performing at level 1 or level 2.

In third grade, 82% of all third grade ELLs scored level 1, 7 % scored level 2, and 11% scored level 3, no one performed at level 4. Of the 89 % of the third grade ELL students performing at level 1 and 2, 56% are beginning and intermediate students. The remaining 11% are advanced level learners who are scoring at a level 3.

In fourth grade, 70 % of all fourth grade ELLs scored at level 1, 25% scored level 2, and 5% scored level 3, no one scored a level 4. Of the 95% scoring levels 1 and 2 in the fourth grade, 50 % are beginning and intermediate level learners, 45% of students are advanced level learners who are scoring levels 1 and 2 also.

The remaining 5% of fourth graders are advanced level learners who are scoring at level 3.

In fifth grade, 100% of all fifth grade ELLs scored level 1.

Of these, 61% are beginning and intermediate level students and 37% are advanced level learners who are performing at level 1.

LABR and NYSESLAT results are also considered when monitoring student progress and are included in the MOSL for the school this year. This September, the patterns across proficiency levels and grades on the LABR show that most of our kindergarteners come to school as beginners, who by the end of their first year progress to the intermediate or advanced level of language acquisition. They move through first and second grades building competencies and by the end of the third grade most of those students either test out of the ESL program or are performing at advanced level.

In the upper grades most of our ELLs are those students who have transferred into our school as newly arrived students.

Currently, 34 % of our students are beginners, 20 % are intermediate, and 46 % are advanced.

Overall, these results are consistent with the results of the ELA results, which show that reading/writing is the most difficult modality for most students. Looking at the data, it becomes clear that as the students move up in grades, the disparity between reading level and ELL level becomes greater. The reading levels seem to have improved a bit in comparison to years past but still our advanced level learners are not performing on grade level on standardized reading assessments, particularly when there are extended response questions. We see that the writing scores for our ELL population falls below their English speaking peers. The new trend appears to show the greatest weakness is in writing for our current ELL population.

In addition to the academic demands becoming greater as students move up in the grades, ELL students usually display lower scores on standardized tests, particularly reading tests, that contain extended response questions, compared to non-ELLs. It appears that these assessments are directly reflecting that trend.

To help students improve their reading and writing skills and increase their academic language needs we provide small group instruction, utilize components of balanced literacy that include guided reading and shared reading, and remedial help when necessary. We also scaffold instruction in the content areas to make it comprehensible for our ELL students. Teachers use visuals, realia, smart board and the internet to assist both teacher and students before and during instruction. This year, as part of our school MOSL, we are investigating multiple entry points in an effort to better educate all students, in particular our ELL students.

It is important to note that comparisons between the scores from 2013 and previous years may be somewhat inaccurate due to the implementation of the Common Core standards in the 2013 test. Still, it is interesting that, overall, most of our ELL students performed at lower levels than in previous years, as did their English speaking classmates.

All ELLs who have been in this country for at least one year must take the ELA exam. On this exam the results are as follows:

Of the current fourth graders, who were tested last year as third graders, 100% scored at a level one.

(Compared to 2010 when 57% scored at level 1, 28% scored a level 2 and 15% scored at level 3. No one scored level 4.)

Of the current fifth graders, who were tested last year as fourth graders, 100% scored at a level 1.

(Compared to 2010 when 37% scored at level 1, 63% at level 2. No student scored at either level 3 or at level 4.)

The test is only given in English.

The other state test administered to the ELLs was the New York State Math Assessment.

Of the current fourth graders, who took the test as third graders, 64% scored a level 1, 24% a level 2 and 11% scored a level 3.

No students scored a level 4.

Of those students tested, 5% of the students took the test in their native language.

The current fifth graders show similar trends in their testing pattern., with a majority of the students performing at levels 1 and 2.

Of the fifth graders, who took the test as fourth graders, 43% scored a level 1, 28% scored a level 2, 12% scored a level 3 and 12% scored a level 4.

Of those students tested, 23 % took the test in their native language.

Fifteen of our ELL students took the NYS science test last year.

Of the fifteen, 1 (6%) scored on Level 1, 5 students (33%) scored a level 2, 3 students (20%) scored a Level 3, and 6 students (40%) scored a Level 4.

Five students, representing 33% of the ELLs who took this test, were administered it in their native language.

The testing patterns seem to indicate that the abilities of those who scored level 3 are similar to the rest of the school population. Most of the children who scored levels 3 and 4 in their native language come from countries with a strong math/science background so they did well regardless of their English proficiency level.

