



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ANTHONY J. PRANZO SCHOOL
DBN (i.e. 01M001): 24Q113
Principal: ALEJANDRO MEGIAS
Principal Email: AMEGIAS@SCHOOLS.NYC.GOV
Superintendent: MADELENE CHAN
Network Leader: DANIELLE GIUNTA

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
Alejandro Megias	*Principal or Designee	
Frank Biondo	*UFT Chapter Leader or Designee	
Lisa Comaianni	*PA/PTA President or Designated Co-President	
Lori Cherkes	DC 37 Representative, if applicable	
n/a	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
n/a	CBO Representative, if applicable	
Kathleen Smith	Member/ Teacher	
Joseph Roccaro	Member/ Teacher	
Paula Fitzpatrick	Member/ Dean	
Josephine Fawcett	Member/ Parentt	
Genalin Kalpaxis	Member/ Parent	
Vicki Richardson	Member/ Parent	
Maria Coleman	Member/ Parent	
Teresa Piparo	Member/ Parent	
Timothee Turner	Member/ Observer only/Asst. Principal	
Jessica Elias	Member/ Observer only/Asst. Principal	
Jomarie Henry	Member/ Observer/ UFT Co-Ch.Leader	
Nicola Lynch	Member/ Observer/Teacher	
Connie Schwartz	Member/ Observer/Parent Coordinator	
Laurie Martinez	Member/ Observer/Security Agent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, teachers will address the writing demands of the Common Core Learning Standards by increasing the number of pieces that each student writes across curriculum areas by implementing the 6+1 Writing Traits rubric with pre unit and post unit writing samples so that the average proficiency rating for short and extended response for students in grades 4-7 will increase by 5% as measured by the New York State English Language Arts Exam.

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.

A review of data (2013 NYS ELA exam) indicates that students in grades 4-7 performed lower in writing short and extended responses. Scores were higher for the multiple choice questions by an average of 4%. An analysis of student work by teacher inquiry teams, including MoSL baseline assessment data and student writing assignments, indicates that all students need to build upon writing skills across subject areas.

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

All teachers will implement the 6+1 Writing Traits in all grades K-8

1. Calibration on the specific grade level writing rubrics through an analysis of student work
2. Creation of a vertical team to calibrate levels of performance from grade to grade across the school
3. Teachers will provide specific actionable feedback to students on writing tasks using the language of the rubric
4. Students will become familiar with rubric language so that they can conduct self-assessments of their own writing as well as peer assessment
5. In depth conversations about writing will take place in each classroom so that students and teachers have a greater understanding of the features of good writing as evidenced in the common writing rubric

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

1. Grade level teacher teams in all grades K-8
2. English Language Arts Vertical Lead Team with one representative of each grade
3. All classroom teachers
4. All classroom teachers
5. All classroom teachers

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

1. Grade level teacher teams will analyze student writing to develop coherence in scoring expectations.
2. English Language Arts Vertical Lead Team will analyze student writing coherence in scoring expectations across grades.
3. Teacher teams will collect and analyze samples of student feedback to ensure that rubric language is being used to identify student writing strengths and next steps.
4. Classroom teachers will collect samples of student self-reflections and peer to peer reflections to evaluate student understanding of the rubric and feedback process.
5. School leaders will conduct formal and informal observations (depending on option chosen by teacher) to evaluate the effectiveness of classroom writing conversations.

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

1. Three (3) times per year from September 2013 to June 2014
2. Three (3) times per year from September 2013 to June 2014
3. Every 4-6 weeks – after the completion of a writing task
4. A minimum of one per month with writing partners from September 2013 to June 2014
5. A minimum of 3-4 times per year from September 2013 to June 2014

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

1. No cost associated with this activity.
2. Per session rate for team teachers for an average of 6-8 hours.
3. No cost associated with this activity.
4. No cost associated with this activity.
5. No cost associated with this activity.

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).

Parent workshops will be held throughout the school year to provide information to parents on the 6+1 Writing Traits rubric.

Budget and Resource Alignment

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

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

No additional funding sources.

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, 95% of teachers will possess a normed understanding of competencies 1e, 3b, 3c and 3d from Charlotte Danielson's Framework for Teaching included in the new teacher evaluation and development system to improve pedagogy by focusing on lesson design, assessment, questioning, and discussion techniques to improve pedagogical delivery and practices.

