



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PUBLIC SCHOOL 65Q
DBN (i.e. 01M001): 27Q065
Principal: MR. R. MORALES
Principal Email: RMORALE@SCHOOLS.NYC.GOV
Superintendent: MS. LLOYD-BEY
Network Leader: MR. BLAIZE

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
Rafael Morales	*Principal or Designee	
Joan Doctor	*UFT Chapter Leader or Designee	
Rosseny Zelaya	*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	
Nicole Lake	Member/	
Ms. B. Zelaya	Member/	
Mrs. D. Persaud	Member/	
Mrs Surico	Member/	
Ms. Stango	Member/	
Mrs. Regalado	Member/	
Ms. Aviles	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

To increase student performance in Mathematics by 5% as measured by Ed Performance testing from September 2013 to May 2014

Comprehensive Needs Assessment

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

Based upon the 2012-2013 School Progress report, performance on the NYS Math Exam resulted in a grade of "c" for this section of the card. 26.6% of students performed at level 3 or 4. Additionally, average student proficiency was 2.63 on the NYS exam which resulted in results that were better than only 26.6% of the peer group. Professional development will be provided to all staff on CCSS in mathematics by administration.

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. Professional development will be provided to all staff on CCSS in mathematics by administration.
2. Professional development will be provided during opening of school PD opportunities on Units of study and alignment with the GoMath program
3. Teachers will utilize the CCSS to plan grade specific math tasks and assignments while providing scaffolds for students to meet the higher standards outlined in CCSS.

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

1. Administration and network staff (Literacy Achievement coach)

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

1. Results of schoolwide data from the Edperformance assessment in mathematics will be used to gauge effectiveness.
2. Results of schoolwide data from the Edperformance assessment in mathematics will be used to gauge effectiveness.

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

1. Sept. 2013-June 2014

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

1. Teacher teams will be provided 2 times per week for grades to work together to integrate best practices in the area of mathematics (Wed. and Thurs. at 8:00 a.m.)
2. School-wide we have moved from Envision to CCLS aligned program Go Math

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).

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;

*provide opportunities for parents to help them understand the accountability system, e.g., student proficiency levels, Progress Report, Quality Review Report, Learning Environment Survey Report;

* conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; mathematics, accessing community and support services; and technology training to build parents' capacity to help their children at home;

* translate all critical school documents and provide interpretation during meetings and events as needed;

*encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

* providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

* School Responsibilities

2012-13 CEP TEMPLATE FOR REWARD, RECOGNITION AND IN GOOD STANDING SCHOOLS

*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

Budget and Resource Alignment

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

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

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, Students with disabilities student group will demonstrate progress towards achieving state standards as measured by a 5% increase by this subgroup of students at grade or higher on Edperformance assessments.

Comprehensive Needs Assessment

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

Based upon the 2012-2013 School Progress report, performance on the NYS ELA Exam resulted in a grade of "C" for this section of the card. 29% of students performed at level 3 or 4. Additionally, average student proficiency was 2.59 on the NYS ELA. Additionally, training in the CCSS for staff and parents would fulfill department of education instructional expectations.

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. Professional development will be provided to all staff on CCSS in literacy by administration.
2. Professional development will be provided to staff by Network achievement coaches on topics such as curriculum mapping rubric writing as well as continuing to unwrap and utilize the CCSS.
3. Professional development will be provided during opening of school PD opportunities on Units of study outlined in Pearson Readygen
4. will analyze resulting student work from scaffolded tasks and adjust teacher practice to help students meet career and college readiness grade level expectations. Workshop series will be provided to the parent body on the DOE instructional shifts in literacy and their implications on the students

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

1. Administration/Network staff

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

1. Results of schoolwide data from the Edperformance assessment will be used to gauge effectiveness.

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

1. Sept. 2013-June 2014

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

1. Professional development will be supported through the use of In-house staff. Administration will provide professional development as well as network team members. Professional development will be ongoing and focus on a monthly Danielson and CCLS theme.

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).

providing materials and training to help parents work with their children to improve their achievement
sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
providing assistance to parents in understanding City, State and Federal standards and assessments;
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

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

To increase student performance in literacy by 5% as measured by Ed Performance testing from September to May.

Comprehensive Needs Assessment

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

Based upon the 2012-2013 School Progress report, performance on the NYS ELA Exam resulted in a grade of "C" for this section of the card. 29% of students performed at level 3 or 4. Additionally, average student proficiency was 2.59 on the NYS ELA.

