



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE ABIGAIL ADAMS ELEMENTARY SCHOOL

DBN (i.e. 01M001): 29Q131

Principal: MR. RANDOLPH FORD

Principal Email: RFORD@SCHOOLS.NYC.GOV

Superintendent: LEONON MURRAY

Network Leader: QADIR DIXON

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
Randolph Ford	*Principal or Designee	
Charles Bunshaft	*UFT Chapter Leader or Designee	
Avian Davis	*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	
Stephen Schiavo	Member/ Teacher	
Gloria Sealy	Member/ Teacher	
Laura Kent	Member/ Teacher	
Crystal Parker	Member/ Parent	
Akilah Folami	Member/ Parent	
Sharla Khargi	Member/ Parent	
Sonia Jodah	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	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, 100% of the teachers will obtain an effective overall rating in the questioning and discussion technique component on the Danielson 2013 Rubric.

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.

During the 2012-13 school year, the administrative team worked along side Network Talent Coaches to begin the informal observation feedback protocol using the Danielson components 3b, 3d, and 1e. From the 21 informals conducted, 18 of them received actionable feedback in the needed area of Questioning and Discussion Techniques (3b).

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. Teachers will attend one full day of professional developments with Junior Great Books.
2. Teachers will have eighteen consultation days working one on one with a Junior Great Books representative.
3. All teachers will receive actionable feedback at least six times this year from the administrative team on how to best move their practice toward effective in this component.
4. Teachers College Staff Developers will focus on questioning and discussion techniques during their ten visits this school year.

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

1. Principal, Assistant Principal of Literacy, Literacy Coach, K-5 classroom teachers, and Junior Great Books Consultant

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

1. The informal observations conducted throughout the year in conjunction with the summative evaluations.

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

September 2013 – October 2013: Initial planning conferences with teachers to discuss professional goals PD: Danielson Domains 1-4;

October 2013 – December 2013: Complete informals cycle #1 with actionable feedback; PD: Danielson Domains 1-4

December 2013 – February 2014: Complete informals cycle #2 and 3 with actionable feedback; PD: Book study of “Thinking Through Quality Questioning” by Walsch and Sattes

February 2014 – March 2014: Complete formals for option 1 teachers with actionable feedback; PD: Book study of “Thinking Through Quality Questioning” by Walsch and Sattes

March 2014 – May 2014: Complete informals cycle #5 and 6 with actionable feedback; PD: Book study of “Thinking Through Quality Questioning” by Walsch and Sattes;

June 2014: Summative evaluations and review of professional goals in 3b.

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

In order to meet our goal we have created a professional development plan. Our school used a school based option to designate Thursday mornings as professional development time for teachers (8:00-9:00am.) We are providing teachers with professional development around the new teacher evaluation system and we will be working on a book study on improving questioning and discussion in the classrooms utilizing the book “Thinking Through Quality Questioning” by Walsch and Sattes. All teachers will have a common prep period each week to discuss best practices and strategies that are working for them.

A Junior Great Books consultant will meet with all teachers 2x a year working directly in their classrooms during the Junior Great Book periods to strengthen questioning and discussion techniques with the students.

Actionable feedback for every informal observation will be given in person and will focus on best practices for questioning and discussion techniques. Every teacher will be asked to submit a reflection to the administrative team after implementing the feedback strategies discussed during the informal. The literacy coach will set up a two month block schedule for each teacher who is rated ineffective in component 3b, Questioning and discussion. Weekly cabinet meetings will discuss the individual resources and needs for each 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).

The Parent Coordinator attended a full day parent workshop at Teachers College. She will conduct a series of workshops for parents supporting them in the area for questioning their child(ren) after reading their child(ren) a book and in addition to foster parental involvement we will do the following:

- a) providing parents with training on strategies to teach comprehension skills
 - to their children-Family Literacy Nights
- b) CCSS testing workshops for ELA and Math.
- c) Providing monthly parent newsletters to keep parents abreast of what their children are working on in school in all curriculum areas.
- d) Parent Volunteers giving homework help in their home language.
- e) Series of ESL workshop for parents of ELLs to help support learning at home.
- f) Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions.
- g) School-wide Scholastic Book Fair in the month of December.

The school will educate staff in how to reach out to communicate with and work with parents, and build ties between parents by: see below in the next box

- a) Teachers will have daily access to phone translation to communicate with parents who speak other languages
- b) Parent monthly newsletters and progress information will be sent home in parent home languages.

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.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 40% of our ELLs will score in the 75th percentile or higher on the overall ELA of the Progress Report

Comprehensive Needs Assessment

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

academic content and student achievement standards.

According to our Progress Report, we noticed 38 out of 87 of our English Language Learners (ELLs) scored at the 75th percentile or higher overall on the English Language Arts Exam.

Instructional Strategies/Activities

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

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

1. K-5 ESL teachers are co-planning and co-teaching in the content area of social studies embedding academic vocabulary along with ESL strategies.
2. The fourth grade ESL teacher is co-planning and co-teaching with the science cluster teacher.
3. Imagine Learning After-School Program will meet two times a week (Tuesday and Thursday) from 3:15pm to 4:15pm. Targeted ELLs in grades 3, 4, 5 will be taught by certified ESL teachers December 5, 2013 through February, 27, 2013.
4. Targeted students in grades 3-5, recommended by classroom teachers and taken from the bottom third citywide and school wide, will participate in the ELA Test Preparation After School Program. The recommended targeted students are identified if they fall below mid-year benchmarks for the November and January assessments. The after school program will run from February 2014-April 2014 on Wednesdays from 3:15pm – 4:30pm.
5. Two certified F-Status ESL teacher will provide additional minutes for new comers in grade 3, 4, and 5.
6. K-5 ESL teachers will work with 8 to 10 beginner ELLs three times a week for 8:00am to 8:37 am.
7. Selected classroom teachers and K-5 English as a Second Language (ESL) teachers will attend a minimum of four Teachers College ESL and/or Social Studies workshops.
8. Teachers College Staff Developers will focus on supporting ELLs in the classroom during their ten visits this school year

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

1. Principal, Assistant Principal of Literacy, Literacy Coach, K-5 classroom teachers, K-5 ESL teachers, Teachers College Staff Developers and Teachers College content area Social Studies curriculum.

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

1. Fountas and Pinnell levels will show an overall increase in reading comprehension for targeted students. The Teachers College Running Record will be administered four times a year (September, November, March, and June) and entered in Assessment Pro.
2. All classroom teachers gather reading level data four times a year as indicated above. Students who fall below grade level according to the Teachers College benchmarks and Spring 2013 state scores will participate in the mandatory extended day program, as recommended by their teacher. All classroom teachers in grades K-5, ESL teachers, and cluster teachers will take small groups of students for remedial instruction.
3. ESL teachers will meet as a team each week to review student data and discuss best practices gathered from the ELL periodic assessments and form flexible strategy groups based on the data from the periodic assessments.
4. The New York Common Core Aligned ELA Exam results for the target population.

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

September 2013 – October 2013 : Baseline Teachers College Reading Level Data and the ELL Periodic Assessment
November 2013 – Progress monitoring of the TC Reading Level Data
December 2013 – February 2014: Imagine Learning After School Program for students below benchmark
March 2014 : Progress monitoring of TC reading levels and ELL Periodic Assessment
May 2014 - June 2014: Final TC reading level benchmark data and MoSL Assessments

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

In order to meet our goal we have created a professional development plan. Our school used a school based option to designate Thursday mornings as professional development time for teachers (8:00-9:00am.) We are providing teachers with professional development around the new teacher evaluation system and we will be working on a book study on improving questioning and discussion in the classrooms utilizing the book "Thinking Through Quality Questioning" by Walsch and Sattes.