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.

A review of data (NYC Progress Report, 2013 NYS ELA exam) indicates a need to increase student progress through improving pedagogy. For 2013-2014, our instructional focus will be to improve teacher practices and to develop coherence in student expectations for student outcomes schoolwide.

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

All teachers will participate in professional growth practices that shift teaching practices.

1. A minimum of two (2) opportunities for teachers to observe practice videos across components 1e, 3b, 3c and 3d of the Danielson rubric.
2. All teachers will complete two (2) self-reflections of their practice within the specified domains of the Danielson rubric.
3. All teachers will write a minimum of two (2) effective lessons in accordance with the Danielson rubric.
4. All teacher teams will evaluate student and teacher work a minimum of two (2) times using a common protocol for analyzing student work.
5. All teachers will modify practice according to feedback received from the frequent cycles of observations.

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

1. Principal, assistant principals and all teachers.
2. DOE talent coach will work with principal and assistant principals on calibrating their understanding of the Danielson rubric.
3. Principal and Assistant Principals will conduct professional development for all teachers for developing effective lessons.
4. All teacher teams.
5. Principal, assistant principals and all teachers.

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

1. By the end of the 2013-2014 school year, school leaders and teachers will agree with the calibrated rating 75% of the time as to whether teacher practice, as observed in training videos, represents Highly Effective, Effective, Developing or Ineffective practice in components 1e, 3b, 3c and 3d.
2. Self-assessments will be used after each formal (announced) and informal (unannounced) observation to measure the alignment between the teacher's self-assessment and observed practice.
3. Teachers will share their Effective lessons during collaborative inquiry, teacher team meetings, observation cycles and artifact submissions.
4. The Principal and Assistant Principals will analyze student work and assessment data to evaluate the alignment between improved teacher practice and an increase in student achievement.
5. Based on feedback from observed lessons, teachers will increase their HEDI rating in 1e, 3b, 3c and 3d by an average of 0.5 scale points..

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

1. Teachers will participate in calibration activities at least two (2) times during the school year from September 2013 to June 2014.

2. After each formal and/or informal observation – varies based on observation option chosen by each teacher.
3. At all grade and faculty meetings and during weekly 50 minute professional development sessions.
4. A minimum of two (2) times per year from September 2013 to June 2014.
5. Modifications to lessons will take place within two (2) weeks after the end of each observation cycle.

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

1. No cost associated with this activity.
2. No cost associated with this activity.
3. No cost associated with this activity.
4. No cost associated with this activity.
5. No cost associated with this activity.

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).

Parent workshops will be held throughout the school year to provide information on new programs including implementation of new instructional practices.

Budget and Resource Alignment

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

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

No additional funding sources.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, teachers will address the demands of the Common Core Learning Standards by developing a shared understanding of best practices in implementing new ELA curriculum programs so that the average proficiency rating for students in grades 4-7 will increase by 5% and will result in the school progress rating increasing by 2%.

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.

A review of our most recent NYC Progress Report indicates that student progress (a grade of "C") is below city and peer averages and an area in need of improvement. A review of data, (2013 NYS ELA exam), indicates that student proficiency (number of students at Level 3 or Level 4), while above the city and peer average, is still an area of concern. Teacher teams reported a lack of clarity and inconsistent alignment across the grades in instructional programs. Therefore, we identified a need to develop unified, school-wide best practices in curriculum.

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. All teachers will implement the new ELA curricula (Ready Gen, Codex and Foundations K-2)
2. Vertical Lead Teacher Team will create a common framework of best practices to share across the school.
3. Teachers will establish curriculum maps and lesson plans to share across the grade.
4. Teachers will participate in training on Codex, Ready Gen and network training.
5. All teachers will participate in professional development on best practices for all new curricula.

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

1. Principal, Assistant Principals, all classroom teachers.
2. Vertical Lead Teacher teams with representatives from each grade.
3. Teacher inquiry teams.
4. Teachers from grades K-8.
5. Principal, Assistant Principals and teachers to provide training/turnkey training in new curricula.