In addition to being given the opportunity to take and respond to the Science test in their native language, the students were able to manipulate the materials during the Science exam and draw conclusions from their work. Although there was a focus on reading in this test, there was also a practical nature to the test that seems to have helped our students score higher scores than on the ELA. More focus is needed on academic language and reading word problems, especially among children with weak literacy skills in both languages, because this may be a factor contributing to their low test scores in all testing areas.

Administrators, ESL teachers and classroom teachers of ELLs are all aware of the NYSESLAT, ELA, Math, Science and TC Assessment results for their students, and these data are used to drive instruction. ESL and classroom instruction is differentiated in order to focus on students' areas of weakness. Content area instruction includes all four modalities, so that ELLs have an opportunity to exercise their strengths- usually listening and speaking- while also working to improve skills in their areas of weakness- usually reading and writing.

The ELLs have the option of taking the state tests in their native language.

All but 1 of the students who tested in their native language scored at least level 2.

In math, 3/5 (60%) scored at a level 3 or above.

Scores were similar to those who tested only in English, but many of those students who scored at level 3 were advanced level learners.

Native language is used when newly arrived students don't have enough command of the English language to express themselves. They can label pictures or write in their native language which can then be translated into English. A classmate who speaks the same language can translate for the new student. They can also read books in their own language or bilingual books. In the Pull-Out program the non-English children can be paired with another child who speaks the same language. In the Push-In program the child can sit at the same table with buddies who are more proficient in English who also speak the same language. Classroom and ESL teachers co-plan together during common prep periods to prepare for their co-teaching.

When the ELL students are identified as struggling, we provide academic intervention services to support the student's academic growth. A student in need of academic intervention will receive AIS for three cycles of 6 weeks. This intervention includes services provided by the ESL teacher, classroom teacher and special educators.

The majority of our ELL students are concentrated in the Kindergarten and Grade 1. (K is 20% and Grade 1 is 30%=50%) In the early grades, primarily Kindergarten, most of our students have very few oral skills and they are busy listening and assimilating the sounds of English. They may understand what is being said and may respond by guessing what is expected from context or by imitating other students. Some students with greater understanding can produce some English words, phrases, and simple sentences related to social events. As they progress, students can understand written English when accompanied by concrete context such as pictures, actions and sounds. By grade 1, many of our students are performing well on listening and speaking but are still acquiring reading and writing skills, working at intermediate or advanced levels..

As students move toward the advanced stage of language acquisition we see that students sound fluent in social situations, but still have trouble understanding and producing the complex structures of the language. Their academic language skills are building and they are becoming more independent in the class. Finally, as students reach fluency, they can produce language with varied grammatical structures and vocabulary comparable to native English language speakers of the same age.

We evaluate the effectiveness of our programs by looking at all the data available. We look for growth on the NYSESLAT from year

to year. We assess gains on the reading and math tests, as well as look at the performance on other state tests. We examine the performance of our students within the class, both on standardized assessments and in every day informal assessments, in conjunction with their teachers. We look for our students to be reaching the benchmarks that are age and grade appropriate. We are constantly self-evaluating and trying to improve our practices by knowing our students well and providing them with the service that is specific to their learning needs.

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](#).)
See below
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.
See below
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](#)].)
See below
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.
See below
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.
See below
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. 
See below

ELLs are identified upon registration. An ESL teacher is present at all registrations and evaluates and fills out the Home Language Identification Survey along with the parent. If a translator is available at registration, they are present as well. Otherwise, all forms are given out in native language of the parent.

The ESL teacher confirms that this is the child's first entry into the NYC DOE as well as the first entry into school in this country. The ESL teacher looks at the HLIS form that has been filled out by the parent and answers any questions regarding this form.

If the survey indicates that the child primarily speaks English and if numbers 1-4 and 5-8 are only marked "English" or have less than one and two responses marked on the respective questions, an OTELE code of "NO" is entered on the HLIS form, because this student's home language is English. The student does not need to take the LAB R. The form is marked accordingly and is kept

in the cumulative record for the student.

If there is another language other than English indicated on the HLIS form and if numbers 1-4 and 5-8 have more than one and two responses for another language checked, the ESL teacher fills out the correct OTELE code, dependent on the Native language spoken at home. It is noted that the child is in need of a LAB R exam which is administered within 10 days of their registration. A child who is entitled to ESL services will receive those services immediately and be reevaluated with the NYSESLAT, administered in the Spring.