Instructional Strategies/Activities

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

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

Staffing changes will be implemented in grade 4 and 5 as this grade performed at a much lower level in regards to performance than grades 4 and 5

- Screening will be done in Edperformance for all grade 3-5 students in September of 2013
- Student Edperformance and NYS ELA data will be disaggregated so as to identify and address instructional and curricular gaps
- Professional development will be provided to staff in regards to the CCSS, instructional expectations as well as the Danielson Framework for Learning.
- Response to Intervention services will be provided at the Tier 2 and 3 levels for students designated through the screening process.
- Edperformance data for classes will be utilized to track teacher efficacy and student performance
- Teacher Individualized PD plans will be utilized to meet teacher needs to increase student performance.

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

1. Administrative staff, network team staff

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

1. Results of schoolwide data from the Edperformance assessment in Literacy will be used to gauge effectiveness

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

1. Sept. 2013-June 2014

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

1. Professional development will be provided in house by administration as well as network staff.
2. RTI services will be provided by staff members to students identified as tier 2 and 3 (ICT teachers, SETSS teacher and IEP teacher)

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).

- 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;
- provide opportunities for parents to help them understand the accountability system, e.g., student proficiency levels, Progress Report, Quality Review Report, Learning Environment Survey Report;
- 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;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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	Extended Day Saturday Academy (intervention and enrichment) Afterschool (Intervention/ enrichment)	Small group setting	Before school Saturday mornings Afterschool
Mathematics	Extended Day Saturday Academy (intervention and enrichment) Afterschool (Intervention/ enrichment)	Small group setting	Before school Saturday mornings Afterschool
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SETSS Social Worker Guidance School Psychologist Speech	Small group setting One to one Small group/one to one Small group/one to one One to one	During the school day During the school day During the school day During the school day During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

Staff are hired after being interviewed by administration. Questions focus on the applicant's knowledge of DOE instructional expectations, Danielson's Framework of effective instruction as well as knowledge of best practices in various curricular areas.

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).

Once hired, staff is provided professionally development on a monthly basis on critical areas of instruction as well as DOE initiatives. In addition, teachers create an individualized professional development plan with administration in September which outline their strengths and weaknesses based on Danielson's framework. Short frequent observations are done to support the teacher in that area. Feedback is provided as well. Teachers meet with administration every other month to review progress in regards to professional development. In addition, faculty are sent to professional development opportunities outside of the building as requested or deemed necessary. Network achievement coaches are also utilized to provide professional development in literacy and mathematics

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.).

Funding sources are utilized to provide after school programming for at risk students as well as our ELL population. In addition, various funding sources are utilized to pay teacher salaries as well as to purchase necessary goods.

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.).

Student information is shared from pre-kinder to kindergarten through communication with parents of enrolling students as well as through information provided through the turning 5 process.

Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers play a role in the selection of local measures of assessment. In addition, through the use of teacher teams, teacher are provided to share out best practices related to assessment including checking for understanding.

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;

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 with 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 27	Borough Queens	School Number 065
School Name Raymond York Elementary 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 Rafael Morales	Assistant Principal Nicole Lake
Coach type here	Coach type here
ESL Teacher Susana Holzer	Guidance Counselor Jan McDougal
Teacher/Subject Area type here	Parent Rosseney Zelaya
Teacher/Subject Area type here	Parent Coordinator Pattie Musalin
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	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)	513	Total number of ELLs	40	ELLs as share of total student population (%)	7.80%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	11
SIFE	0	ELLs receiving service 4-6 years	4	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	36	0	0	4	0	0	0	0	0	40
Total	36	0	0	4	0	0	0	0	0	40

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	4	9	2	6	3	1								25
Chinese		2												2
Russian	1													1
Bengali	1		2	1	1									5
Urdu			1	1	1									3
Arabic				1										1
Haitian														0
French														0
Korean														0
Punjabi		1		1										2
Polish														0
Albanian														0
Other					1									1
TOTAL	6	12	5	10	6	1	0	0	0	0	0	0	0	40

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)	3	3	0	4	3	0								13

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	2	0	3	1	1	0							7
Advanced (A)	3	7	5	3	2									20
Total	6	12	5	10	6	1	0	0	0	0	0	0	0	40

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
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									0
4									0
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
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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
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](#))
Paste response to question here:
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?
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](#).)
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here:
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?
Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here:

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) The parents of every newly admitted student are given a Home Language Identification Survey (HLIS) in English and in their native language by the pupil personnel secretary when they come in to register. The HLIS is part of the enrollment packet that all parents of new students must complete. Once completed, our licensed ELL teacher, Susan Holzer, is called to validate the language identity of the child. If a language other than English is identified, she then calls the families of the new students who listed a language other than English to be certain that the form was filled out completely. During the conversation with the parent, questions regarding what language is spoken at home, what language the child predominately speaks, etc., are asked in English and in the language that the parent identified as the home language. A translator is brought in to assist in this call when needed. This process identifies our ELL students. Identified ELL students are given the LAB-R assessment within ten days from they are

admitted and identified as ELLs. For the Spanish speaking ELLs who do not meet the LAB-R passing score, they are administered by our licensed ELL teacher, Susana Holzer.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
The Parent Survey and Selection Program Form, both in English and in their native language, are given and explained during the ELL Parent Orientation in September. The Parent Orientation is scheduled and conducted after the students are identified ELLs. The Letter of Invitation with the Agenda are sent home through their children. Our ELL teacher, and parent volunteer/interpreter are present during this orientation. There are three choices of programs listed; ELL, Dual Language Program, and Transitional Bilingual Program. Each parent is asked to list in order of preference from first to third, the educational program they preferred for their child. One hundred percent (7/7) of all responses indicated that ELL was their first choice. None of the parents indicated a second or third choice. There is no interest in DL or TBE programs as a result of the success of the ELL Program that has been in place for eleven years. The efforts to inform parents of their choices has a trend of 100% of parents choosing ELL has continued at PS65Q over the last several years. Parents overwhelmingly request ELL services for their children and prefer that their children remain in a regular classroom setting. They believe that their children need to learn English and acclimate themselves to the school environment. It should also be noted that we do not offer Dual Language nor Bilingual Education Programs at PS65Q. Parents continue to choose the Freestanding ELL Program as their choice for their children. As a result, the school is continuously monitoring the ELL Program and making effective changes to improve the program. We offer workshops for parents of ELL students through our Parent Coordinator to describe the ELL Program in our school.
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 [\[see tool kit\]](#).)
The school sends out parent entitlement letters at the beginning of the school year to all new students entering PS65Q. While the parents of students that are receiving ELL services in the past receive a "continuation of services" letters. To ensure that these letters are returned with the parent's signature, our ELL teacher makes a follow up phone call. We have 100% of the letters returned over the past several years request ELL services. There has been no interest in DL or TBE programs here at PS65. When these letters are returned, members of the LAP Team meet to review them and make decisions that will best affect the student's education. As a result of those meetings and the data from the letters, we offer appropriate ELL services to all of the mandated students. For eligible students, an entitlement letter is sent home identifying what services the student will be provided. These letters are signed by the parents and returned to the school. These letters are kept on file with the ELL staff, Susana Holzer.
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.
The criteria used to place a new student in the ELL Program is based on the Home Language Survey (HLIS) the parent has filled out. Our licensed ELL teacher validates the HLIS. If there is one answer to numbers 1 to 4 of another language and two answers to numbers 5 to 8 of another language on the HLIS, then, the student will be assessed for entitlement to the ESL services using the LAB-R and the Spanish LAB. Moreover, our ELL teacher makes phone calls to ensure that the child has another language by personally interviewing the parent, conducts parent meetings, ELL Parent Orientation with the coordination of the Parent Coordinator, and a parent volunteer/interpreter. There are no parents interested in the Bilingual Program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
In the spring, all ELLs are given the NYSESLAT to ensure that they are entitled to services and if so based on their results, the quantity of their entitlement. The NYSESLAT is administered by S. Holzer, a licensed ESL teacher.
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. 
The trend of 100% of parents choosing ESL has continued at PS65Q over the last several years. Parents overwhelmingly request ESL services for their children and prefer that their children remain in a regular classroom setting. They believe that their children need to learn English and acclimate themselves to the school environment. It should also be noted that we do NOT offer Dual-Language or Bilingual education programs in PS65Q. Parents continue to choose the Freestanding ESL program as their choice for their children. As a result, the school is continuously monitoring the ESL program and making effective changes to improve the program. We offer workshops for parents of ESL students through our parent coordinator to describe the ESL program in our school. The school sends out parent choice letters at the beginning of the school year to all new students entering PS65Q. The parents of students that were receiving ESL services in the past receive a "continuation of service" letter. We have had 100% of

the letters returned over the past several years request ESL services. There has been no interest in DL or TBE programs her at PS65Q.