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

1. Classroom observations will provide feedback on implementation through evidence of student work, classroom discussions and student engagement.
2. Vertical Lead Teacher team will continue to evaluate feedback from teacher teams to revise and share resources across the grades.
3. Teacher teams will evaluate, revise and share effective lessons through analysis of student work and tracking of improvement on multiple assessments.
4. Lead teachers will attend training and turnkey professional development to teacher teams.
5. School Leaders will conduct formal and informal observations and provide feedback on increase in levels of rigor in student work, text complexity, questioning and discussions.

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

1. New curricula will be implemented starting in September 2013 through June 2014.
2. Vertical Lead Teacher team will meet monthly from September 2013 – June 2014.
3. Ongoing during weekly teacher team meetings from September 2013 – June 2014.
4. 4X during the school year.
5. At monthly faculty conferences and during weekly teacher team meetings.

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

1. No cost associated with this activity.
2. No cost associated with this activity.
3. No cost associated with this activity.
4. No cost associated with this activity.
5. No cost associated with this activity.

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).

Parent workshops will be held throughout the school year to provide information on the new curricula programs.

Budget and Resource Alignment

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

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

No additional funding sources.

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	Gr. 1&2 – Double Dose Foundations Gr. 1&2 - Foundations Gr. 3-8 – iReady/NYReady	Small group Whole class Small group	Extended day – 2x/week During school day Extended day – 1x/week
Mathematics	Gr. 3-8 iReady/NYReady	Small group	Extended day – 1x/week
Science	A variety of leveled nonfiction materials in the science content area	Embedded in increased nonfiction reading in ELA instructional periods	During the school day
Social Studies	A variety of leveled nonfiction materials in the social studies content area	Embedded in increased nonfiction reading in ELA instructional periods	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	BereavementGroup(SchoolPsychologist) Children of Divorce(Social Worker) Anti-Bullying Assembly Program (Dean) Beautiful Me Program (Girls gr.4-6)	Small group, one-to-one Small group, one-to-one Large group-assembly Small group	Before/After school/2x/month Before/After school/2x/month 1x/year After school/2x week

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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;

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;
- 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 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 School-Parent Compact is distributed and discussed with parents each year;
- publication of a School Handbook (translated into Spanish, Russian and Chinese)
- providing parents with a monthly newsletter from the Parent Coordinator
- utilizing School Messenger for important and timely notifications

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; Meet the Teacher Night; Parent Orientation for Middle School Parents; additional Parent-Teacher Conference for Level 1&2 students

Provide general support to parents by:

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

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- providing workshops for parents to help support academic achievement, e.g. Thinking Maps; Common Core Curriculum; 6+1 Writing Traits; Middle School Math Night; Elementary School Math Night

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 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., School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 24	Borough Queens	School Number 113
School Name Anthony J. Pranzo		

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 Alejandro Megias	Assistant Principal Timothee Turner
Coach type here	Coach type here
ESL Teacher Tara Weiss	Guidance Counselor
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other Giuvella Leisengang
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	1	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	1	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)	965	Total number of ELLs	27	ELLs as share of total student population (%)	2.80%
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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	2	2	2	2	2	2	2	1	2					17
SELECT ONE														0
Total	2	2	2	2	2	2	2	1	2	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	5
SIFE	0	ELLs receiving service 4-6 years	2	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	25		4	2		1				27
Total	25	0	4	2	0	1	0	0	0	27

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	2	3	1	3	1	1	1	1	2					15
Chinese			1	1										2
Russian			1											1
Bengali														0
Urdu														0
Arabic				1				1						2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	2					1								3
Albanian	1													1
Other	1			1			1							3
TOTAL	6	3	3	6	1	2	2	2	2	0	0	0	0	27

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)			1			1			1					3

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)	2	3	2		1	1			1					10
Advanced (A)	1		4		1		2							8
Total	3	3	7	0	2	2	2	0	2	0	0	0	0	21