In order to ensure that parents understand all three program choices available, letters and brochures, translated into their native language, are given to the parents of all new ELLs upon entrance and registration. These letters explain all three program choices. An ESL teacher is also available at registration to explain the program options. Teachers explain the program selection either in English or in another language, if a translator is present at the time or if the teacher can provide that service. Parents are also invited to an orientation meeting within 20 days of enrollment, if they haven't already attended one or would like further information after the individual orientation is given at registration. At this meeting they can view a video, in their own language, which explains the three program options. At these meetings parents also have the opportunity to ask any questions they might have of the parent coordinator and ESL teachers as well as translators who are present to translate into all parent languages. The downloaded videos are available on the desktops of all the computers in the computer lab as well as on computers located in the ESL offices. Parents are informed of their right to choose a program for their child and encouraged to ask any questions that they may have regarding the programs available.

Upon registration and/or within ten days of enrollment, parents of children who are eligible for ESL services receive a letter, generated from an ELL service provider. This letter denotes their child's score on the LAB-R and states that their child requires ESL services. The parents are informed of the three program choices available to choose from for their children: Transitional Bilingual Education, Dual Language, and Freestanding English as a Second Language. Parents have the opportunity and are encouraged to view the orientation video in their native language and ask any questions that they may have, before filling out the Parent Survey form.

If a Program selection form is not submitted at registration or after the parent orientation meeting, then a second copy, along with another translated brochure is sent home to be filled out and returned. The time frame for this procedure is within ten days of the student's registration.

Since this form is a legal document that must be housed at the school, parents who haven't returned the form are reminded to return the form when they pick up their children from school and they are encouraged to attend other parent workshops where they can view the video and ask any lingering questions that they may have. When possible, a translator is used to answer any questions a parent has about the forms.

Returned forms are gathered by the service provider for that grade and then coaled into a file located at the school in an ESL office. The correct parent choice is entered into the ELPC screen for the student and the forms are put into the cumulative record cards. Copies are kept in an ESL binder.

A majority of the forms sent home, do come back to school. This year (39/47) 83% were returned.

For those forms which are not returned, the default program of Transitional Bilingual Education is recorded for that student, as per the CR Part 154.

Parent program selection forms dictate into which program a child is placed. As stated above, written materials are provided in the parent's native language and translators are available to help parents make informed decisions about their child's education and placement in a language program. Every effort is made to assure that parents are aware of all choices available to them.

ESL teachers have a roster of students who they service throughout the school year. As the spring NYSESLAT testing period approaches, all documents are prepared for all ELL students. Within the designated time frame (usually 1 month) all ELL students are administered all modalities of the NYSESLAT. Typically, we administer the speaking first, followed by the listening, reading and writing. All testing occurs in a classroom, free from any extraneous noise and interruption. While approximate testing times may be outlined in the Test Administration Manual, all students are given as much time as needed to complete the exam. All exams are administered by ESL certified teachers, working in teams, to assure that no service provider administers the test to their own students.

Over the past few years the majority of parents, 60% in 2010, 75% in 2011 and 50% this year, have opted for the Freestanding

ESL program. Some others (13/36 parents/36% within three language groups; Chinese, Spanish and Korean) requested the Transitional Bilingual program, but due to the fact that transportation is not provided, and the lack of bilingual programs in their respective languages, parents have chosen for their children to remain at P.S. 21 in the Freestanding ESL program.

Five parents requested the Dual Language Program, which is not offered at our school at this time. Those parents have opted to remain in our school and participate in the Freestanding ESL program.

Our freestanding ESL program is aligned with the requests of the majority of our population. The next requested program was the bilingual program. Most parents who preferred bilingual education, chose not to enroll their child in that program either because of transportation difficulties or because they wanted to remain at P.S.21. At this time, there are not sufficient parent requests for us to open a bilingual program. In the future, should more than fifteen parents of children in two contiguous grades request a bilingual program we will notify the parents of the opportunity for a bilingual class and open a bilingual class as required by the Aspira Consent Decree.

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])?
below
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)?
See below
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.
See below
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
See below
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
See below
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).
See below
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?
See below
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?
See below

ESL instruction is delivered by the Push-In and Pull-Out programs. Overwhelmingly, the school uses the Push In model for instruction, however in the Kindergarten and several grades in the school, this year, we have had to provide instruction through the Pull Out model, in order to meet out required service times for of ELL students.