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])?
 - 1a. Our Freestanding English as a Second Language (ESL) program provides instruction in English, emphasizing English-language acquisition. Our students come from many different native-language backgrounds and English is the only common language among students. At PS65, we follow a Pull-Out Model and adhere to all CR Part 154 Mandates.
 - 1b. Students are pulled homogenously by a certified ESL teacher that provides services at the level of those students. ELLs who spend most of their day in all-English content instruction are brought together from various classes for English-acquisition focused instruction. This is sometimes at the cost of content instruction time in their classroom. ESL teachers will continue to plan carefully with general education teachers to ensure curriculum alignment. Time is allocated via professional development, for general education teachers and ESL teachers to plan curriculum alignment and instruction for ELLs. Instructional ESL methodologies and content area expertise can compliment each other to facilitate and accelerate both English language acquisition and content learning ELLS.
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)?

A pull-out schedule is created for ESL staff to ensure that all students are receiving the mandated services. Attendance records are kept by the ESL staff to validate that each student had received service when they were scheduled. These records are monitored throughout the year to ensure compliance.

62.5% (25/40) of our ESL population speaks Spanish. As a result the ESL teacher and other staff members that speak Spanish use their knowledge of that language to help with instruction. They use Spanish to help students develop comprehension, vocabulary and other skills that can be used while the students are learning English. The student's native language is intertwined with English to further develop their language skills in the ESL model. We currently do not have a DL or TBE program at PS65Q that requires language allocation.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In conclusion, our ESL program adheres to the "Children First" initiative's uniform curriculum. Our program uses a balanced approach to literacy, including high-quality instructional practices that facilitate academic excellence for ELLs. The program also adheres to the New York State Learning Standards for all academic areas, and has an ESL component based on the New York State ESL Standards.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

The school ensures that all ELL students are evaluated in their native language on all state assessments that are available in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Beginner/Intermediate students are placed via LABR/NYSESLAT testing, using a pull out model with ESL teachers twice daily to meet the requirement of 360 minutes per week. Strategies that are used are based on Ready Gen Literacy model. They include auditory and visual aids. Advanced children are grouped for ESL at proficiency level. Where possible, based on student eligibility numbers, a push in model will be used to enhance classroom instruction during content area periods.

ESL teacher is provided with the ESL and the New York State Learning Standards, as well as the Network and School prototype. ESL lesson plans and learning experiences are aligned with these standards. Math, Science, Social Studies and other subject areas are integrated into daily lesson plans. ESL teacher links with classroom teachers to ensure that the students' academic needs are integrated with instruction. Visual and print materials, realias, songs, charts, manipulatives, extra help, and physical demonstrations also play a role in the development of each lesson.

In our school, ELL students are pulled out of their mainstream classes. Our ESL teacher instructs targeted ELL students. Where

possible, our ESL teacher can push into Science, Social Studies, and Math classrooms and utilize vocabulary strategies to enhance literacy. Core content area instruction is provided. A writing workshop model is used at PS65Q. Our ESL teacher links with classroom teachers to plan curricular alignment and instructional improvement for ELLs.

Instruction is differentiated for students of varying ability. This differentiation is evident through the level of the reading materials used by the ESL teacher. Students are leveled by the results of LABR and NYSESLAT and are placed with students throughout the school that read at the same level. Instruction is then directed at that level providing each group instruction at their level. Further differentiation is used during their ESL instruction time through leveled center activities and direct questioning from the teacher.

Our ESL program focuses on language acquisition and incorporates school-wide initiatives. We stress weekly reading comprehension skills, as well as the writing skills. The LAP is used to identify the areas of weakness that need to be addressed.

A feature of the ESL program is that students are grouped by ability and need. This allows us to have our certified ESL teacher instructing our ELLs in literacy. Our reading block is one hundred minutes a day yielding 400 minutes of direct contact per week, this is in addition to those students being pulled in other subject areas.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a At this time we have two SIFE students. These students receive extended instructional time. This would be provided during afterschool classes, Saturday programs, and summer programs. All other opportunities available for ELL students would be available to SIFE's as well.

Greater outreach to parents needs to be provided from the school to better educate them in making intelligent choices that will best suit their child's needs. This not only includes the various ELL programs to choose from, but the structure and methods of the current ESL program that is in place.