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					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.
 1. Our school uses TCRWP, Fountas and Pinnell, the NYC Performance Task Assessments (MOSOL) and I Ready to assess the early literacy skills of our ELLs. The results tell us that children who have early English Language experience are more likely to well on these assessments and therefore need authentic experiences in the English language. This information helps teachers plan effective differentiated lessons.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. Children who are not exposed to the English Language usually score at the Beginning Level of the LAB-R. For Kindergarten and Grade 1, the Reading part on LAB-R and the NYSESLAT are more difficult than Listening and the Speaking parts. For Grades 2 and up the reading and writing have always been more difficult for children to pass.
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](#))

The NYSESLAT results revealed ELLs strengths and weaknesses in specific modalities. Data indicates that listening and speaking are the easiest for these students. The same results revealed that reading and writing are the most difficult for everyone, including some of the ELLs at the more advanced levels. Instruction is differentiated in all subject areas for all students, including ELLs in order for students to make measurable gains. ELLs students receive content instruction assessed in the different language modalities to ensure growth and progress in these areas.
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?
 4. A. Students who have a limited experience with the English Language find it very hard to pass the LAB-R. The longer they stay in the program, however, the more exposure to English they have in class. As a result, there is a marked improvement in their performance. Reading and Writing continue to be more difficult parts of the test. ELLs perform better in their native language than in English.
 - B. The school leadership team and the teachers may examine the results of the ELL Periodic Assessment to see how students fared. They use data to identify ELLs strengths and weaknesses. They can then refocus their attention toward helping the ELLs more effectively.
 - C. An examination of the LAB-R and NYSESLAT results from recent years of revealed ELLs strengths and weaknesses in specific modalities. Data indicates that listening and speaking are the easiest for these students. The same results revealed that reading and writing are the most difficult for everyone, including some of the ELLs at the more advanced levels.
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?
 6. Second language development is considered in instructional decisions by providing students with scaffolds in the classroom. These include visuals, Thinking Maps, tiered vocabulary word walls and other strategies for ELLs. The ESL teacher and classroom teachers work together to ensure that proper strategies are used with ELLs and native language supports are provided as needed.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

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

Parents continue to request the ESL classes for their children. ELLs are receiving the help they need to be successful as indicated by the assessment data in all subject areas and on the NYSESLAT.

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](#).)
P1. When a child, new to the NYC school system is enrolled, an HLIS form is given to the parents to determine the language spoken at home. Tara Weiss, a certified ESL teacher assists with the completion of this form and conducts an oral interview with the parents and child in English as well as in the native language. We contact the Translation and Interpretation Unit to provide translation services for this interview if none are available at the school. If it is determined that the child speaks a little or no English, then he/she is tested with the LAB-R by the certified ESL Teacher. This is the child's Initial Assessment in the ELL Identification process. If a Spanish speaking child fails the LAB-R, the Spanish LAB is administered by a certified teacher trained in the Spanish LAB. This is done to find out the child's language dominance. A child scoring at the Beginning Level, Intermediate Level, or Advanced Level in the LAB-R is qualified as an ELL.
The frequency and amount of instruction time a student spends in the program depends on his/her proficiency level and is aligned with the NYS mandated requirement. In the Spring, ELL students take the NYSESLAT to measure their proficiency.
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.
2. After the LAB-R is administered (within 10 days of school starting) and hand scored the entitled students parents receive an invitation to the Parent Orientation in their native language with a slip confirming their attendance or rescheduling for a meeting at another time. If the parent does not send the child in with the slip a call is made home to the parents in the native language to confirm or reschedule. When parents attend the Parent Orientation they view the Program Choice video in their home language, are given the ELL program brochure in their home language which describe the three ELL program choices (Transitional Bilingual, Dual Language, Freestanding ESL). We contact the Translation and Interpretation Unit to provide translation services for this meeting, or to set up another meeting with the parent, if none are available at the 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](#)].)
3. When all parents understand the different components, Program Selection Forms, Parent Surveys and Entitlement Letters (in the Native languages) are distributed and completed at the Orientation Meeting, so parents can choose the appropriate program for their children. Parents who cannot attend the Orientation Meeting receive the forms from their children or by mail. Calls and /or written requests are made to ensure that all forms are returned. Completed entitlement letters, Parent Surveys, and Program Selection Forms are maintained on file by the ESL teacher. Parent choice results are also entered on the ATS system.
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.
4. At PS/IS 113Q, we offer the Freestanding ESL program. All other options are explained to parents, using translators when necessary, to ensure understanding. Our small population of ELL students come from several different native language backgrounds. Consequently, the Freestanding ESL program best suits the needs of our students. Continued Entitlement letters are sent home with children or given give to parents if they come to a meeting within the first ten days of the school year, after the LAB-R has been administered and hand scored. These letters are maintained by the ESL teacher.
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.
5. All ELL students take the NYSESLAT in the spring, within the allotted time frame provided by the state, to determine English Language Proficiency. The certified ESL teacher schedules students to take all sections of the exam in the proper grade band, setting and with all modifications necessary in all four modalities: reading, writing, listening and speaking. A letter with the schedule is sent home prior to the exam with the student, in the home language, to inform parents of the schedule and ensure attendance and preparation.
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. ①