During the extended day program ESL teachers will be working with select beginner ELLs targeting instruction in the areas they are struggling. We have also built in an extra preparation period for the ESL Department to meet and discuss best practices, lesson plans, resources and to further align instruction to the CCSS.

The ESL Department to map out the Social Studies curriculum in student-based learning centers and infuse ELL strategies into the lesson plans for the classroom teachers to utilize while teaching. All teachers will have a common prep period each week to discuss best practices and strategies that are working for them. Teachers College professional development agendas will focus on supporting ELLs in the classroom during the ELA curriculum. Teachers are utilizing the Junior Great Books Program for writing responses to literature and also utilizing paired passages so that the students can compare and contrast their writing

Teachers and administration will monitor progress through the use of the comparative data available on Assessment Pro in November, March and May, a March administration of the ELL Periodic Assessment and through weekly RTI meetings. The ESL Department is utilizing RAZ Kids to assist students in meeting their goals.

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).

To foster parental involvement, by:

- a) providing parents with training on strategies to teach comprehension skills
to their children-Family Literacy Nights
- b) CCSS testing workshops for ELA and Math.
- c) Providing monthly parent newsletters to keep parents abreast of what their children are working on in school in all curriculum areas.
- d) Parent Volunteers giving homework help in their home language.
- e) Series of ESL workshop for parents of ELLs to help support learning at home.
- f) Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions.
- g) School-wide Scholastic Book Fair in the month of December.

The school will educate staff in how to reach out to communicate with and work with parents, and build ties between parents by:

- b) Teachers will have daily access to phone translation to communicate with parents who speak other languages
- c) Parent monthly newsletters and progress information will be sent home in parent home languages.

Budget and Resource Alignment

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

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 #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, SWD (self-contained) will increase their proficiency rating on the ELA to gain an additional point in the Closing the Achievement Gap category on the Progress Report.

Comprehensive Needs Assessment

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

According to our Progress Report, we noticed that in the Closing the Achievement Gap section under the category English, the schools results for Self- Contained was 0%. We did not receive the additional point possible for this category.

Instructional Strategies/Activities

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

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

1. The 12:1 self-contained 4/5 bridge class will use the Step-by-Step Program for the Common Core Reading Standards everyday during the literacy block.
2. The 12:1 self-contained 4/5 bridge class will use the on-line Reading Tracker formative assessment to establish benchmarks, identify students strengths and weaknesses and assess student mastery at the end of the instructional cycle.
3. The special education teacher will receive professional development from Rally Education to begin implementation of the program.

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

6. Principal, Assistant Principals, Literacy Coach, Special Education Teacher
7. Step-by-Step Program for the Common Core Reading Standards by Rally

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

1. Fountas and Pinnell levels will show an overall increase in reading comprehension for targeted students. The Teachers College Running Record will be administered four times a year (September, November, March, and June) and entered in Assessment Pro.
2. The New York Common Core aligned ELA Exam.

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

December 2013 – Administer baseline assessments through the Step-by-Step Program. Begin implementation of the program.

March 2014: TC reading level progress monitoring data

January 2014 – June 2014 – Administer monthly progress monitoring assessments as outlined in the Step-by-Step program to tailor instruction.

May 2014 – June 2014: MoSL Assessments and final TC benchmark data

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

In order to meet our goal we have created a professional development plan. Our school used a school based option to designate Thursday mornings as professional development time for teachers (8:00-9:00am.) We are providing teachers with professional development around the new teacher evaluation system and we will be working on a book study on improving questioning and discussion in the classrooms utilizing the book "Thinking Through Quality Questioning" by Walsch and Sattes.

The special education teacher will participate in the network Special Education Liaison Meeting to utilize best practices in the classroom and demonstrate new techniques and strategies for his 12:1 SC class. We've introduced a new reading program, Step-by-Step Program for the Common Core Reading Standards by Rally, which is fully aligned to the CCSS and addresses the skills needed to take the NYS CCSS Exam in the Spring. The literacy coach will supply the special education teacher on a monthly schedule. Teachers are utilizing the Junior Great Books Program for writing responses to literature and also utilizing paired passages so that the students can compare and contrast their writing.

Teachers and administration will monitor progress through the use of the comparative data available on Assessment Pro in November, March and May and through weekly RTI meetings.

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).

The special education teacher will host a workshop for parents on the new reading program and how they can support their children at home.

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	X	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.

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

1.

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

6.

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

1.

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

1.

5. 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.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

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

6.

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

1.

- **Timeline for implementation and completion including start and end dates**

1.

- **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	<p>Extended Day: Remedial Instruction in Reading and Writing</p> <p>At Risk SETSS: Remedial Instruction in Reading and Writing</p> <p>ESL Extended Day: Double dose of Foundations</p> <p>Imagine Learning Program for ELL students in grades 3-5</p> <p>New York City Mandated Remedial Program for level 1 and 2 students in grades 4-5 (Guided Reading)</p> <p>Response to Intervention: Voyager Passport Reading Program</p>	Small group	Mon-Wed 8:00am -8:37am
Mathematics	<p>Extended Day: Remedial Instruction Math</p> <p>New York City Mandated Remedial Program for level 1 and 2 students in grades 4-5</p>	Small group	Mon-Wed 8:00am-8:37 am
Science	Differentiated Instruction based on students' needs	Method of Delivery: Small Group Instruction provided by science teacher during science period	When: During the day during the Science period
Social Studies	Differentiated Instruction based on	Method of Delivery: Small Group	When: During the day during the Social

	students' needs	Instruction provided by classroom teacher during social studies period	Studies period
<i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	Guidance Counselor: Positive social skills	Small group and one-to-one	Before and during school

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

- Assistant Principals will work closely with network HR point person to ensure that all teachers receive 175 hours of professional development within their 5 years of holding their professional license.
- Assistant Principals will hold workshops on how to apply for their professional license and complete necessary paperwork.
- All teachers rotate on a 2 month in classroom cycle with the literacy coach in addition to one planning period per week.
- New teachers meet weekly with grade leaders to mentor him or her.
- Two teacher representatives for each monthly network meeting attend in the areas of Special Education, Inquiry and ESL.
- Assistant Principals will provide 3 mandated hours per month on the Danielson Framework of Teaching.

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).

- Music and Art Cluster teachers will attend the two day training on Aligning the Arts to the CCSS
- Ten teachers will attend the Danielson Framework of Teaching Professional Development offered from the DOE
- K-5 classroom teachers will attend the four sessions of Go Math Professional Development offered from the DOE
- All K-5 and ESL teachers will be provided with ten sessions from Teachers College. One period will be in a lab site classroom and second period will be working with grade teams to analyze student work.
- Teachers will attend one full day of professional development with Junior Great Books.
- Teachers will have eighteen consultation days working one on one with a Junior Great Books representative.
- Science Clusters will attend three network meetings in the area of science and ELA.
- All K-5 and ESL teachers will attend weekly workshops at Teachers College to support implementation of the Common Core aligned ELA units of study.

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.).

- Literacy coach is funded with Title I
- Dually certified ESL teacher is funded with FSF
 - Per session for teachers is being funded by FSF
 - Books, materials, and supplies and PD sessions are being funded by FSF and Title I
 - Imagine Learning Software is funded by NYSTL Software and Title III
 - Imagine Learning per session is being funded with Title III
 - F-Status ESL teachers is being funded with Title III.

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.).

The Kindergarten teachers meet with all parents and students who are entering Kindergarten for the upcoming school year. The parents are given a tour of the school by the Parent Coordinator, while the children are screened in literacy and math skills. The Kindergarten grade leader contacts the pre-schools to discuss curriculum alignment and offers parent workshops to the incoming parents on the prerequisite skills needed to enter kindergarten. The IEP teacher meets with all incoming special education parents during registration to ensure that services will be provided from the first day of school.