6b ELL students new to the school, and those that have been here for less than three years will acquire the use of English through literacy immersion, content area learning and daily socialization skill instruction. Visuals, realias, manipulatives, and physical demonstrations will be utilized to aid in the growth of their vocabulary. There will be more emphasis placed on their reading and writing skills integrating content area to prepare them for the State assessments.

6c ESL students that have been in the program for four years or more will have more emphasis placed on their reading and writing skills integrating content area to prepare them for the State assessments.

6d Since there is a small amount of these students, instruction is individualized. An afternoon program is offered to support their progress.

6e For students that have tested out of the ESL program by successfully passing the NYSESLAT exam, testing accommodations are provided. These students are also provided support to help them maintain their development of the English language.

ESL students that are also classified as Special Education will receive all services afforded to them by their IEP and by part CR Part 154. All special education students will receive ESL service as described by the level they have achieved on the NYSESLAT.

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

ELL students with special needs require individual methods of instruction. Different materials, teaching techniques, and

approaches are needed to accommodate each child's special needs. Morning and afternoon programs are offered to support student progress. ELL-SWD students receive the mandated instruction from a licensed Special Education teacher either in a self-contained setting or in an ICT setting.

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?

In addition to the classroom teacher differentiating the lesson for ability, the teacher also implements ELL strategies to these students. ELL-SWD students are pulled out of class in the same manner that their General Education counterparts are pulled, ergo, small group instruction with a licensed ESL teacher for the mandated amount of time.

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

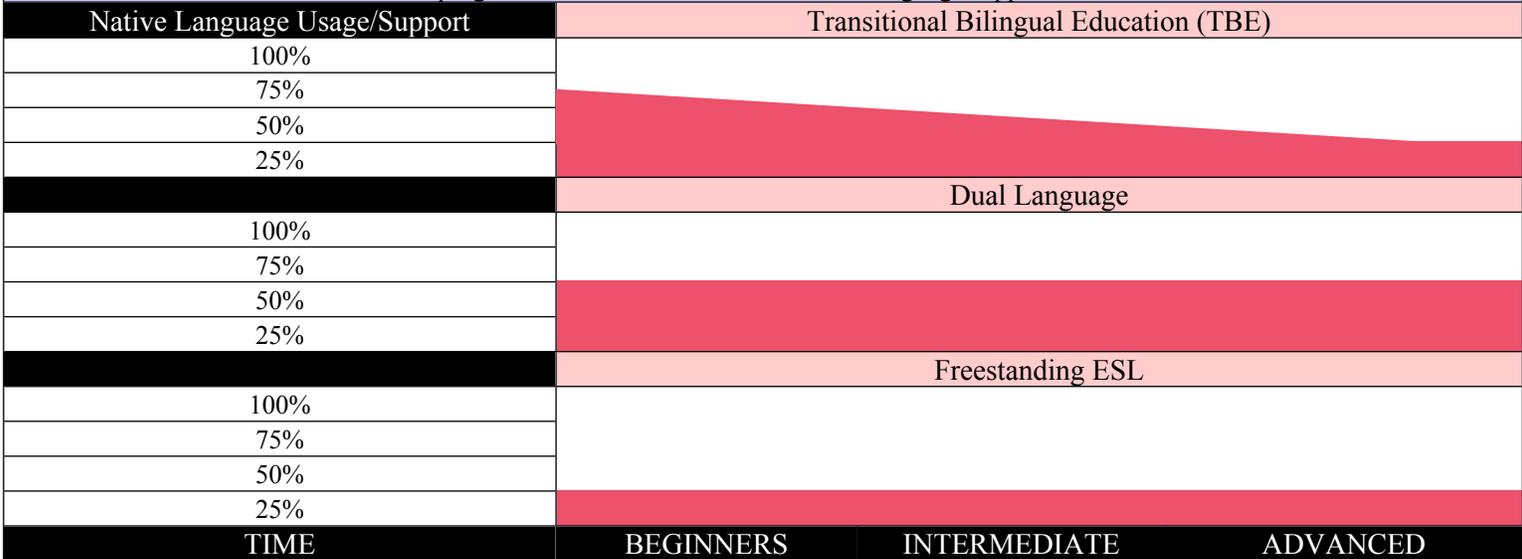
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

Small group supplementary services are provided after school. These programs focus on enhancing literacy, math, and test sophistication strategies differentiated to meet the educational strengths and needs of each student. Student grouping is based on the level of language acquisition to assist our ELL students to learn English, and to meet age appropriate academic achievement standards for grade promotion and graduation. Exit requirements for the program will be based on results of NYSESLAT.