The students in Push-In groups are grouped both heterogeneously and homogeneously by grade when possible. We have organized the ELL students into classes that contain ELL and non-ELL students. The class make up for these classes is one-third to one half ELL/ transitional ELL students and the remainder of the class is comprised of fluent English speaking students. These class sizes initially are kept smaller than the rest of the classes on the grade in an effort to afford a space for newly arrived students as well as to afford the maximum amount of teacher-student time per child.

Students in the Pull-Out program are grouped by proficiency and are pulled out of their class with beginners and intermediates in one class and advanced students in another.

All Push In ELL classes are grouped heterogeneously. The make-up of the class for the ELLs follows the model of one-third to one half ELL and the remainder of the class comprises non-ELL students. The ESL service provider may both push into the classroom and pull students out of their classroom to deliver service. The instruction is aligned with that of the classroom teacher. The instructional approach used by the ESL service provider includes using Balanced Literacy in small groupwork; shared reading, shared writing, and instruction aligned with the Foundations phonics program. The ESL service provider also provides support in content areas such as social studies and science, determined during the common planning with the classroom teachers.

Each year the ESL teachers create a comprehensive list of ELLs, including each student's level of proficiency. The ESL teachers' schedules are then based on the NYS mandates of 360 minutes for beginners and intermediates and 180 minutes for advanced students.

Explicit ESL instruction is delivered using the Teachers College Workshop Model with read alouds, shared reading, shared and interactive writing. ELA instruction is delivered using Teachers College Reading Workshop and Writing Workshop which are aligned to the classroom's instruction and the Common Core Learning standards, as well as ESL Learning standards. As stated above, the ESL teacher also provides content area support. Content areas are taught by pre-teaching vocabulary and focusing on language functions necessary to succeed in those various subject areas.

As we have a Free-Standing ESL program in place, instruction is primarily in English and class assessments are given in English. At the classroom level, buddies and teachers may assist individual students in their native language as an aide. Additionally, bilingual word for word dictionaries and glossaries may be used.

The NYSESLAT and ELA are administered in English while the NYS Math and Science tests are offered in alternate languages. When necessary, or beneficial to the students, they may have the test available to them in their native language.

Throughout the year, students are evaluated in all four modalities using various assessments. Students are assessed through classroom participation, informal teacher observations, running records and published writing pieces. ESL teachers meet during common preparation periods to collaborate with the classroom teacher. During this time, teachers evaluate student progress in all four modalities and plan lessons that support and foster enrichment in all modalities. Using the school wide focus of multiple entry points, all four modalities are being supported

There are currently no SIFE students enrolled at P.S.21. Should our population include SIFE students in the future, they will receive additional instruction in the form of AIS programs, the Wilson Program, and SETTTS. The extended day will also be used to give more individualized instruction to the SIFE students.

Newcomers receive 360 minutes of ESL instruction per week. They are concentrated in ESL-based classrooms where master teachers use Sheltered Instruction to make content comprehensible. These teachers attend Teachers' College seminars in order to learn to scaffold their balanced units of study. Certified ESL teachers generally push in to these classrooms for the mandated number of minutes each week to work with classroom teachers and students. Teachers use methods such as Total Physical Response, the use of visuals to access prior knowledge, and peer tutoring to differentiate instruction. The students receive small group instruction which is driven by the data attained through continuous assessment. ESL teachers provide test prep to help with different strategies and there is differentiated instruction in the classroom. The extended day also offers small group instruction tailored to their individual needs. This is in addition to the mandated minutes of instruction provided to the ELL students.

There are very few long term ELLs at P.S. 21. Long term ELLs receive additional instruction from AIS teachers. They are also referred for professional evaluation for possible language processing deficits. Our current long term ELLs are students who receive Special Education services and have an IEP. Our ESL instruction is differentiated based on students needs and is driven by the data available in these students' IEPs.

In order to provide transitional support, ELLs who have reached English proficiency and who are recommended by their teachers, are included in advanced ESL groups and receive explicit ESL instruction from certified ESL teachers. ESL teachers and classroom teachers are involved in continuous discussions of such students' language needs, and the development of programs designed to help these children excel without constant ESL support. They are also provided with testing accommodations for two years and may receive extra support from other programs such as our AIS, SETTTS, summer school or Title III afterschool programs.