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.

Classroom teachers devised a task for each writing unit of study to be able to assess all students' strengths and weaknesses within the writing CCSS. The teachers also decided to use the Teachers College Writing Continuum to assess the student's On Demand writing as well as the final task to close the gaps within the individual student's learning. Teachers College provides the professional development for the use of the Writing Continuum.

Classroom teachers devised a task for each critical area in math to be able to assess all students' strengths and weaknesses within the math CCSS. These critical areas enable the teachers to close the gaps within the individual student's learning.

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

The Abigail Adams School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for parental involvement of all parents of Title I eligible students consistent with Section 1118 – Parental Involvement of the Elementary and Secondary Act (ESEA) programs, activities and procedures will be planned and operated with meeting in consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, the school will provide full opportunities for the participation of parents with limited English proficiency and parents with disabilities. This will include providing information and school reports under Section 111-State Plans of the ESEA in an understandable format and, including alternate formats upon request.
- The school will involve the parents of children served in Title I, Part A program the decision about how the Title I, Part A funds reserved for parental involvement will be used.
- The school will carry out programs, activities and procedure in accordance to the definition of parental involvement:

Parental involvement means the participation of parents in regular, meaningful communication involving student academic learning and other activities, including-

1. parents play an integral role in assisting their child's learning;
2. parents are encouraged to be actively involved in their child's education in school;
3. parents are full partners in their child's education and are included, appropriate, in decision-making and on advisory committees to assist in the education of their child.

Part II Description of How the School Will Implement the Required School Parental Involvement Policy Components

Note: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118-Parental Involvement-(a) Local Educational Agency Policy (b) written policy

1. The Abigail Adams School will take the following actions to involve parents in joint development of the plan under Section 1112-Local Educational Agency ESEA:
 - Involve parents in discussions regarding the parental involvement Title I, Part A funds at PTA meetings
2. The Abigail Adams School will take the following actions to involve parents in the process of the school review and improvement under Section 1116-Academic and Local Educational Agency and School Improvement of the ESEA:
 - Parent members of the school leadership team will meet monthly to discuss the needs for the school
 - Parents will be interviewed as part of the school's Quality Review
 - Parent surveys will be a vital part of the School's Progress Report process
3. The Abigail Adams School will take the following actions to conduct, with involvement of parent, an annual survey of the success, popularity, and growing need of the parental involvement funds.
4. The Abigail Adams School will build parents' capacity for strong parental involvement, in order to ensure effective involvement of parents to improve student academic achievement, through the following activities specified below:
 - The school will provide assistance to parents of children served, in understanding topics such as the following:
 - a) the State's academic content standards;
 - b) the State's student academic achievement standards;
 - c) the State's and academic assessments
 - d) the requirements of Title I, Part A
 - e) how to monitor their child's progress and
 - f) how to work with educators.
 - The school will provide materials and training to help parents work with their students and to improve their children's academic achievement, such as literacy training, math training, technology, as appropriate, to foster parental involvement, by:
 - a) providing parents with training on strategies to teach math at home using the curriculum – Go Math
 - b) providing parents with training on strategies to teach comprehension skills to their children-Family Literacy
 - c) providing parent workshops around Respect for All , good study habits, Teachers College curriculum, learning to navigate through ARIS Parent Link, questioning and discussion techniques and CCSS testing workshops for ELA and Math.
 - d) Parent Volunteers giving homework help in their home language.
 - e) Series of ESL workshop for parents of ELLs to help support learning at home.

- f) Parent Coordinator will host bookmaking and storytelling workshops for parents.
 - g) Parent Coordinator and other staff will attend regularly scheduled parent meetings to share information and respond to parent questions.
 - h) holding an annual Title I Parent Curriculum Conference;
 - i) hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year
 - j) Parents will attend the free Parent Day Workshop at Teachers College
 - k) Provide parents with a series of Kindergarten workshops
 - l) The special education teacher will host a workshop for parents on the new reading program
- The school will educate staff in how to reach out to communicate with and work with parents, and build ties between parents by:
 - d) Teachers will have daily access to phone translation to communicate with parents who speak other languages
 - e) Parent monthly newsletters and progress information will be sent home in parent home languages.
 - The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with The Teachers College Reading and Writing Project, Go Math, Foundations, and in the content areas by:
 - a) involving parents in the regular activities of the school (writing and reading celebrations)
 - b) involving parents in the Student of the Month award ceremony
 - The school will take the following actions to ensure that information related to school and parent programs, meetings and other activities, is sent to the Title I participation children in an understandable format, upon request, in a language they can understand:
 - a) letters are sent home in their native language when applicable
 - b) Translation services information are posted in the school lobby and classrooms
 - c) Translators and interpreters will be provided at parent workshops involved in Title I, Part A funding

Part IV

Department of Education of the City of New York

Public School 131

The Abigail Adams School

Randolph A. Ford, Principal

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children

participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Abigail Adams School Parent Compact 2013-2014

The Abigail Adams School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

School Responsibilities

The Abigail Adams School will:

- **provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

Each student will have a full program as mandated by New York State Department of Education.

- **Hold parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

Parent teacher conferences are held twice annually.

- **Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

Student report cards are distributed 3 times a year and student promotion-in-doubt letters are sent home a minimum of twice a year. Kindergarten progress reports are sent home in November. Kindergarten report cards are sent home 2 times a year. Parents in grades K-2 receive notification upon completion of benchmarks.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Teachers are available for parents at two parent teacher conferences each year. Teachers will host 30 minute conferences for students that scored a level 1 or 2 on the 2013 exams. Teachers are also available to meet with parents during professional time on a daily basis with an appointment. To alleviate to phone interruptions and parent walk-ins during the school day, the School Safety

Agents will have parents fill out our new Parent/Teacher Contact Form. Once filled out, the form will be placed in the teacher's mailbox.

- **provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

The PTA hosts a number of events each year that allow parents the opportunity to be involved directly in school activities.

Classroom teachers invite parents for curriculum celebrations. Parents are invited to the annual school science fair and concerts.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her school activities everyday;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
-
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
 - reading together with my child every day;
 - providing my child with a library card;
 - communicating positive values and character traits, such as respect, hard work and responsibility;
 - respecting the cultural differences of others;
 - helping my child accept consequences for negative behavior;
 - being aware of and following the rules and regulations of the school and district;
 - supporting the school discipline policy;
 - express high expectations and offer praise and encouragement or achievement.

The Abigail Adams School will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- provide to parents an individual student report about the performance of their child on the State assessment in least English language arts and mathematics.

2.