6. ELL parents have always requested the Freestanding ESL. In the year 2013-2014, all eight parents (of the 8 new ELL students) chose the Freestanding ESL program after being presented with information about all three programs available in NYC in the native languages. In the year 2011-2012 ten parents (of the 12 new ELL parents) chose Freestanding ESL. One choose Dual Language as their first choice and one choose Transitional Bilingual Education Program. Each parent was presented with the option of sending his/her child to another school offering those programs. Each parent chose to keep his/her child at PS/IS 113Q to participate in the Freestanding ESL program. In 2010-2011 all sixteen parents requested the Freestanding ESL program.

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])?
 1. A. At PS/IS 113Q, we utilize a pull out program model. Our small population of ELL students is represented in almost every grade and by several different languages. A pull out program serves our students' needs. The ESL teacher and the classroom teacher work closely to plan curriculum alignment to ensure that all instruction meets the literacy and content area needs of our ELL students.
 - B. For ESL periods, our students are grouped heterogeneously by age/grade for instruction. We group students by different proficiency levels because we believe that children learn from their peers as well as from direct instruction.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

2. A. A certified ESL teacher plans schedules with classroom teachers to ensure that students receive the mandated number of instructional minutes according to their proficiency levels. Beginning/Intermediate ELL students receive two periods of ESL instruction four times weekly to meet the requirement of 360 minutes per week. Our Advanced students receive one period of ESL instruction four times weekly to meet the requirement of 180 minutes per week. In addition, students receive ELA instruction in the classroom a minimum of five times a week.

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.

3. The ESL teacher plans his lessons in the different content areas using English as the medium of instruction. Our students go through a rigorous Common Core based curriculum. Instruction includes read aloud, partner reading, individualized reading, guided reading, interactive reading, accountable talk, collaborative learning, as well as modeling which allows the students to develop basic interpersonal communication skills and cognitive academic language proficiency. The ESL teacher utilizes a variety of instructional materials including communication skills and cognitive academic language proficiency. The ESL teacher utilizes a variety of Common Core based instructional materials including Code X, Ready Gen, Go Math, manipulative for math and science, computers technology, leveled library books and Common Core non-fiction texts. Classroom teachers differentiate instruction for ELL students. Peer instruction and cooperative learning with other students helps facilitate English acquisition. Some content area materials are available in our languages. Where appropriate, ELL students are provided with translated versions of current curriculum materials in order to ease the acquisition to English (e.g. science curriculum materials are available in Spanish and provided to students when appropriate). The ESL teacher works closely with classroom teachers to integrate content area work with ESL instruction to make it more comprehensible.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

4. Spanish speaking students who failed the LAB-R are tested with the Spanish LAB to determine their language dominance. Children who speak other languages bring their knowledge and skills from prior learnings to their ESL classes. Ideas, skills and knowledge are used for evaluation purposes. Native language serves as support for the child in the ESL class. The teacher can involve a new student in class activities by allowing him to respond through drawing, reading, retelling in the native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

5. The ESL and classroom teachers provide content based instruction in all four modalities (reading, writing, listening and speaking). The students are given opportunities to practice and master the different modalities through strategies such as turn and talk, using technology to watch videos, writing prompts and meaningful experiences in the different modalities through content.

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).

6. A. N/A

B. ELLs in the US less than three years are targeted for Foundations classes and Extended School Day Program.

C. For ELLs receiving service 4-6 years, classroom teachers and ESL teachers target lessons, skills and strategies to help students prepare for state exams. In addition, the ESL teacher provides additional language skills practice to foster fluency and comfort in the English Language.