There are various programs offered to all students in the PS65Q, i.e., afterschool program, Saturday Academy, etc.. ESL students.

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

The effectiveness of the current ELL program in our school is shown in our students that they:

1. Improve their social skills by:
 - a. being able to communicate in English with teachers and schoolmates; and
 - b. being able to follow English instructions and perform in school programs
2. Adapt and participate the method of Think-Pair-Share and Team Talk to check their understanding of the lessons;
3. Able to read and answer questions, use of graphic organizers used to write sentences in a paragraph form; and
4. Recent score results of NYSESLAT that placed to a higher level of proficiency, if not proficient.

Our goal is to help each student attain higher levels of proficiency each year, and to reach and attain the goal of language acquisition. There is a greater emphasis on reading and writing skills to help these students achieve this goal. Challenging work is given to motivate students to strive for greater success.

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

A Saturday program is installed for this year. Boy Scouts registration to improve their social skills. Next year, it will be Girl Scouts.

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

We will not discontinue programs/services for our ELLs.

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

The CR Part 154 mandates that 360 minutes of ESL instruction be given to Beginner and Intermediate level ELL students, and 180 minutes of ESL instruction for Advanced ELL students. It is assured that these mandates are met by designing a schedule that the students follow. Beginner and Intermediate students meet for a minimum of eight 50 minute periods each week for a total of 200 minutes. The Advanced students far exceed the CR Part 154 mandate. In addition to these mandates, we also offer, before and after school, small group instruction. A Saturday program is installed for this school year.

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

In response to CR Part 154 (A-11) mandate, the following intervention services are available to ELLs for students identified or Extension of Services on A-11: After School Literacy/Math Instruction for Grades 3-5; a push in model by support staff.

In addition to the vast supply of resources that the school provides its ESL teacher, the teacher also uses but is not limited to:

Ready Gen

Go Math

"Read All About It" by Lori Howard

"Can You Believe It?" by Jan Huiznega

The Oxford Picture Dictionary

Leveled library books- fiction and non-fiction

DVD's and videos

"Craft Lessons" and "Non-fiction Craft Lessons" by Ralph Fletcher

Rigby In Step Leveled Reading Intervention Program

The Ready Gen program, which is a technology based interactive literacy program, is utilized for early learners Kindergarten to

Grade 5. It stresses visual and auditory strategy cues via the internet. The use of wireless ipads are also used as a motivational tool designed to enhance and eliminate frustration for our ESL population. In the near future we will be utilizing "Options" as supplementary math materials for our ELL students to use along with their Go Math curriculum. The program provides differentiation within the program for ESL students including a strong vocabulary development segment for these students.

Through Ready Gen, our ELL students are instructed during the literacy block using ESL strategies that are incorporated in our program. Our Ready Gen program incorporates a newly developed resource for teaching phonemic awareness through the use of a DVD. This will be an excellent strategy for reaching our ELL population.

For the 2013-2014 school year, we have Promethean Boards or Smart Boards in every instructional classroom that is used as a tool to facilitate learning. ESL students benefit from the technology as they are continuously listen to oral english, can write on the board, and read from the board.

We have ordered the Rigby In Step leveled reading program. This reading leveling system provides scaffolded instruction in reading characteristics, developmental phonics and language building. Each level focuses on the key content areas of science, math, and social studies to help our ELL students build essential knowledge while strengthening their reading skills.

Using the LAP Tool Kit, the eight principles were reviewed and prioritized. Focus will be on all LAP Policy Principles that relate to our school's ESL program. We will, however, place special emphasis on Principles Two or Eight. Having students actively engaged in standards based curriculum using textbooks and classroom literacy materials ensures principle Two, Academic Rigor. Students will participate in small group instruction that guides and emphasizes verbal and written discourse. Principle Eight- Quality teachers of ELLs , deals with the specific knowledge of both content and language development. Teachers will demonstrate effective practices and differentiation of instruction based on needs.

During the course of the school year, ESL Classrooms will be monitored by administrative staff and regional support staff in order to ensure all LAP mandates are being implemented. LAP committee meetings will be held on a monthly basis to discuss implementation and modifications as needed.