**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 29	Borough Queens	School Number 131
School Name Abigail Adams		

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 Randolph Ford	Assistant Principal Veronica Depaolo/Diana Lagnese
Coach Barbara Pollack	Coach type here
ESL Teacher Deborah Biscardi	Guidance Counselor Frank Zarb
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Pauline Isaacs
Related Service Provider Evelyn Franklin	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.	6	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	839	Total number of ELLs	177	ELLs as share of total student population (%)	21.10%
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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														
Push-In	3	3	3	2	3	3								17
Pull-out	2	2	2	1	2	2								11
Total	5	5	5	3	5	5	0	0	0	0	0	0	0	28

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	177	Newcomers (ELLs receiving service 0-3 years)	142	ELL Students with Disabilities	22
SIFE	1	ELLs receiving service 4-6 years	31	Long-Term (completed 6+ years)	4

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	142	1	3	31		2	4		2	177
Total	142	1	3	31	0	2	4	0	2	177

Number of ELLs who have an alternate placement paraprofessional: 9

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	10	5	1		1	1								18
Chinese	1		3											4
Russian	2													2
Bengali	25	32	22	8	21	14								122
Urdu	4	4	3		1	2								14
Arabic			1		1									2
Haitian														0
French														0
Korean														0
Punjabi	2	1		3	1	1								8
Polish														0
Albanian														0
Other	1	3	1	2										7
TOTAL	45	45	31	13	25	18	0	0	0	0	0	0	0	177

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)	17	2	2	2	5	5								33

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)	5	8	5	2	6	5								31
Advanced (A)	23	25	32	9	16	8								113
Total	45	35	39	13	27	18	0	0	0	0	0	0	0	177

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	6	15	2	1	24
4	12	5	3	0	20
5	11	12	2	0	25
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	6		15		6		1		28
4	13		7		3				23
5	10		12		3				25
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	4		12		8		4		28
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.
P.S. 131 currently uses TCRWP to assess the literacy skills of all students, including ELLs. This data is used to make books available to students at their just right reading levels and to provide a means to form strategy level reading groups for individualized instructional needs. Sixty-nine of our grade 1 – 5 ELLs are currently at a level one IRL Benchmark, 19 are at level two, 14 are at level three, and 6 are at level four. Kindergarten students will not be included in this until March, although they are given the pre-literacy assessments until then. The data indicates that our ELLs need to be immersed in literature in order to accelerate their reading levels.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns across proficiency levels on the NYSESLAT reveal that about 49% of last years ELLs scored at the advanced level, while the 5% of our ELLs scored at the beginner level and 12% at the intermediate level. Sixty-seven out of two-hundred one (33%) of our ELLs scored proficiently. More than half our ELLs are in grades K and 1. The other half are in grades 2 through 5. Current LAB-R scores show that in Kindergarten we have 18 beginners, 5 intermediates and 24 advanced level ELLs. The first grade has 1 beginner and 4 advanced. The second grade has 1 beginner. The fourth grade has 1 beginner and the fifth grade has 2 beginners. Most new students are beginners.
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](#))
leave blank
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?
 - a) The patterns across proficiencies and grades show that our ELLs need more support for the NYS Common Core ELA and Mathematics exams. A majority scored at levels one and two in both math and ELA. Even with translated versions of the math test and translators for the languages not offered in print, our ELLs are not faring well.
 - b) Teachers and staff are using the results of the ELL periodic assessments to guide instructional goals. Areas of need by modality are addressed while planning and goal setting.
 - c) What the school is learning about ELLs on the Periodic Assessments is the ELL students' strengths and weaknesses. The teachers then use this information to drive instruction. Wherever a weakness is apparent, teachers use scaffolding strategies to help students overcome those barriers to success. Native language is used to support student learning wherever possible. With many paraprofessionals that can translate, former ELLs who are can translate, and support materials in various languages, PS 131 uses all of its resources to service ELLs. Teachers also consider a student's native language an asset that can help bridge prior knowledge to new knowledge and content.
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.](#))
How PS 131 uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework is:
 - A team of school staff: Administration, ESL Coordinator, SETTS Teacher, Coach, School Psychologist, Speech Teacher, and Guidance work together to come up with a plan for individual students (ELLs included)
 - All data associated with a child is considered: TCWP Assessment Benchmarks, Acuity, class tests, teacher observation, state exams, or Imagine Learning English reports.
 - An action plan and timeline are set up to try and improve student performance: consisting of best practices for ELLs and targeted supports for Tier 1 interventions
 - Then the team reconvenes to reexamine if any growth is evident after the intervention has been put in place. They decide whether or not to pursue Tier 2 or 3 interventions for the child.
6. How do you make sure that a child's second language development is considered in instructional decisions?
PS 131 ensures that ELL students' second language development is considered in instructional decisions by having the ESL teachers as part of a grade team. There are six ESL teachers for grades K – 5, one ESL teacher per grade. ESL teachers are part of the grade

planning meetings during the school year. As lesson plans are drafted, ESL teachers consider the language structures, content objectives, vocabulary and scaffolds necessary for all ELLs to participate actively and meaningfully. Scaffolds that can be used are: different paper, graphic organizers (that equip students with strategies), the language experience approach, interactive writing, prompts, thinking maps and guided instruction.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

not applicable

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

PS 131 evaluates the success of ELL programs by examining whether or not ELLs have met AYP on state exams, how ELLs have moved from year to year on the NYSESLAT, and how many ELLs are meeting the benchmarks for their grade level in the content areas.

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](#).)
PS 131 rehired an ESL Coordinator, Deborah Biscardi, for a fifth year in a row, to help meet the demands of registration. The ESL Coordinator position was filled by a senior, qualified teacher with over 18 years of experience in the license area of TESOL. The ESL Coordinator works with the Pupil Accounting Secretary to assist with registration. The ESL Coordinator meets with the parents/guardians of the students during registration for initial identification and makes certain that the correct Home Language Identification Survey was administered. All parents are interviewed to ascertain whether or not they understand the questions on the HLIS. Also, all parents/guardians are interviewed to determine if a language other than English is spoken in the home. The students are also informally interviewed by the ESL Coordinator to ascertain whether or not they are able to answer basic questions about themselves. If they are capable, the ESL Coordinator uses other academically-based questions to further ensure whether or not students may possibly be entitled to services. Many parents bring a family member during the registration process to help with the language barrier. If they do not have a translator, different members of our staff can provide translation. The educational assistants, such as Ms. Sultana and Ms. Ahmed (educational assistants), both speak Bengali, Rosalie Maldonado (Secretary), Ms. Cotes, and Ms. Gormandy (educational assistants) are fluent in Spanish. If no one is available in a parent's native language, the translation and interpretation unit is utilized. If the ESL Coordinator is not available to conduct an interview, the ESL team (comprised of 5 other licensed pedagogues) have been trained to fill in. All the HLIS are carefully analyzed by the ESL coordinator and the ESL team for accuracy. They also check for any notes made indicating any discrepancies in the parent information or the ESL Coordinator's assessment of the Home Language. After a student has been identified as eligible for LAB-R testing, the ESL team, comprised of certified teachers, test the students with the LAB-R within the 10 days allowed for identification of ELLs. When a student whose home language is Spanish is identified as an ELL, that student is administered the Spanish LAB. Students who are entitled to ESL services receive entitlement letters to take home and a copy is placed in their cumulative record card. Copies of the HLIS are made, while the originals are placed back into the students' Cumulative Record Card. Entitlement letters are also sent to students who took the NYSESLAT the previous year and did not pass the exam. The combination of these two groups comprise the current year's caseload. The NYSESLAT is administered every spring to the students indicated on the RLER, for both the LAB-R and NYSESLAT eligible, on ATS. Any new admits who are found to be eligible for the LAB-R are first tested with the LAB-R. If a student is then found to be an ELL, that student is then administered the NYSESLAT. The students who are eligible for NYSESLAT testing are then tested by the ESL teachers within the allowed time

frame given by NYS and given any accommodations if allowed according to IEPs. All students who are eligible are scheduled for all four parts of the NYSESLAT. Schedules are sent home for individual students so that parents are aware of testing dates and times to minimize any absences so that all four components of the test are administered to every student eligible.

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.