Once students needs and IEP's are assessed, teachers plan strategies and materials to use to support learning. The instructional strategies used by teachers of ELL-SWD, in order to provide access to academic content, are modeling of good practices for core curriculum areas, differentiated materials, small group instruction, peer tutoring and reading/writing partnerships. Teachers frontload vocabulary, use pictures, repetition and visual cues to facilitate learning. In addition, grade level materials such as Wilson, Explode the Code, Foundations, Touch Math.. Technology, such as the smartboard, along with other computer programs

such as Imagine Learning are also used to support phonemic awareness and language development.

All educational decisions for our SpELLs are made in conjunction with the SETTS provider, the classroom teacher, guidance counselor and PPT team. All service providers have open communication and access to the IEPs of students on their roster.

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:			

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

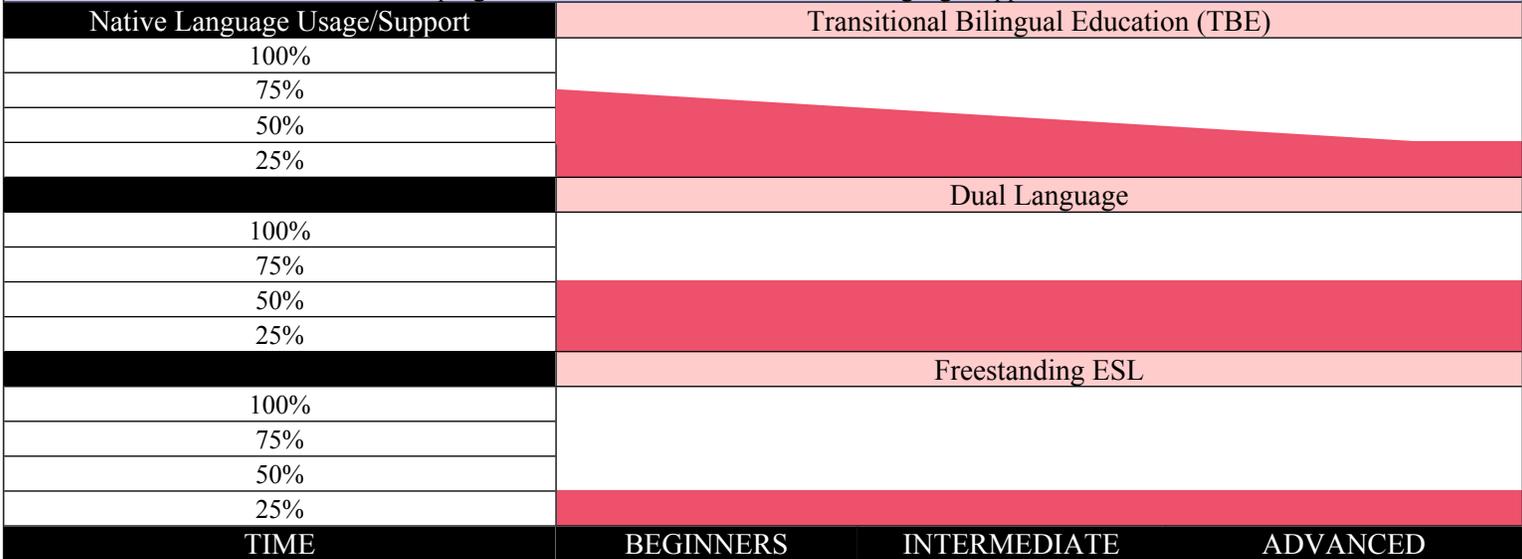
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.
See below
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
See below
11. What new programs or improvements will be considered for the upcoming school year?
See below
12. What programs/services for ELLs will be discontinued and why?
See below
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
See below
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
See below
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
See below
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
See below
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.
See below
18. What language electives are offered to ELLs?
See below
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)?

See below

ELLs receive scaffolded instruction in all content areas. Visuals and texts are used especially for the beginners and intermediate level students. The students meet in small groups both in the classroom, in AIS or SETTTS, during test prep session and during the extended day according to individual needs. All intervention programs are offered in English.

We find our ESL program effective, showing that 74% of all ELL's made gains from year to year. This number is higher than the expected growth of ELL's from year to year. (As calculated on the AMOA for the school in previous years.)

The following are the results of the students that didn't show gains year to year:

29% first grade; 5% second grade; 18% third grade; 30% fourth grade and 43% fifth grade

When looking at this data more closely, we find that 20% of first graders, 50% of fourth graders and 70% of fifth graders with no gains are Special Education ELL Students. It has been determined for many of these students that their area of disability directly correlates to language processing rather than language learning. As a result, expected gains on the NYSLAT as well as other assessments are less than would be hoped for. Still within the classroom, these students are making progress and benefiting from services provided to them as per their IEP.

