



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 143
THE LOUIS ARMSTRONG ELEMENTARY SCHOOL

DBN (i.e. 01M001): 24Q143

Principal: JERRY BRITO

Principal Email: JBRITO2@SCHOOLS.NYC.GOV

Superintendent: MADELINE CHAN

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
Jerry Brito	*Principal or Designee	
Martin McKeown	*UFT Chapter Leader or Designee	
Elsa Avalos	*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	
Denise Trefon	Member/ UFT	
Andrea Maniatis	Member/ UFT	
Tara Ostrowski	Member/ UFT	
Julia Caisaguano	Member/ Parent	
Angelina Salgado	Member/ Parent	
Yhesenia Canizal	Member/ Parent	
Patricia Barreto	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, the percentage of students in grades 3, 4, and 5 achieving proficiency (levels 3 and 4) on the ELA state exam will increase from 15.2% to 28% (28% is the percentage of 3rd, 4th and 5th grade students citywide that achieved proficiency on the 2013 State ELA Exam).

Comprehensive Needs Assessment

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

School performance on state ELA assessments and other summative assessments (Words Their Way Composites, Running Record Level, etc.)

Citywide Instructional Expectations

Instructional Strategies/Activities

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

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

1. Early Intervention Services provided during a morning program for Kindergarten – 2nd grade students
2. After School Program for grades 3-5
3. ELL Academy
4. Peer Tutoring
5. Academic Intervention Services as a push in/pull out program servicing students whose performance in ELA places them in the bottom 1/3 of their grade.
6. Reading comprehension will be a focus for 2 sessions per week during the extended day (37.5 minutes)

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

1. All classroom teachers
2. Academic Intervention Teachers
3. Literacy Coach
4. Reading Teachers
5. Peer Tutors

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

1. Teachers will use authentic, developmentally appropriate literature, including but not limited to that provided by ReadyGEN to engage students in guided reading groups and book clubs.
2. Teachers will use the Reading Workshop to deliver lessons specific to the needs of their students to supplement ReadyGEN.
3. There will be an after school program offered to students whose performance on the State ELA Exam placed them at the bottom 1/3 of their grade. This program will be offered three days per week.
4. There will be an after school ELL Program offered to students who are ELLs according to last year's results of the NYCESLAT exam or the LAB-R. This program will be offered two times per week.
5. Parent workshops will be offered during the course of the school year to ensure that parents understand the Instructional Shifts and CCSS.
6. Teachers will support struggling students within the classroom through Tier 1 interventions

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

1. August 2013 - PD sessions for teachers who volunteered to be Classroom Environment Lab Sites participate in a workshop with outside consultants who foster the development and understanding that management of instructional groups, transitions, materials and supplies impact the performance of classroom routines.
2. September 2013 – Teachers will:

Receive full day of professional development in Guided Reading

Analyze student NYS ELA Exam results

Review running record levels from June 2013

Teachers will begin to receive PD for the ReadyGEN literacy program

3. October 2013 – May 2014

Teachers in grades K-5 will administer the Fountas and Pinnell Benchmark Assessment – Running Record 4 times per school year in: October 2013, December 2013, March 2014, and May 2014

4. February 2014 – June 2014

Monthly Learning Rounds will be conducted in both Math and ELA

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

1. Teachers will analyze the Running Records, determine reading behaviors and find student trends to assist in planning the Reading/Writing Workshop.
2. Teachers will informally assess their students' comprehension on an on-going basis.
3. Students will take weekly assessments to determine their progress in the after school programs.
4. Lab sites will be formed in selected classrooms and teachers will be able to visit these sites in order to see "best practices" modeled by their peers.
5. Administrators, Teachers and Parents will engage in professional conversations to support best practices based on Learning Rounds
6. Support from CFN ELL Instruction Support Specialist for Learning rounds

Strategies to Increase Parental Involvement

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

Parent workshops conducted by the Parent Coordinator

Homework help after school facilitated by the Parent Coordinator with support from teacher volunteers

Movie Nights and Saturday family events

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, the percentage of students in grades 3, 4, and 5 achieving proficiency (levels 3 and 4) on the Math state exam will increase from 20.1% to 32.6% (32.6% is the percentage of 3rd, 4th and 5th grade students citywide that achieved proficiency on the 2013 State Math Exam)

Comprehensive Needs Assessment

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

School performance on state Math assessments and other summative assessments (Chapter tests, Performance Assessments.)