D. The ESL teacher identifies the special needs of these students and provides differentiated skill lessons. This is to bring success and raise the achievement level of these students.

E. Former ELLs are given all testing accommodations and are seen by the ESL teacher at risk, one or more times weekly, based on the classroom teacher recommendation.

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?

Our education materials correspond to our ELL students' ages and grade levels. Teachers use common planning to discuss content area texts which include just right, common core non-fiction books. Teachers discuss skill strategies and best practices for all students including ELLs and SWDs. Some examples would be utilizing small group instruction, one-on-one instruction, and peer group work to enable ELL-SWDs to receive content area instruction that best meets their needs. ELL-SWDs are included in mini lessons to model the skill to demonstrate understanding. Teachers incorporate accountable talk in their instructional classroom activities. Teacher teams are developing rigorous Common Core tasks for challenging and in depth classroom activities that

include ELLs and SWDs.

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

Our school differentiates instruction to reach out to the diverse needs of our students, especially the ELLs and SWDs. We provide our students with carefully planned next step activities that are rigorous. ELLs, SWDs and other children from mainstream classes are provided help within the regular school day and during two fifty minute classes as part of our Extended School Days. The ESL teacher works with the Special Education to ensure that IEP goals are being met.

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

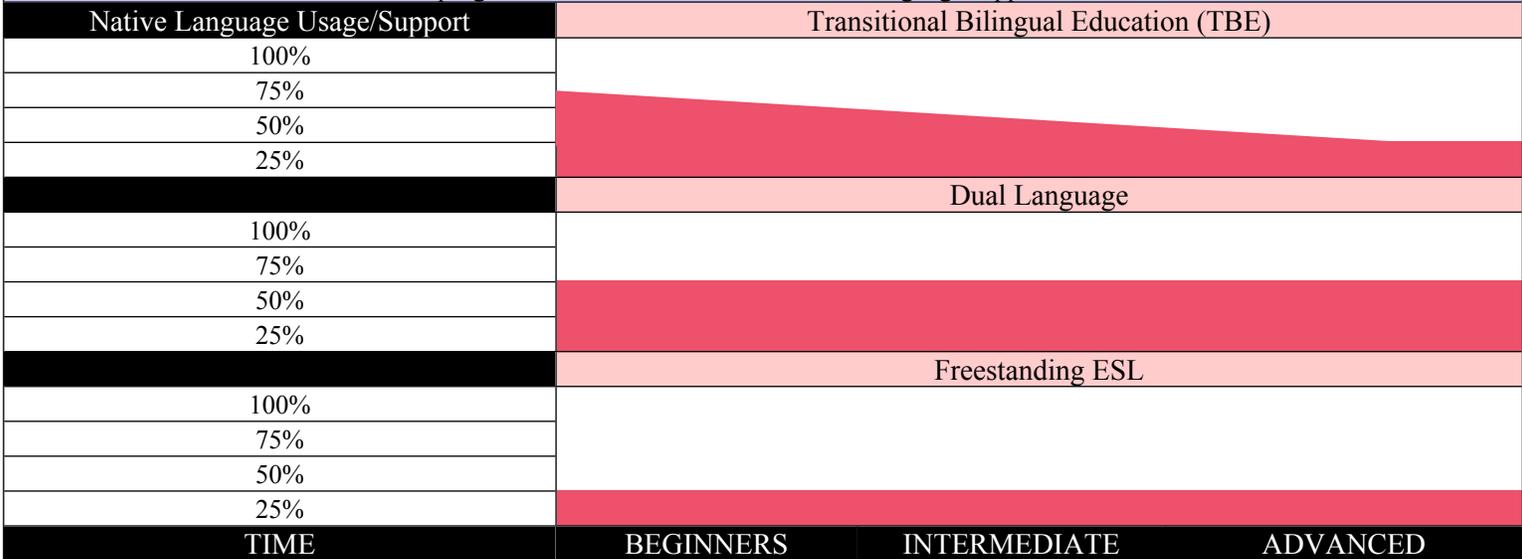
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.
9. Targeted intervention services for ELL students include: Extended Day Program; Foundations (K-2); Rosetta Stone; ESL Reading Smart and other technology based instruction. These programs are provided to any ELL student as needed. Need is determined by data from assessment exams in ELA, Math, Science and Social Studies, the NYS ELA exams, NYS Math exams, the NYSESLAT, teacher observation and evaluation of student work. Instructions are in English.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current ESL program is content based but scaffolded to meet the needs of the diverse ELL population of our school. Students receive language support through strategies that foster language development and understanding, while being exposed to Common Core based curriculum. The success of the program as seen through the data collected from the NYSESLAT.
11. What new programs or improvements will be considered for the upcoming school year?
- All ESL services will continue and will be based on the rigor of the Common Core.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students are afforded equal access to all school programs such as all after school and supplemental services offered at PS/IS 113Q. At PS/IS 113Q we have a diverse staff with a range of languages spoken who are able to provide native language support to our ELL students and ensure involvement in all programs and events.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials used to support ELLs include: Rosetta Stone, Leap Frog, StarFall, Study Island (all computer based programs), ESL Reading Smart, as well as literature books, tapes, picture cards, read alouds, and close reading. Content area materials are provided in English. Where available and appropriate, translated versions of curriculum materials are offered to students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is provided in our program. Children read books, magazines, newspapers and comics in their native languages. They retell the stories that they read in English. They translate words, phrases, sentences, and even stories from many genres from their native language into English. Bilingual dictionaries are available to assist students as well as native language library books.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Our educational materials correspond to our ELL students' ages and grade levels. Required services and support are tailored to an ELL students' age and grade level. The guidance counselor services small groups according to their age and grade. OT and PT services are provided one to one or in a small group setting by age or grade level. Speech services are provided according to need within appropriate age and grade level.
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.
- We provide an Orientation Meeting for our newly enrolled ELLs and their parents. At this meeting, parents are given the school handbook, which is available in several languages including Spanish, Russian and Chinese. This handbook informs them about the school policies.
18. What language electives are offered to ELLs?
- All Grade 7 and 8 students take Spanish, Grade 6 and 7 take Art.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