We have two computer based programs to support student learning. Imagine Learning is a computer program for ESL students as well as for struggling readers. This program is installed in all the classrooms that have ELL's as well as the computer lab and on laptops in

the portable cart. We also use I-Ready, a computer program that offers a baseline assessment (grades K-5) and assigns assignments based on student ability. Both programs assess students and assign individual lessons for them to complete in targeted areas of need.

A language arts program called LEAP is being offered to three ESL classes in grades K, 1 and 2 this year. Teaching artists go into each classroom two times a week for a minimum of twenty sessions. The teachers receive professional development throughout the year. Students also go on a trip to the museum.

Our school has a partnership with Carnegie Hall. A teaching artist comes in to work with select fourth and fifth grade band students.

For our third, fourth and fifth grade students we have a partnership with City Center to provide enrichment for our students. Teachers receive professional development and teaching artists come in to work with the students. Each grade has a different focus: third grade-orchestra, fourth grade- Alvin Ailey and fifth grade-Flamenco. This gives children under the leadership of the teaching artist and their classroom teacher, the opportunity to express themselves in a variety of artistic ways. Students will also see a show at City Center.

Our ESL programs are the same as last year. We have no plans to discontinue any programs or services that we offer to our ESL students.

We have always used our Title III grant for academic support for our ELL population. We offer an after school program that focuses on literacy and the arts. We will continue to offer this opportunity to our ELL students.

During literacy instruction the following materials are used: big books, books on tape, word wall, morning message, poems, charts, letter/picture cards and smart boards. Monolingual and bilingual dictionaries are both used in the upper grades to help students understand content area material. The books used in ESL instruction- both in literacy and content area instruction- are aligned with the student's classroom instruction. Other materials are used for content area instruction such as math manipulatives and hands-on science materials. Children also have access to educational websites such as starfall.com, mathgames.com, and scholastic.com.

In the classrooms, newly arrived students have "buddies". These buddies help the children acclimate to the school and provide native language support when needed. Additionally, in the upper grades, students are allowed and encouraged to use a bilingual dictionary, either in paper or computer form, to assist them with language translation when needed. Teachers have access to Google translator and use as needed.

Imagine Learning, an ESL/struggling reader program, has been purchased and installed on all computers in ELL classrooms for ELLs to utilize. The program gears itself to each student's ability level and progresses in level as the student masters each skill. Detailed reports are available for the teacher to properly assess their students and plan accordingly.

All of our resources and support services align with our ELL student's grade level and are age appropriate. Teachers collaborate about their students in an effort to plan lessons that will maximize

Currently, we have no activities in place before school starts for our newly enrolled ELLs.

Being an elementary school, we do not offer any language electives for our students.

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.

See below

ESL teachers attend professional training with the network support specialists. These monthly meetings are held at different sites throughout the network. Each month, a different topic is highlighted and discussed. The workshop that takes place informs ESL teachers about ESL policy and procedures as well as addresses pertinent topics for ESL service providers. The workshops for the 2013-2014 year are; 9/18, 10/16, 11/13, 12/11, 1/09, 2/12, 3/12, 4/08, 5/19 and 6/11. These workshops provide information in some of the following areas; ESL policy, procedures and compliance, Curriculum planning, SWD ELL, Promoting ELL parent involvement, CCLS and ELLs.

In addition, ESL teachers, along with classroom teachers and administration attend Teacher's College workshop days and work in Study groups focusing on ELLs and their needs. Many workshops are designed to scaffold balanced literacy to suit the needs of ELLs. Information learned in these workshops as well as other staff development days are shared among the classroom teachers during common preparatory times as well as at grade meetings. The classroom and ESL teachers plan collaboratively on common preps in order to align the ESL standards with the Common Core standards. They also use NYSESLAT scores to drive instruction.

We have also formed Inquiry Groups around ELLs and their needs. Teachers and administration meet and plan during the inquiry process. During this Inquiry time, teachers have analyzed data on their ELL students to determine level and needs. A plan was created around the needs of the targeted students that have been identified. This plan was designed to include multiple entry points in our teaching. These entry points were chosen as a means to instruct our ELLs with various learning styles. This information is used to drive instruction and to develop better understanding of our ELL learners and their needs.