Citywide Instructional Expectations

Instructional Strategies/Activities

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

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

1. Early Intervention Services provided during a morning program for Kindergarten – 2nd grade students

2. After School Program for grades 3-5
3. ELL Academy
4. Peer Tutoring
5. Academic Intervention Services as a push in/pull out program servicing students whose performance in Math places them in the bottom 1/3 of their grade.
6. Math skills, based on standard based data collection, will be a focus for 1 sessions per week during the extended day (37.5 minute).

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

1. All classroom teachers
2. Academic Intervention Teachers
3. Literacy Coach
4. Reading Teachers
5. Peer Tutors

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

1. Teachers will use the Go Math! assessments (BOY, MOY, EOY, Chapter Assessments, Diagnostic Interview Assessments, Performance Assessment) to assist in adjusting and supplementing lessons
2. Standard based assessments will be administered to the students that participate in the After-school program every 4th session to gauge student progress
3. A portion of the after school sessions will focus on test preparation.
4. A focus during Math will be on dissecting and analyzing questions and providing evidence to support answers.
5. Our school's Lab Sites will be available for visitations by instructional staff members to view "best practices" that will be modeled by their peers.
6. There will be math tutorials given during lunch (peers)
7. Students not meeting the math standards will be given Tier 1 interventions by the classroom teacher which will take place in every classroom across all grades.
8. AIS personnel will be or has been assigned time to provide Tier 2 interventions during the regular school day.

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

Month	Plan
September 2013	<p>Think Central Access for All Teachers</p> <p>Distribute Four Components of Go Math (GM) Lesson</p> <p>GM Beginning of the Year Assessment</p> <p>Distribute suggested Assessment and Chapter Pacing Calendars</p> <p>Distribute suggested GM Assessment Calendar</p> <p>Begin Math Journals in all classrooms</p> <p>Publish Math Specialist Website</p>
October 2013	<p>After-school Professional Development – GM Overview and Think Central Support</p> <p>Online Go Math Resources published on Math Specialist Website</p> <p>NYCDOE/HMH Go Math Training for lead teachers on each grade (through June): Promoting the Instructional Shifts and Student Success through the Go Active Lesson Structure</p>

November 2013	GM Lead Teachers turnkey training during Professional Development Day Classroom Coaching by Math Specialist begins Register Students for Think Central
December 2013	GM Data Collection Training/Analysis begins (through June) GM Math Specialist Open House Professional Development begins: Content Emphasis by Cluster (Common Core Math Standards)
January 2014	Middle of the Year Assessments administered and analyzed NYCDOE/HMH Go Math Training for lead teachers on each grade (through June) GM Math Specialist Open House Professional Development: Differentiating Lessons
February 2014	GM lead teachers turnkey training during common preps GM Math Specialist Open House Professional Development: Preparing for Common Core Math Test
March 2014	NYCDOE/HMH GM Training Lead Teachers: Using Assessment and Effective Questioning to Make Instructional Decisions and Support Student Learning GM Math Specialist Open House Professional Development: Teacher Selected Topic
April 2014	Common Core Math Test GM Lead Teachers turnkey training during common planning GM Math Specialist Open House Professional Development: Reflecting on GM Year 1
May 2014	End of the Year Assessment administered and analyzed GM Math Specialist Open House Professional Development: Teacher Selected Topic
June 2014	GM Getting Ready Chapters Planning for 2014-2015

1.

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

1. Teachers will use the Go Math! lessons and materials to provide math instruction and Tier 1 interventions
2. Lab Sites will be available for peer to peer professional development

Strategies to Increase Parental Involvement

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

Parent workshops conducted by the Parent Coordinator

Homework help after school facilitated by the Parent Coordinator with support from teacher volunteers

Movie Nights and Saturday family events

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, the number of students, including SWDs and ELLs, scoring at the proficient level in both ELA and Math will increase by 10 percent

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.