1. Professional development takes place throughout the year and during the following times: November (Election Day PD) and June (PD Day). All staff, including assistant principals, teachers and paraprofessionals, participate in the professional development. Workshops include topics specifically relevant to the ELL student as well as content specific topics such as Go Math, Ready Gen, Study Island (technology based program), Common Core standards in both ELA and Math. Each topic include best practice strategies for the teaching of ELL students. Additionally, professional development will be offered to meet the individual needs of our staff as part of our ongoing customized PD program. When a new ELL student enrolls at PS/IS 113Q, teachers can receive resources, learning strategies and instructional guidelines to enhance the education of that student. We achieve this by collaborating with the ESL teacher, professional developer, other staff members and administration in a thorough and timely manner.

2. Professional development is offered to teachers of ELLs as they engage in the Common Core Learning standards through workshops on topics such Go Math and Ready Gen. The ESL teacher attends monthly ELL Liason meetings which discuss ELLs and the Common Core strategies which include strategies and scaffolds for the ESL teacher and all staff to with ELLs. The ESL teacher also attends PD's organized by NYC DOE on ELL specific Common Core strategies such as Non-Fiction Comprehension for ELLS.

3. Since we are a PS/IS school with Kindergarten-8th grade, we ensure that all of our students will continue to receive the same services and support as always. We are preparing our current 8th grade students, including ELLs, for the transition to high school through meetings, workshops, fairs, and other school events. The guidance counselor works closely with students on the high school application process. The parent coordinator reaches out to inform the parents of fairs and events. The administration of PS/IS 113Q has consistently supported its staff by providing whatever resources are needed to accomplish its goals. Elementary students prepare for Middle School by increasing independent work time and promoting responsible behaviors for all students. ELLs of all grade levels , and all students, are explicitly shown and modeled what is expected of them both socially and academically as students transition into the upper grades. The guidance counselor provides knowledge of the High School application process and providing information about ELL programs and instructional needs as the students tranistion grades.