There are monthly grade meetings for literacy and math where differentiated strategies are discussed with the classroom teachers. ESL teachers provide support and information for the staff on how they could better serve their ELL students. There are PD days dedicated to ELL instruction and support, which include support and instruction in the Imagine Learning program. Teachers and special educators are invited to attend these professional development days. Topics discussed are data, instruction, best practices, common core standards and modifications to curriculum which support ELL student's progress.

All professional development days are documented in the Professional Development for the school. Additionally, the payroll secretary documents all workshops attended by teachers. She has, on file, copies of all workshops attended outside of the building. This ensures teachers 7.5 hours of ESL training and 10 hours of ESL training for special education teachers.

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?

See below

Parent involvement in our school is excellent. This past year we had 100% return of our school survey by the parents.

Parents of ELL students are on the PTA and are active in the classes of their children. Parents volunteer to help with trips and other school events such as schoolwide fund raisers, afterschool events such as PTA meetings and workshops.

Parents have also requested training as learning leaders for our school.

There are several parents of ELLs and former ELLs that assist with translations for meetings and at conferences.

We look at our community and our school population to determine the greatest needs of our parents. We provide social, economic help and academic workshops in an effort to address the needs of our community.

Our school partners with several agencies and community based organizations to provide workshops and services to our ELL parents.

We have offered the parents the opportunity to take classes in several different areas. We partnership with the NYPD, FDNY, Colgate Bright Smile, Health Plus, Learning Leaders, Penny Harvest and City Harvest Food. Through these partnerships we are able to provide many opportunities for the parents of our ELLs.

The NYPD offers the New Immigrant Outreach Program which offers services for the parents such as legal consultation and fingerprinting identification for the children. The FDNY has held CPR classes for our parents. Colgate Bright Smiles offers free screening for our students and provides them with information about dental care. We have held workshops on health issues and health insurance with Health Plus.

The Learning Leaders offers tutoring for our ELL students who need extra support and cannot pay for tutoring themselves.

Our Parent to Parent link is organized by our parent coordinator in coordination with other schools in our district. Through this relationship we have been able to offer workshops for our ELL parents and their children with special needs. Workshops held have been on some of the following issues: Legal issues, knowing your rights as parents, ways in which to help their children at home, learning about and understanding the IEP, information on testing and testing accomodations, and information on middle school and making the transition into middle school easier for their children.

Our school provides many parent workshops throughout the year to assist families in a variety of ways. The ideas for our workshops are sometimes generated by the parents themselves in the form of evaluations or suggestions for workshops. We hold workshops on test taking strategies. We have offered Test prep for parents in ELA, Math and Science. We have literacy workshops, effective discipline workshops with a bilingual social worker, workshops on Reading Success. We have offered workshops on homework help. We've had a Saturday program on Heart Health and nutrition for parents and families.

Our Dollar Days and Coat Drives provide an opportunity for the parents to purchase clothes and coats for their families at a small cost, or in many cases no cost. The school also partners with a local woman's shelter to provide food and supplies for those families in need.

We have a monthly family night, open to all of our parents. The events are well attended by families of our ELL students. Some of our family nights include: Movie nights, Student of the Month celebrations, Family games, and workshops in Art and Literature.

This year, we have partnered with City Center to give both the students and the parents an opportunity to enjoy and have access to

the rich culture and world of music offered through this institution.

Our school continues to look for new and exciting ways to involve our parents in the education of their children, in and out of the school building.

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **25Q021**

School Name: **Edward Hart**

Cluster: _____

Network: **535**

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.

Our secretary downloads the RHLA and the RPOB reports from ATS to identify the written translation and oral interpretation needs of our parents. This report is distributed to our ESL teachers and our Parent Coordinator who keeps an updated list for distribution of materials, flyers and information to our parents in the family room.

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.

We have four major languages represented in P.S.21; English 35% (478 students) Chinese 25% (341 students) Spanish 20% (272 students) and Korean 12% (165 students). These findings are reported to the school at the SLT meeting, the PTA Executive and General Meeting and in the school's bi-annual school newspaper.

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.

A monthly parent letter describing the instructional goals of the literacy and math units of study is distributed in all grades in the parent's home language. In addition, certain administrative letters or announcements are also sent home to parents in their native language. These letters are translated by the NYC Translation and Interpretation Unit. Teachers and other staff members pre-plan these units, notices or letters and submit the letters approximately 10 days in advance to ensure timely distribution.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translators are hired for both the November and March Parent Teacher conferences to ensure parents have a meaningful conference and understand the expectations of the school and curriculum. In addition, we have staff members and parent volunteers that assist during parent teacher conferences and during individual parent conferences throughout the year. Oral translators and staff members are also used to administer student tests, in particular our Gifted and Talented testing, and the selected NYS examinations. We also have used phone translators as well.