Results of the 2012-2103 NYS Math and ELA exams

Interim assessments showing targeted populations not meeting the CCSS

Instructional Strategies/Activities

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

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

1. Professional development will be implemented on a weekly basis on the following topics: Guided Reading, looking at and analyzing data, ReadyGEN, Go Math, Danielson with a focus on Domains 2 and 3.
2. Academic Intervention Services provided by AIS teachers on a daily basis
3. RTI implementation plan

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

1. All classroom teachers
2. Academic Intervention Teachers
3. Literacy Coach
4. Math Coach
5. Reading Teachers
6. Peer Tutors

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

1. Special Education Teachers and Tier 3 Intervention Teachers will use the Go Math! assessments (BOY, MOY, EOY, Chapter Assessments, Diagnostic Interview Assessments, Performance Assessment) to assist in adjusting and supplementing lessons
2. Standard based assessments will be administered to the students that participate in the After-school program every 4th session to gauge student progress
3. A portion of the after school sessions will focus on test preparation.
4. A focus during Math will be on dissecting and analyzing questions and providing evidence to support answers.
5. Our school's Lab Sites will be available for visitations by instructional staff members to view "best practices" that will be modeled by their peers.
6. There will be math tutorials given during lunch (peers)
7. Students not meeting the math standards will be given Tier 1 interventions by the classroom teacher which will take place in every classroom across all grades.
8. AIS personnel will be or has been assigned time to provide Tier 2 interventions during the regular school day.

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

September 2013	Professional development provided to ESL & RTI providers for Level Literacy Intervention
October 2013	Professional development provided to ESL providers for On Our Way to English New ESL program implemented for small group instruction Student reading levels collected through the Fountas & Pinnell Reading Benchmark system RTI professional development provided to all teachers to begin to identify tier 1 students
November 2013	Additional professional development provided to ESL providers for On Our Way to English
December 2013	Student reading levels collected through the Fountas & Pinnell Reading Benchmark system Parent workshop on ELL strategies/skills to support students at home ESL providers reevaluate student groups based on student reading level; cycle one ends
January 2014	ESL instructional specialist provides professional development on guided reading support ESL providers begin second cycle using Fountas & Pinnell reading data ESL creative writing after school program begins Administer “mock” NYSESLAT exam focusing on reading and writing
February 2014	Review “mock” NYSESLAT exam data and analysis the data for instructional planning Parent workshop to support students for NYSESLAT exam and provide exam information to parents
March 2014	Student reading levels collected through the Fountas & Pinnell Reading

	Benchmark system ESL providers begin third cycle using Fountas & Pinnell reading data Prepare students for NYSESLAT exam using test prep resources
April 2014	NYSESLAT exam
May 2014	Student reading levels collected through the Fountas & Pinnell Reading Benchmark system ESL providers begin fourth cycle using Fountas & Pinnell reading data ESL providers reevaluate student groups based on student reading level

1.

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

1. The Special Education School Improvement Specialist will provide support to all our SE classes. Teachers receive feedback to help improve teacher practices.
2. ESL providers will receive ongoing training for On Our Way to English throughout the school year.
3. Our CFN 410 ESL Liaison will provide ongoing ESL support to our ESL providers and teachers to help improve best practices.
4. Ongoing professional development will be provided by outside literacy consultants to improve literacy practices including the Fountas and Pinnell Benchmark Assessments.
5. ESL providers meet weekly for common planning.
6. Our ESL coach will turnkey current information received from the ESL CFN 410 meetings and provides professional development to the ESL providers on a monthly basis.
7. Our ESL teachers and providers, in addition to our Parent Coordinator, will conduct parent workshops to support our ESL parents as well as providing them with ESL strategies they can use to support their children.
8. Ongoing parent workshops will include: NYSESLAT strategies, Support for students with disabilities.

Strategies to Increase Parental Involvement

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

Parent workshops conducted by the Parent Coordinator
Homework help after school facilitated by the Parent Coordinator with support from teacher volunteers
Movie Nights and Saturday family events

Budget and Resource Alignment

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

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

Goal and Action Plan #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.

By June 2014, a professional development plan will have been developed and implemented to support teachers in administering and analyzing assessments such as Fountas & Pinnell BMAS, Running Records to determine patterns and trends in student growth as they build the work around curriculum development. Teachers will utilize their data findings to build the work around curriculum development and consistent alignment of key standards and Common Core Learning Standards (CCLS) tasks to increase rigor and higher order skills that cognitively engage all learners.