4. All staff are able to avail themselves of all professional development opportunities. This exceeds the requirement of 7.5 to 10 hours as mandated as per Jose P. Topics can include: How Can I Get to Know My English Language Learners, How Do Cultural Differences Affect Teaching and Learning? How Can I Ease Newcomers Into the Routines of My Classroom? What Do You Know When You Know Language? Learning a Second Language in School, The ELL and the Common Core Standards. Attendance sheets and agendas are maintained to serve as a record of professional development and provided by the DOE and network 207.

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. Parents are integral part of our PS/IS 113Q community. We have an active and involved PTA. ELL parents are encourage to attend PTA meetings, volunteer for school functions and participate in school trips. Our parent coordinator distributes a monthly newsletter informing parents of upcoming school and parent involvement.
 2. N/A
 3. We evaluate the needs of our parents through attendance at meetings, opinion surveys and questionnaires. The parent coordinator is always available to meet with parents to answer questions and determine the ir needs in a useful, thorough and timely manner.
 4. Correspondence for parents in provided in different languages. The parent coordinator works closely with the ESL parents and teacher of ELL students to ensure that their concerns are heard and their needs met. ELL parents are provided with translated meeting agendas and handouts. Translation services are available during parent teacher conferences.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q113 School Name: Anthony J. Pranzo

Cluster: 2 Network: 207

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.

Parents are asked to fill out an HLIS survey form when they come in to register their children for the first time. This provides important information as to languages spoken at home by parents and guardians. In addition, surveys are sent home to all families each September to enable us to collect information and assess our needs in planning for the upcoming school year. On these surveys, we request information about native languages as well as solicit comments from parents to help us in setting our goals and plans. The Parent Coordinator reaches out to families to inform them of translation services available.

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.

After all the information is reviewed, our school's needs and priorities are assembled. We have determined that we need to continue to provide written and oral translation services to parents to enable them to participate fully in their children's education. Translations are needed in the following languages: Spanish, Polish, Albanian, Russian, Chinese, Arabic and Italian. Important information is shared in several ways. Notices are sent home in different languages, as families request. Our parent coordinator is available to address questions and immediate concerns and to assist in obtaining translations. Translation services are provided by the DOE. Additional translation services are provided by teachers and / or paraprofessionals who are available on a daily basis and during Parent-Teacher Conferences, Parent Workshops or as needed. Teachers are informed and utilize these services. PTA meetings are widely advertised. Our staff continually reaches out to families through letters and personal contact.

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.

PS/IS 113 will translate our Student Handbook into Spanish, Chinese and Russian. Translation services will be provided by the Department of Education Translation Services. Translated documents and notices provided by the Department of Education will be utilized when appropriate for our needs. Parents receive all documents, including the Parents Bill of Rights in their home languages. Other documents will be translated by school and staff and/ or parent volunteers on an "as need basis".

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

We have determined that we need to provide oral interpretation services to parents to enable them to participate fully in their children's education. Oral interpretations are needed mainly in the following languages : Spanish, Polish, Albanian, Arabic, Chinese, Russian and Italian. Our parent coordinator is there to promote the availability of these services and to assist in obtaining them. Services are provided by our in-house staff of administrators, teachers, paraprofessionals and school aides who are available on a daily basis and during Parent-Teacher Conferences, Parent Workshops, one-on-one meetings and as needed. Utilizing per session hours when needed after or before the school day, a school aide or paraprofessional will be available to provide oral translation of conversations and/ or documents. Translators will be available during Parent-Teacher Conferences to assist as needed. Teachers are informed and utilize these services. Additionally, school staff and parent volunteers will provide oral interpretation on an "as needed basis". Posters are in the main office, in home languages, to ensure parents know of the resources available.

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>.

In accordance with the Chancellor's regulations regarding parental notification, we strive to provide these services to our school family. In September, we distribute a Student Handbook which is available in several languages in addition to English, including Spanish, Polish and Russian. All notices are prominently displayed in the lobby of the school visible to all visitors. Translations are available. All important school documents including the CEP and School Safety Plan are shared with the School Leadership Team and school community. Translation services are available, when necessary, to ensure that critical information is disseminated to all parents. We utilize the DOE translation services, where applicable, as well as our in-house staff. We will continue to adhere to all of the policies of the Chancellor's Regulations.