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

The ESL teacher will use the student's native language where possible to help clarify the student's understanding of a concept. Translation and communication between student and teacher is continuous. Students that do not yet know how to express their needs and wants in English can use their native tongue to do so. Native language is also used when communicating with the parents of ELL students. It is often necessary to have a translator present to guarantee understanding. When possible, an ESL student is paired with an English fluent student that is fluent in the ESL student's language to assist in fostering the English development of the ESL student.

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

ESL students are grouped in our reading program based on Ed Performance and Fountas & Pinnell assessments. Beginner, Intermediate and Advanced students specifically are taught by ESL licensed instructor. Through the pull out model, ELLs are supported in their grade level correlated to their proficiency level on the NYSESLAT.

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.

For the 2013-2014 school year we will include a focus on new admits that come to PS65Q having no English skills and speak a variety of languages at home. These students have no English training with limited formal education.

18. What language electives are offered to ELLs?

We do not have language electives offered to ELLs.

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)?

We do not have dual language program

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. Our ELL teacher, Susana Holzer, attends the following Professional Developments:
 - a. PS65Q School Professional Development on Common Core and Danielson Framework Wednesday and Thursday mornings
 - b. OELL, CNY
Reading and Writing Nonfiction for ELLs Institute : Scaffold for Success Cohort 1
September 26, December 17, January 23 and March 28
 - c. OELL, Department of Education, CNY
Unpacking NYSESLAT: Instructional Implications for ELLs - Cohort 1
December 12, January 9She will continuously register to attend more Professional Developments as they become available.
 2. Our region provides monthly ESL/Bilingual professional development for our ELL staff. They are afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional standards, instructional strategies that align with Core Curriculum, and the application of the regional ESL prototype.
 3. Staff is sent to Professional Development sponsored by the Office of ESL, Department of Education, staff is provided with books and materials for ELLs to be middle school ready. ESL professional development for our monolingual classroom teachers is being provided in order to address the large number of ESL students in grades Kindergarten to Grade 5. During our extended day professional development and grade conferences, we will present our staff with strategies and best practices in order to best meet the needs of our ELL population. Interdisciplinary teaching will be encouraged in order to give ELLs support with the vocabulary needed to enhance content area learning. We will continue to elicit the assistance of network personnel to provide high quality training. ESL teacher will continue to require professional development on differentiating instruction, especially since most classrooms are composed of students with varying levels of English proficiency and subject area expertise, as well as content area integration.
 4. The school provides 7.5 hour training to teachers that are in need of its completion. The workshop is conducted by a licensed ESL instructor. At the completion of the workshop, each teacher is provided a certificate stating they have completed the mandated 7.5 hour training and the certification is maintained in each individual teacher's file.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Through a multitude of events, the ELL parents maintain integral involvement with the school. Parent conferences in the fall and spring, Meet the Teacher Night, Parent Workshops through the Parent Coordinator, Parent Book Club, Saturday Adult ELL, Family Math Night, Daddy and Me Night and Multicultural Celebration, School Leadership Team, parent volunteers, and our extensive PTA provide opportunities for all ELL parents to be part of PS65Q.

2. Our school partners with Cornell University to provide workshops for the parents of ELL students. These programs are run throughout the year and are made known to the parents through newsletters and calendars that the parent coordinator distributes.

Specific events include: information on state testing, student data through ARIS, etc.

3. We evaluate the needs of the parents through a survey conducted by the parent coordinator during various events through the year. It is from this feedback that the school prepares activities and workshops to meet the needs of the parents. The parent coordinator is the liaison between the parents and the school and ensures that the parents' needs are met.

Specific events include: information on state testing and student data through ARIS. There are others provided by the school, however, many of the programs are created as a result of the survey identifying the needs of the parents. Parents of ESL students are also invited to attend parent events that are open to everyone.

4. Parents learn to socialize and speak the English language themselves.

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: Raymond York Elem. School

School DBN: 27Q065

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rafael Morales	Principal		1/1/01
Nicole Lake	Assistant Principal		1/1/01
Pattie Musalin	Parent Coordinator		1/1/01
Susana Holzer	ESL Teacher		1/1/01
Rosseney Zelaya	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Jan McDougal+	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: **27Q065** School Name: **Raymond York Elementary School**

Cluster: Network: **531**

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.

We use the ATS ethnicity report to ascertain the various languages of our community. Additionally, a parent survey is sent out in multiple languages to determine parent's need of oral and written translation so we can better serve the needs of the community. This information is also recorded on a form which is sent home to parents asking what language they speak at home. This is separate and apart from the Home Language Survey.

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.