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 2013 Quality Review, higher order thinking skills and strategies are visible in some classrooms; however, this practice is not consistent throughout the school. In some classrooms tasks are focused on the whole group and do not encourage students to demonstrate their thinking generate thoughtful discussions or student work products demonstrating inquiry, creativity or student choice. Additionally, across classrooms student activities are not based on an analysis of data, and tasks are not refined to meet the needs of all students. Therefore, the need for a professional development plan was necessary and thus, this goal was developed.

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. Survey of teachers for specific professional development tailored to their own personal needs
2. Continued professional development from outside consultants to help teachers design lessons that increases rigor and challenge students with higher order thinking skills
3. ELL Instructional Specialist

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

1. All classroom teachers
2. Academic Intervention Teachers
3. Literacy Coach
4. Math Coach
5. Peer Tutors

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

1. Teacher Reflections
2. Learning Rounds
3. Observations Of evidence increase rigor and Higher Order Thinking Skills in classroom activities being implemented in the classrooms
- 4.

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

September 2013:

- 3- Dale Severyn – What is the workshop model? - Expectations
- 16 & 18 - Maureen Morris- Coaching in class support setting up routines for workshop model
- 20- Dale Severyn- Leveled Literacy Support for Response to Intervention team
- 23-27- Dale Severyn- School-Wide Guided Reading Pd- Grade by Grade
- 30- Maureen Morris- In class support for Guided Reading Planning

October 2013:

- 1 & 2- Kaye Stahl- Words Their Way PD for 4th and 5th grade teachers
- 7 , 10 and 21- Maureen Morris- Guided Reading Fishbowl Model and Debrief

22-24- Dale Sevryn- Features of Text- How to select the right books to support students' needs- School-Wide

November 2013:

4- Dale Sevryn and Maureen Morris- Congruence Planning Day- Ready GEN

5- Dale Sevryn Running Record PD- School-Wide

12-15- Dale Sevryn- ReadyGen Flow and Unit Analysis- School-wide

December 2013:

4- Dale Sevryn and Maureen Morris- Congruence Planning Day- Ready GEN

9-13- Dale Sevryn & Maureen Morris-

January 2014:

6-10 & 13 & 27- Dale Sevryn- Individualized Support to teachers based on sign up & requested support

February 2014:

3-6 -Dale Sevryn- Individualized Support to teachers based on sign up & requested support

March 2014:

3-7 & 17-18- Dale Sevryn- Individualized Support to teachers based on sign up & requested support

June 2014: Completed Professional Development Plan

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

1. Title 1 Funds for Professional Development
2. Title 1 Funds for Per Diem Coverage
3. FSF for Supplies

Strategies to Increase Parental Involvement

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

Parent workshops conducted by the Parent Coordinator

Homework help after school facilitated by the Parent Coordinator with support from teacher volunteers

Movie Nights and Saturday family events

Budget and Resource Alignment

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

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

Goal and Action Plan #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.

By June 2014, all teachers will have received ongoing feedback from administration and participate in Learning Rounds in order to impact instruction and boost student achievement

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.

Environment survey from NYC School Report Card

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. Observational Learning Round conducted by peers
2. Feedback session between Learning Round participants at the conclusion of the Learning Round
3. Learning Round members reflect on their own classroom practices from those that were observed

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

1. Principal
2. Assistant Principals
3. Instructional Cabinet Team members
4. Math, Literacy and ESL Coaches
5. Parents

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

1. Instructional practices based on the Danielson Framework for Teaching
2. Incorporating the Arts into instruction
3. Incorporating content areas into ELA and Math instruction

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

1. Learning rounds for both Math and ELA will begin in February 2014 and continue through June 2014 with one (1) learning round conducted each month in each area.