At registration, if a student is identified as a new admit to the NYC public school system and the parent has indicated on the HLIS that another language is spoken at home, the parent is then given the Parent Orientation on the spot. They are shown the Parent Orientation Video in whatever language was indicated on the HLIS as the preferred language for oral and written interaction with the school. The parent is first told that their child may or may not need English Language Services depending on how they do on the LAB-R. They are then shown the Parent Orientation Video and given time to ask any questions they may have. Translators are utilized when necessary and the person conducting the orientation asks if the parents fully understand their options. When it is clear the parent understands all three of the programs that they can choose from, they are given the Parent Survey and Selection form to fill out. The ESL Coordinator and team make sure the form is filled in its entirety. By conducting the Parent Orientation during registration, this enables the school to make sure that all Parent Survey and Selection forms are complete and available when necessary. PS 131 aims for 100% completion of its surveys. Within 10 days, the student is tested. If the parent has chosen Dual Language or Bilingual Program and we do not currently have a program, the school reaches out to nearby Community District 29 schools to see if there are programs in the student's home language. If no program is available, the parent is sent a letter in the language indicated on the HLIS within 10 days and told that if a program does open up at our school or nearby that we will contact them to see if they are still interested. If there is still no program available until the following school year, the continued entitlement letter or non-entitlement letter is sent home. Parents have the option of keeping their child in the ESL program or inquiring if there is a DL or Bilingual program available. If there is a program available elsewhere, the parent is given the option to transfer to that school or reject a transfer and remain at our school in ESL. Again, if the student remains an ELL, the continued entitlement letter serves as the tool for the parent to contact us if they are still interested in another program.

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 [\[see tool kit\]](#).)

Since the Parent Survey and Selection form is administered during registration, the ESL Coordinator holds onto all HLIS and Parent Survey and Selection forms until students are tested. Students who test into the English Language Program are placed into the program selected, unless there are not enough students whose parents selected a program in the same language in two contiguous grades. These parents are sent home a letter that indicates what steps to take if a program that they want is nearby or that not enough parents selected their program choice and no other program is available in the district. Within the first 10 days of a new school year, or the first ten days of a new entrant during the school year; entitlement, non-entitlement, and placement letters are copied and then sent home. These copied letters are attached to the original HLIS and Parent Survey and Selection forms (which also have been copied for safe keeping) and placed into the students cumulative record folder. All copies of new admits are placed in the office for storage. The ESL Coordinator keeps all extra copies of HLIS and the Parent Survey and Selection forms for students in the English language learner programs for storage.

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 identified ELL students in bilingual or in an ESL instructional program is as follows: Kindergarten Registration begins in the spring prior to the new school year. The ESL Coordinator begins the registration and parent orientation process at that time. The ESL Coordinator also begins to tabulate how many parents of the same language select a dual language or bilingual program. If this number approaches 15 in two contiguous grades for the same language, the ESL alerts the administration to the possibility of the school needing a bilingual or dual language program. This is only a possibility because the students are only potential ELLs; none have been tested at this point. The week before school starts, for the past two years, the ESL Coordinator has arranged to test incoming Kindergarten students. This allows the school the opportunity to plan for a potential Dual Language or Bilingual Programs. Currently, not enough parents have selected Dual Language or Bilingual programs as their first choice. If there had been enough, a class would have been formed and students would be placed into the program. For the parents that did select a Dual Language or Bilingual program, a letter was sent home in English and in the native language describing what the situation was for their child. If their choice was Bilingual or Dual Language, the ESL Coordinator reaches out to the NYC Office of ELLs to locate any programs in the area. If no programs are found, the parent is told their first choice is not available and that their child will be placed into the ESL program to receive services. If a parents' first choice is available, the parent is told where the program they want is available and they are given the resources necessary in English and

their native language to transfer to the school if there is room. Parents either transfer to the program of their choice if there is room, stay at our school if there is no room, or reject the transfer and remain at our school in an ESL program. Parents that want to discuss any questions they may have are given the opportunity with the aid of translators. The first choices of parents are reflected in ATS on the ELPC , and the final outcomes are reflected on the ESL caseloads. Parents of current ELLs who are still entitled to services after taking the NYSESLAT are given the Continued Entitlement Letters in both English and their native language, the letter directs them to contact the school if they do not want to continue in their current 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.

The steps that are taken to administer all sections of the New York State English as a Second Language Test (NYSESLAT) to all ELLs each year are to communicate with parents early about testing dates. Any parent who wishes to withdraw their child during any state examination is discouraged to do so until after all tests have been administered. The ESL teachers also work hard to schedule testing to allow for make ups within the exam timeframe. We also call parents of any absentee students and make special arrangements to have them come in just to take the test and allow them to go home if they are still ill. The final step in assuring that all students have been identified for taking the NYSESLAT is to run the RLER on ATS for both the NYSESLAT and the LAB-R.

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.  PS 131 is always ready and willing to open a Dual Language or Bilingual Program if 15 or more parents in two contiguous grades with the same language request such a program. That has not been the pattern for this school. For the 2010-2011 school year, out of the 53 new admits only 2 kindergarten parents requested Bilingual and one parent in each of the following grades requested Dual Language: first, third and fifth. For the 2011-2012 school year, out of 78 new admits only two parents requested Bilingual and one requested Dual Language. For this school year, 2013-2014, out of 55 new admits 7 parents selected Bilingual as their first choice and 7 parents selected Dual Language as their first choice. The following is a breakdown of the languages and grades involved: 3 Bengali parents wanted Bilingual, 2 in kindergarten and 1 in first grade; 4 Bengali parents wanted Dual Language 3 in kindergarten and 1 in first grade; 3 Spanish parents wanted a bilingual program (but rejected a transfer) 2 in kindergarten and 1 in first; 2 kindergarten Urdu parents wanted a Dual Language program and 2 Punjabi kindergarten parents wanted a bilingual program. This data shows that even though a small percentage of parents would like to have a bilingual or dual language program for their child, not enough parents request it to warrant opening a program. Not once has a parent that has originally requested a bilingual or dual language program ever called or come back to the school to see if a new program has opened the following year. As previously mentioned, PS 131 is always willing to open a TBE or DL program if parent demand warrants so.

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])?

Instruction is delivered using an ESL push-in and pull-out model for all grade levels. The classes in the school are heterogeneously grouped with mixed ELL proficiencies in each class. Instruction is delivered by having the support of the administration in having high expectations for the ELL population. ESL teachers agree with this philosophy and provide students with instruction that is tailored to individual student needs. This is achieved by using formative assessment, summative assessment, checklists, teacher observation of student work, and then using this information to drive instructional goals. This work is even more important given the common core standards. Teachers work collaboratively to improve instruction to all students by reflecting on what is working with students and what is not working. When something doesn't work, instruction is revised to meet the needs of the students.

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)?

The organization of our staff ensures that the ELL students receive the mandated number of minutes in each proficiency level in the pull-out and push-in program by careful planning. ELL students are placed in only up to 4 classes per grade. These classes can contain all levels of ELL proficiencies. There is an ESL teacher for each grade level. This enables the ESL teacher to push-in to 4 classrooms for 4 periods a week to fully service all advanced level students with the 180 mandated minutes a week and to provide half of the mandated minutes to all beginner and intermediate level students. The ESL teachers also have 2 pull-out groups of students (ideally one beginner and one intermediate group) for 4 periods a week each to provide the other half of the mandated minutes of ESL instruction to make a total of 360 minutes for these students. The programs are designed so that explicit ESL instructional minutes are met in both ESL and ELA for the advanced level students in our K-5 school. This is done by providing the pull-out groups with ESL instruction while the advanced students remain in the regular classroom for ELA instruction as per CR Part 154.

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

The content areas are delivered through co-teaching in the push-in ESL program. Classroom teachers along with the ESL teacher for the grade plan the curriculum together. Planning is done within each grade for the all the content areas (ELA Reading, ELA Writing, Math and Social Studies) during common preps 3 to 4 times a month and during common planning time 1 hour each Thursday morning. The ESL teachers provide the language goals and possible tricky vocabulary for the students to learn. The ESL teachers plan how the goals will be scaffolded for the various levels within a classroom. The ESL teachers make sure that all lessons are based on a variety of ELL methodologies and current research like TPR, Sheltered Instruction, CALLA, Integrated Language Teaching Approach, the Natural Approach, and using realia, drama, graphic organizers and cooperative learning strategies.