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>.

When parents register their students they are given a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Also, in the main office on the counter, on a school bulletin board located by the main office, and in the family room, there is a notice that indicates translation services are available. In our school safety plan, it is stated that all parents regardless of language have access to the administrative offices. All major forms required to be signed are given in translated versions.

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: Edward Hart	DBN: 25Q021
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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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: 8 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Since the development of English Language Arts skills is essential for our English Language Learners' success in meeting the New York State Standards and the Common Core Standards, our proposed program will provide additional opportunities for students to participate in English Language Arts, through an enrichment program as well as a separate academic intervention program. Our core school program will be enhanced using activities designed to improve and strengthen our students' oral, written and expressive language skills. The Title III funding for school year 2012-2013 will help us provide additional support in English Language Development to our English Language Program during an after school and before school program. Targeted Students from grades 1 through 5 will be identified using the LAB, The AMAO Estimator and the NYSESLAT scores and will be invited to participate in two separate sessions.

The first, a two hour session afterschool experience that combines arts, photography and theater arts to enhance students' written & oral language development will be offered to all English Language Learners grades 1 through 5. The second, an early morning institute focusing on building academic language, vocabulary, reading and writing skills as well as problem solving skills will be offered to our upper grade students. This portion of the program will focus on test preparation and will target the bottom third of our school in ELA and Math performance as measured by last year's NYS ELA & Math scores, in particular our male hispanic and african american population.

During the afterschool portion of the program, ESL teachers will deliver the instruction in English, linking the different media to the classroom curriculum and expectations of the New York State English Language Arts Standards and the Common Core Standards. During the morning portion of the program, ESL teachers will co-teach with special education teachers to support our most at risk students in individual and small groups, differentiating their instruction based on individual formative and summative assessments including Teachers College, Everyday Math & the New York City Predictives. as

The afterschool component will be held on Monday from 2:40 to 4:40 PM; once a week for ten weeks. Supported by the scientifically based research of Howard Gardner's theory of Multiple Intelligences, students will tap into a variety of alternative intelligences during the afterschool program. Students will be placed in 4 classes of approximately 15-20 students, each served by four New York State certified ESL teachers. Students will use a variety of materials including read-a loud books, cameras, and writing/art materials.

The early morning component will be held on Thursday mornings from 7:15 AM to 8:15 AM for ten weeks. In the morning program, teachers will differentiate using a variety of skills, & a technology based program to provide direct instruction. In the early morning program, students will be placed in smaller groups of 8-10 and work with both New York State certified ESL and New York State certified Special Education teachers. In addition to developing basic literacy skills, the early morning program will focus

Part B: Direct Instruction Supplemental Program Information

on developing higher level thinking skills in English and Math. Using Bloom's Taxonomy, teachers will provide and students will view and respond to higher level thinking questions and tasks, skills needed for them to be prepared to meet the demands of the Common Core Standards.



Part C: Professional Development

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

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

Begin description here: All ESL and Special Education teachers are New York State Certified teachers. They continue to attend on site and off-site professional development using the Units of Study in Reading and Writing given by Teachers College. Additional training in Literacy, Math, ESL & Special Education is provided by CFN #535 Content Specialists in ELA, Math, Science, Social Studies, ESL & Sp. Ed. Additionally, teachers have been trained in Foundations, Wilson, Mapping, Imagine Learning (technology), and TPR. Working collaboratively together under the supervision of the assistant principal of Title III, the teachers will explore best practices and next step in instruction by examining student work using the Common Core Standards as their guide. The teachers and supervisor will meet one hour a week to assess student work, collaborate, design and plan their instruction.

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: Parent Engagement Activities will be designed and coordinated by the collaboration among the teachers, supervisor and Parent Coordinator. Three, two hour workshops will be offered for Parent who will be notified by letter/invitation. The focus of these workshops will be helping parents learn how to help their students succeed in school. A needs survey will be distributed to the parents to elicit what topics are most important to them. Our staff, supported with translators in Korean, Chinese and Spanish will deliver the workshops in two hour sessions, in the evening for six weeks. Anticipated needs include homework help, the schools expectations, using ARIS, and readying for the New Common Core Standards. One sessions will include a parent and child evening in which families will work together on a project. This culminating activity will be parents and children sharing the work completed in the afterschool portion of the program.

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		