43.3% of our community speaks Spanish. 36% speaks an Asian language which includes: Chinese, Bengali, Punjabi and Urdu. These findings were reported to the school community via a parent survey as well as the RSEC report in ATS

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.

All letters, calendars and meeting minutes will be translated into the necessary home languages. We rely on staff and parent volunteers to assist in translation. All documents that we are unable to translate, are sent to NYCDOE translation unit for translations. The Bill of Parent Rights and Responsibilities is available to parents in their home language. A staff member is paid per session to translate all documents that are to go to the homes of students or parent volunteers assist in translation.

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.

Staff and parent volunteers provide all oral interpretation services if the need arises whenever applicable. Staff is available at parent meetings, PTA conferences as well as one to one parent meetings. Parents volunteers are also used to provide translation services at meetings. Electronic translators were also purchased to aid in this process.

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>.

Upon registration, parents will be informed that translation services are available and interpreters can be provided. The parent coordinator will keep a list of those parents that require services. This information is also posted within the main office and the vestibule of the building. Outreach will be made to newly registered students' parents who have completed the home language survey and indicated a language other than English as the first language. Information on these services will be displayed prominently in the Parent Association room, main office as well as the main lobby of the school. Furthermore, notification will be given to parents of these services through a correspondence letter in September. Staff and parent volunteers provide all oral interpretation services if the need arises whenever applicable. Staff is available at parent meetings, PTA conferences as well as one to one parent meetings. Parents volunteers are also used to provide translation services at meetings. Dept. Of Ed. translation services are also used for Parent Teacher Conferences.

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: Raymond York Elementary School | DBN: 27Q065

This school is (check one): conceptually consolidated (skip part E below)
 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):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 30

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 2

of certified ESL/Bilingual teachers: 1

of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: This program will provide preparation for students for the NYSESLAT exam. Historical data has shown that our ELL population has benefited tremendously from this program in past years. In 2012-2013, approximately 27% of our ELL population scored proficient on the NYSESLAT exam. To ensure similar results for this subgroup, the program will be implemented once again. It will cover the Reading, Writing, Listening and Speaking strands of the NYSESLAT. Grades 2-5 students will be represented. All ELL students in Grades 2-5 will be invited to participate in the program. The program will be held on Mondays and Wednesdays from 3:00-5:00. It will begin in November and end in May 2013 for a total of 45 sessions. The language of instruction will be English. There will be two teachers in the program. Materials used include Achieving on the NYSESLAT by Pearson. Teachers will provide instruction to students in the core areas of the NYS NYSESLAT exam.

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:

CCLS Literacy, Envision Math Professional Development and professional development in Writing Workshop will be provided. We will provide ongoing ESL professional development for our ELL teacher through consultants and CFN staff. The ESL teacher will also go to staff development provided by NYCDOE regarding the instruction of ELL student.

Training through Scholastic will be provided for the staff. They are afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional standards, instructional strategies that align with our curriculum, and that of the Department of Education. Professional development opportunities will also be explored through BETAC.

Training dates are 10/18 11/1, 11/15, 12/6, 12/13, 1/10. In addition to these dates, monthly professional development is provided at the network level for ELL staff.

ESL professional development for our monolingual classroom teachers is being provided in order to address the ESL students in all grades. During our extended day professional development and grade conferences, we will present our staff with strategies and best practices in order to best meet the needs of our ELL population. Interdisciplinary teaching will be encouraged in order to give ELL's support with

Part C: Professional Development

the vocabulary needed to enhance content area learning. We will continue to elicit the assistance of Department of Education personnel to provide high quality training. ESL teachers will continue to require professional development on differentiation, ELA preparation, vocabulary development and content area 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: : Parents will receive opportunities for workshops on ESL strategies, literacy strategies and mathematics. School wide parent workshops will be communicated in home language as well as all parent memorandums and calendars. Translation services will be provided for parent contact.

Workshops will occur from Sept. through June. Dates include Nov. 9, Nov. 23rd., Dec. 7th, Dec. 21st, January 11th, January 25th, February 8th,15th and 29th. March 7ty, 14th, 21st and 28th. Topics will include but are not limited to the following:

What are the Common Core Standards?

Unwrapping the NYC Dept of Ed. Instructional bundles

How can I ask my child better questions?

How can I engage my child in math tasks in the home that mirror CCSS tasks?

How can we help my child be a better writer?

How can I help my child be a better writer in mathematics?

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 		

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.
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		