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

PS 131 ensures that ELLs receive evaluation in their native language by providing translators when appropriate. We also provide translated versions of tests when available. The programs we use on the computers like Imagine Learning also provide native language support and feedback to students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

PS 131 ensures that ELLs are appropriately evaluated in all four modalities throughout the year by using checklists that account for the four modalities.
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).

PS 131's instructional plan for SIFE students is to quickly develop the base for literacy skills using technology and other resources, and then transferring those skills to meet the academic demand of their grade level. This is done in a positive and safe environment in which these students are given much praise and positive reinforcement. ESL instruction is usually given beyond the mandated number of minutes to help these students succeed.

Newcomers, ELLs that have been in US schools for less than three years, are given the mandated number of minutes of instruction needed depending on the language level achieved on the LAB-R. Newcomers are also the students that the ESL teachers service for the extended day program. These students are also invited to attend all afterschool programs that will help them achieve well on the NYSESLAT and the NYS Math tests given in the spring.

ELLs that have been receiving service for 4 to 6 years are also given the mandated number of minutes of ESL instruction needed depending on the students' level achieved on the NYSESLAT. ESL teachers look at the Title III AMAO estimator tool to determine what level of warning indicator a student is on. If a student has many warning indicators, intervention in the form of RTI or afterschool is given to help these students achieve.

PS 131's plan for long-term ELLs is to give them the support needed based on their NYSESLAT scores. The ESL teachers look at where the student is having difficulty in the four modalities. Support based on the weakest modality/modalities is given to help the student perform at the proficient level.

PS 131's plan for former ELLs (up to 2 years past proficiency) is to give them support during state testing. They are given time and a half for all state tests. ESL teachers are also made aware of whom the former ELLs are in a given classroom using ARIS. ESL teachers continue to give support to former ELLs with the push-in model.

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?

The instructional strategies and grade level materials that PS 131's teachers use to provide access to academic content areas and accelerate English language development for ELL-SWDs are to use a blended learning strategy. Use of computers to individualize learning for students and to give prompt feedback is essential for these learners. Use of Smartboard games, Brain Pop, Imagine Learning and RAZ kids helps keep these students engaged and interested in learning. There is a minimal frustration level using this media to promote learning.

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

Our school uses curricular, instructional and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment by looking at each child individually and assessing their strengths and weaknesses. In our self-contained IEP class, students who are achieving well in math are mainstreamed into the general education population. These students are also given instruction at a lower level if needed within the classroom or by ICT teachers. In ICT classes, the students stay within the class for certain subjects and then leave for small group instruction for other subjects. This is how we meet the students IEP goals and their attainment of English proficiency.

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

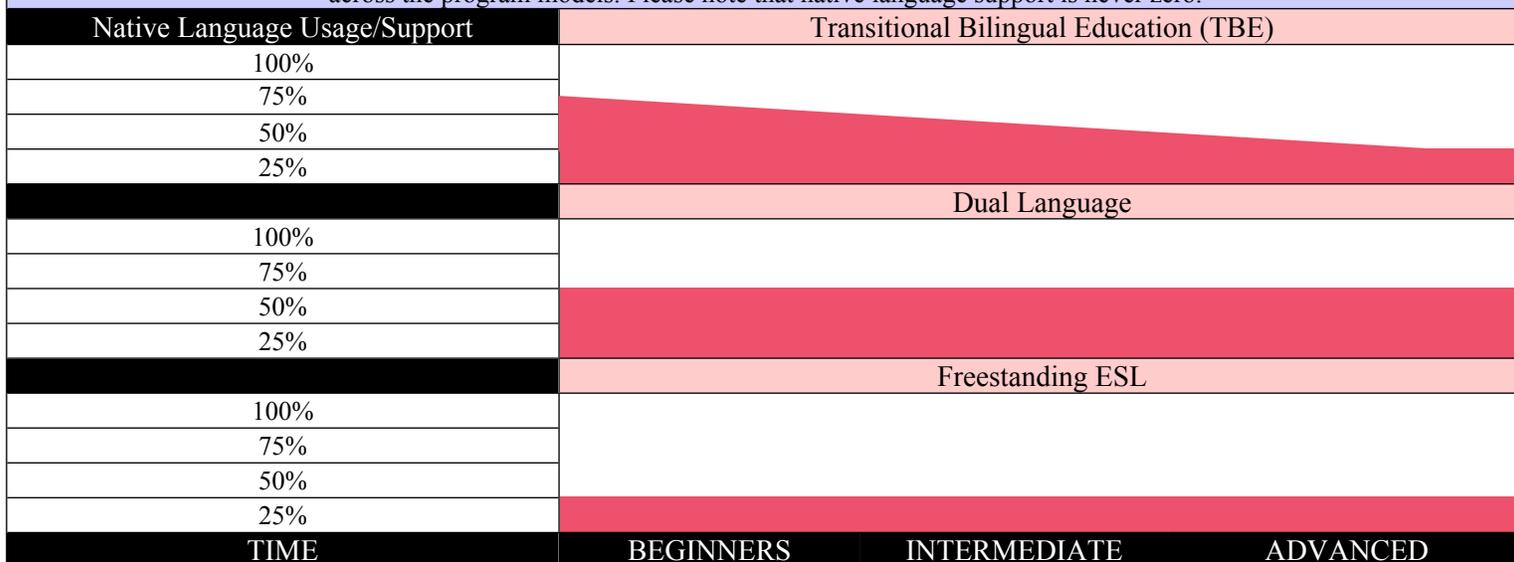
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

native language supports.

B. Programming and Scheduling Information--Continued

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

Our targeted intervention programs for ELLs in ELA, math and other content areas are for all ELLs. The ELA program that is used as an intervention program is Imagine Learning and Foundations. Any ELL, no matter the subgroup, that is found to have weaknesses in reading and writing is given time with these programs and an ESL teacher. Go Math has an ESL component that the ESL teachers use when students ELL students need intervention in math.

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 program is considered effective. We have about a third of our ELLs scoring proficiently on the NYSESLAT. That is better than the overall city average for ELLs. Where our ELLs need more support is in getting them ready for the Common Core State Exams. These exams demand a much higher achievement in reading than our ELLs are performing at.

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

The improvements that have been planned for this school year are having the ESL teachers push-in during the content areas of social studies and science (fourth graders). The ESL teachers will be delivering the instruction to ELLs with a focus on the reading skills necessary to comprehend and synthesize expository texts. The ESL teachers are also tackling the academic language necessary to help students understand important concepts in these content areas. These skills are necessary for the demand of the Common Core Learning Standards.

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

No programs will be discontinued at this time.

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

All ELLs are afforded equal access to all school programs. ELLs are included in the afterschool programs for test prep and CASA. ELLs will be given supplemental help in grades K-5 this year in the form of small group pull-outs for the Title III program with 2 F-status ESL teachers. There will also be a Title III after school program for students on Imagine Learning software with two ESL teachers.

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

The instructional materials used to support ELLs are: Imagine Learning, Brain Pop, RAZ Kids, Foundations and Smart Boards. There are bilingual books, bilingual glossaries, and GO MATH has a Spanish version for our Spanish native language students.

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

Native language is supported by providing translators for exams and ESL instruction, especially when an IEP directs it. There are many bilingual libraries in classrooms and students are given bilingual glossaries for the content areas.

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

The required services support and resources correspond to ELLs' ages grade levels by assigning highly qualified ESL teachers with each grade. ESL teachers can support each grade level with scaffolds that will help their particular grade of students succeed with the curriculum. By careful team planning and co-teaching supports, ELLs are considered in all aspects of the curriculum.

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.

The activities PS 131 uses to assist newly enrolled ELL students before the beginning of the school year are meeting with parents and giving school tours. ELL students meet with the ESL Coordinator during registration and are given opportunities to discuss where they have received prior education and how we can best meet their needs. We also have screenings done by the kindergarten teachers along with the kindergarten ESL teacher to see what students know before beginning school. The same activities happen during the school year.

18. What language electives are offered to ELLs?

N/A

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)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

All teachers of ELLs co-teach with the ESL teachers. This allows for planning ESL strategies, scaffolds and analyzing student work together. This also promotes productive discussions on how to best serve the ELL population. During Staff Development days, the ESL team does presentations on various topics concerning ELLs to the entire staff. This includes the turn-keying of professional developments that the ESL teachers themselves attend like: Brain Research, Writing, Mathematics with Ann Shannon, network PDs with Andrea Honigsfeld (Author of Common Core for the Not-So-Common Learner) and Unpacking the NYSESLAT. Teachers of fifth grade ELLs meet with the middle school guidance counselors to articulate all students. Students are then given a tour of the middle school and have an assembly to ask questions and raise any concerns. The 7.5 hours of ELL training for teachers of ELLs and the 10 hours of ELL training for Special Education teachers of ELLs is given throughout the school year by the ESL staff as per Jose P. These workshops occur during common prep periods, on Thursdays (when the staff meets during 8 am to 9 am), and on PD days. These PD days are on November 5th, 2013, November 21st, 2013 and on June 5th, 2014. The agendas and minutes for these meetings are maintained by the ESL teachers in the ESL Coordinator's room. The agendas are set by the needs of the grade teams and the ESL teachers provide the necessary training to the teachers to help the ELL students meet the Common Core Learning Standards in all content areas. These activities include how to use Bloom's Taxonomy by ELLs level of speech production for higher level questioning, using multiple entry points for curricula in different content areas, and providing specific feedback to ELLs based on their language level.

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. Parental involvement is a key part of our school's mission. The parent coordinator, literacy coach and ESL Department hold various workshops for all parents during the school year. Invitations are written in English and sent to the DOE's Interpretation and Translation Unit for translation into the preferred languages indicated by the parents. Sometimes the meetings are grade specific and sometimes the meetings are for grade levels like K – 2 and 3 – 5. The ESL teachers also hold parent workshops throughout the year. There are currently 3 workshops scheduled for the parents of ELLs in December, February and March of the 2011 – 2012 school year. These meetings will include details about the NYSESLAT, good practices for test taking and how parents can help their children feel comfortable about the testing process and what they can do to help. Translators will be hired and available during these meetings for any parent who needs information orally in their home language. Another workshop that is scheduled for the Spring will be an International Family Night. This will be for all grades. PS 131 will host an international family literacy night that will be provided by the literacy coach with translators. Parents will receive a list of questions to ask their child (in translated versions requested by the school to the T & I Unit) to help engage in reading discussions with their child. Classroom and ESL teachers will be available to read translated texts with the help of parent volunteers in languages ranging from Hindi, Bengali, Urdu, Arabic, Spanish, Tagalog, and Chinese. Teachers will engage the group in a discussion of the test and help parents practice utilizing the literacy techniques they were taught in the workshop. As a follow up activity, students will create an art project that corresponds with the theme of the text. Parents will complete a survey following the events of the evening to evaluate the effectiveness of the workshops.
 2. The school partners with other agencies and Community Based organizations such as St. John's University, Carnegie Hall, Lincoln Center, New York University, and Queens College to provide services for ELLs as well as all other students. Translators will be hired and available during these activities for any parent who needs information orally in their home language.
 3. Parent needs are evaluated by conducting needs surveys and by asking parents during parent teacher conferences what they would like to learn to help their children. After workshops are conducted, the ESL team has devised a survey to provide us with feedback about the meeting the parents have just attended. It is written in all languages needed by the T & I Unit or by a fluent staff member in the building. The school wants to assure that we are giving the parents information that they are interested in and information they will utilize. The survey always asks what the parents want to learn more about.
 4. Our parental involvement activities address the needs of parents because we ask for feedback in the form of evaluations at the end of workshops. These forms are available in all the languages required by our parents by requesting translation through the T & I unit or by utilizing the language resources available within the building.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Abigail Adams

School DBN: 29Q131

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Randolph Ford	Principal		11/22/13
Veronica DePaolo	Assistant Principal		11/22/13
Pauline Isaacs	Parent Coordinator		11/22/13
Deborah Biscardi	ESL Teacher		11/22/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Barbara Pollack	Coach		11/22/13
	Coach		1/1/01
Frank Zarb	Guidance Counselor		11/22/13
	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: 29Q131 School Name: Abigail Adams

Cluster: 04 Network: N410

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.

Information from each Home Language Survey is entered into ATS by the pupil personnel secretary and the data is summarized by the ELL Team, data specialists, and administrative team to determine the language preferences for communicating with all parents. All documents sent home are available in the various languages spoken by our parents. All teachers receive a copy of the report which indicates the parent language preference. School report cards are sent home in the home language (that the DOE provides) indicated on the home language survey. When the staff contacts a parent via phone, the Emergency Blue Cards indicate the language spoken and written at home. The staff uses the translation unit to communicate with individuals that do speak another language at home.

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.

Language surveys are administered all year by our ESL teachers. The findings are reported to the school community by our parent newsletters, notices and posted within our school statistical data which are available on the NYC Department of Education website. Also, the ESL coordinator and translator interview all new admits to the school and gathers information from the parents and students about the home language.

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.

Written translations are provided by the NYC Department of Education's Language Translation and Interpretation Unit as well as school staff and parent volunteers. Materials that are to be distributed to parents are written at least a month ahead of time, sent for translations into the school populations language needs, and sent out 1 to 2 weeks in advance for parents. Examples of the types of documents that PS 131 sends out for translation are the Monthly Parent News Letters from the Principal, parent meeting and workshop flyers, parent involvement surveys, reading progress letters that are sent home and all report cards.

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

Oral interpretation is provided by an external source as well as our school staff and parent volunteers. Oral services that are provided are for parent meetings, parent teacher conference days, registration, and for IEP meetings. At PTA meetings, parent volunteers translate the meeting for parents in attendance that require it.

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>.

Language services, oral and written, are provided at parent meetings and workshops. We will continue to conduct school language surveys which will be distributed for completion to each family in our. We will also provide translators to assist our parents with the completion of the surveys. We will also continue to provide our parents translated notices in the various languages spoken within our school community. Interpretation notice signs are posted in the entrance of the school, the main office, and each classroom. Oral translation is provided at PTA meetings for whole documents such as Safety Procedures and the Parent Bill of Rights and Responsibility.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: Abigail Adams	DBN: 29Q131
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: At P.S. 131Q, it is our mission to ensure that each child achieves a high level of proficiency in the English language. We will be running two different programs simultaneously with the Title III funding: 1) a pull – out program using two fully certified ESL F-status teachers 2 days a week for 1 SIFE, 15 newcomer ELL students in grades 3-5 and 12 newcomer ELL students in grades K-2; 2) a two day a week afterschool program using Imagine Learning Software that will serve 50 ELL students (both 3-6 year ELLs and Newcomer ELLs) in grades 3 – 5 with 2 fully certified ESL teachers. With 4 fully certified ESL teachers, Title III instruction will be delivered as follows:

I- Program 1

SIFE and newcomer students in Grades 3-5 will meet during the Regular School Day with an F-Status ESL Teacher 2 days a week to work in small groups to receive intensive ESL support in the four modalities of ESL instruction: Listening, Speaking, Reading and Writing. To supplement services for our newcomer and SIFE ELLs in grades 3 - 5, a certified ESL Teacher will be hired to target the unique needs of SIFE and newcomer students in grades 3 through 5 by means of a small group pull-out program during the school day that serves the students above their mandated ESL minutes. There are currently 16 students that fall into this category. This teacher will pull-out and work with these students within small groups of 3 to 4 students a period each day for two days a week for 10 weeks. Beginner and newcomer students in Grades K - 2 will also meet during the Regular School Day with an F-Status ESL Teacher 2 days a week to work in small groups. These students will also receive native language support in Spanish with this teacher as well as intensive support in acquiring speaking, listening, reading and writing skills with ESL methodology. These K-2 students will get a double dose of Foundations to increase letter/sound identification. The students will be scheduled for pull-out activities with these ESL teachers above and beyond the mandated minutes they are already receiving. Students working with this program will receive a total of 450 minutes of direct ESL services during the regular school week. The F-status teachers will focus on developing students' literacy skills by emphasizing vocabulary development, phonics, reading comprehension, and building writing skills. The purpose of this program will be to accelerate English language literacy acquisition in order to allow students to participate meaningfully in all classroom activities. This grouping is highly interactive and is received well by the students. They look forward to the individualized attention and support. Programs to be used are Santillana Intensive English for grades 3 -5, Scott Foresman ESL for grades 3 – 5, and Prentice Hall Regents ESL program. Funding for the program will be utilized for the payment of these F-status teachers. The cost of this service will be 2 fully-certified ESL teachers x 2 days a week x 12.5 weeks x \$331.56 per day = \$16,578.00. This amount will pay for direct instruction. This program is set to commence on Wednesday, December 5th, 2013 and will continue through March 14th, 2014. The 3-5 F-status certified ESL teacher will come in every Wednesday and Friday. The K-2 ESL teacher will come in every Wednesday

Part B: Direct Instruction Supplemental Program Information

and Thursday. These ESL teachers' programs will be as follows:

Grade 3 - 5 F-status Teacher Program

Wednesday	Friday	
Per. 1 Prep	Per. 1. Group 2	Group 1 = 3 students
Per. 2 Group 2	Per. 2 Prep	Group 2 = 4 students
Per. 3 Group 3	Per. 3 Group 3	Group 3 = 3 students
Per. 4 Group 1	Per. 4 Group1	Group 4 = 3 students
Per. 5 Group 5	Per. 5 Lunch	Group 5 = 3 students
Per. 6 Lunch	Per. 6 Group 4	
Per. 7 Group 4	Per. 7 Group 5	

Grade K-2 F-Status ESL Teacher Program:

Wednesday	Thursday	
Per. 1 Group 1	Per. 1 Group 1	Group 1 = 2 students
Per. 2 Group 2	Per. 2 Group 2	Group 2 = 2 students
Per. 3 Group 3	Per. 3 Group 3	Group 3 = 2 students
Per. 4 Lunch	Per. 4 Lunch	Group 4 = 3 students
Per. 5 Group 4	Per 5 Group 4	Group 5 = 3 students
Per. 6 Group 5	Per. 6 Group 5	
Per. 7 Prep	Per. 7 Prep	

These schedules carefully take into account all lunches, prep periods, and regular ESL teacher push – in and pull – out periods. There is no overlapping of mandated and supplemental services to these students. Students will receive this program during the school day above and beyond the mandated minutes of instruction.

Part B: Direct Instruction Supplemental Program Information

II- Program 2

Imagine Learning English Afterschool Program for grades 3 – 5 for 2 days a week

To supplement services for grades 3 – 5 an after-school program for newcomer and regular ELLs will be started. The program will focus on developing students' literacy skills by emphasizing vocabulary development, phonics, reading comprehension, and building writing skills. The purpose of this program will be to accelerate English language literacy acquisition in order to allow students to participate meaningfully in classroom activities within a small group size. This grouping is highly interactive and is received well by the students. They look forward to the individualized attention and support. Programs to be used are Imagine Learning English Software. This group is comprised of 45 ELLs in grades 3 -5, which will include students who are newcomers, 4 – 6 year ELLs, and Long Term ELLs. This afterschool program will operate Tuesdays, Wednesdays and Thursdays from 3:00 until 4:15pm for a total of 45 students with 2 fully certified ESL Teachers. Teachers will focus on building these students' literacy skills three days a week during the after-school program. This program will supplement English language acquisition for the ELLs who have been receiving ESL services for 3-6 years and newcomer / SIFE ELLs. The program to be used will be Imagine Learning English software program which has proven to be effective in accelerating English language acquisition. Imagine Learning teaches vocabulary development, including academic language, listening and speaking skills, phonemic awareness, emergent literacy, and school readiness. This computer program has been revamped to take into account the new Common Core Standards. This program begins in the students' native language, if available, and gradually increases English exposure as the child progresses. It achieves this through the use of music and art where students receive one-on-one differentiated instruction, designed to meet the needs of each child. This program has been used successfully in this school and the data suggests the more time spent on the program, the higher student gains are made in letter knowledge, vocabulary, phonemic awareness, and oral production. For the 4 months that the program was in effect at our school last year, the ELLs showed significant gains in listening comprehension (41.9%), conversational phrases (46.5%), basic vocabulary (25.4%) and academic language (50%). Literacy development has also been measured and we have found that reading comprehension has increased 62.1% for leveled texts. Our hope is that this program will help our students succeed in acquiring the English they need to excel in school and meet the reading demands and tasks of not only standardized testing, but the common core curriculum. The afterschool program will operate Tuesdays and Thursdays for one-hour sessions for the students. Two fully certified ESL teachers will facilitate the program in the Technology room. Funding from the program will go towards per-session payment for the 2 fully-certified ESL teachers. The cost of this program will be 2 teachers x 21 sessions at one and a quarter hour (1.25) sessions x \$50.19 per hour = \$3,265.35. The program will commence on December 5th, 2013 and continue until February 27th, 2014. This amount will pay for direct instruction.

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: During the 2013 - 2014 school year, ESL teachers will provide training to all classroom teachers and out of classroom teachers during weekly morning meetings, during bi-monthly grade conferences and during professional development days. Topics to be covered will include: BICS and CALP, using visual media such as graphic organizers, cooperative learning strategies for ELLs, scaffolding strategies, and interactive strategies such as: jigsaw, four corners, and think-pair-share, and modifying classwork for ELL's. Teachers will also be given training on using formative assessments in mathematics to push the ELLs into critical thinking skills and taking ownership of their learning in groups.

Supplies and Materials

Since PS 131 has purchased 30 of the Imagine Learning Licenses (@ a cost of \$150 per license per student), at no cost to Title III, we would like to include the following software and supplies:

Since there will be 50 students that will be invited to attend the afterschool sessions, an additional 20 licenses will be needed to support them. The cost of these additional licenses will be 20 licenses at \$150 per license per student.

20 licenses X \$150 per license per student = \$3,000

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: The ESL Teachers will host a series of workshops for the Parents of ELLs. Parents will notified of these workshops by flyers sent home in both English and parental home languages. These workshops will take place on 3 different dates within the 2013-2014 calendar school year. The workshops will take place from 9:00 to 9:45 am in December, February and March (exact dates tbd). The first workshop will target grades K - 2. The second workshop grades 3 - 5. The final workshop will be for all grades. These workshops will include topics related to the curriculum and strategies parents can use to help their children at home. The final workshop will include details about the NYSESLAT and how it will be aligned to the Common Core Learning Standards, good practices for test taking and how parents can help their children feel comfortable about the testing process and what they can do to help.

Part E: Budget

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

Allocation Amount: \$

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