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

1. Title I Per Diem coverage for teachers participating in the Learning Round
2. Support from CFN Achievement Coaches and Talent Coach
3. Danielson Framework for Teaching
4. ELL Instructional Specialist

Strategies to Increase Parental Involvement

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

Parent members of the PTA will be included as a member of the Learning Round Team

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Leveled Literacy Intervention Program	Small group instruction	During the school day
Mathematics	Go Math RTI Intervention Program	Small group instruction	During the school day and extended day
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor	Small Group or One to One	During the school day

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

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

In an effort to recruit the best teachers, we have made connections with a number of local universities. In turn, they recommend candidates that have completed a degree program or are anticipating the completion of a degree program. In addition, we receive a number of résumés via mail and e-mail. These résumés go through an initial screening based on the specific license area in need. In order to ensure that teachers are highly qualified teachers, we only accept those resumes that fit the specific license area in need and those candidates that possess the proper certification and qualifying credentials. Once we have a pool of applicants, all candidates go through a rigorous selection and interview process. Potential hires are brought in for an initial interview with a hiring committee that consists of, at minimum, two (2) Assistant Principals. The Assistant Principals, who serve on the initial interview committee, possess an expertise and/or experience in teaching or supervising the specific certification area being sought.

After the initial interview process, those candidates who advance are invited to the school to conduct a demonstration lesson. They are asked to prepare for a literacy based lesson and are matched with the potential grade(s) they will be servicing (should they be hired). Finally, the candidate participates in a final interview with our hiring committee that consists of, at minimum, two (2) Assistant Principals. We discuss our professional expectations for any of our potential staff members and ask that we be provided with at least three (3) references that we may contact. Upon verifying the candidate's prior work experience and professional conduct, we officially offer the candidate the position. In order to retain current members of our school community, who are considered Highly Qualified, we offer ongoing professional opportunities for growth and development.

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).

- A Professional Development Plan and Calendar is established in collaboration with Fountas & Pinnell consultant Dale Severyn and Literacy Support consultant Maureen Morris to support teachers in administering and analyzing assessments such as Fountas & Pinnell BMAS, Running Records to determine patterns and trends in student growth and target ReadyGEN units of study to support student's needs.
- Inquiry and Instructional Coherence periods are utilized to conduct student data analysis protocols and to identify patterns and trends in student progress. Student outcomes drive instructional next steps.

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

ELL Coach Funded with Title I and FSF
ELL After School Academy is funded with Title III
After School Academic Intervention Program funded with Title I
Friday Fine Arts Clubs is funded with Title I
Saturday Enrichment Program is funded with Title I
Books, materials and supplies are funded with Title I

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.).

Through the pre-registration process students are screened and placed appropriately according to their needs. The Parent Coordinator works together with the parents to provide them with strategies to be successful in Kindergarten. Parents with students/siblings in upper grades are invited to attend an assembly where experiences are shared with the parents of incoming students. An orientation is held in both of our locations to familiarize our families with the protocols and procedures along with the daily routine. Parents are invited to visit classrooms during open school week to see their child's classroom.

Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers meet weekly during Inquiry, Common Planning and Instructional Coherence periods to discuss instructional practices that are informed by collected data in both ELA and Math. In addition, the school has developed an Instructional Cabinet Team that is made up of Classroom Teachers, Coaches, and Administrators whom also meet weekly to look at and discuss instructional practices including assessments and assessment results to make informed instructional decisions.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, PS 143Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 143's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. PS 143Q will support parents and families of Title I students by:

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

PS 143Q's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of PS 143Q. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 143QI will:

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

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

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

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

PS 143Q
SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

PS 143Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve Common Core Learning Standards and Common Core Assessments.

I. PS 143Q School Responsibilities

Provide high quality curriculum and instruction consistent with the Common Core Learning Standards to enable participating children to meet the demands of the Common Core Learning Standards and Common Core Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 24	Borough Queens	School Number 143
School Name Elementary		

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 Jerry Brito	Assistant Principal Ivelisse Hernandez
Coach Jorge Silva/Bil ESL Coach	Coach Jennifer Lerner/Lit Specialist
ESL Teacher Amanda Lester/ESL Push In	Guidance Counselor W. Jaquez
Teacher/Subject Area Andrea Diaz/Dual Language	Parent PTA President
Teacher/Subject Area Candida Santana/Dual Language	Parent Coordinator Evelyn Roldan
Related Service Provider C. Catalano/IEP Teacher	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.	19	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	5	Number of teachers who hold both content area and ESL certification	13
Number of certified bilingual teachers currently teaching in a bilingual program	8	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
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	11	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1810	Total number of ELLs	681	ELLs as share of total student population (%)	37.62%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish, English

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%)	2	2	2	2	2	2								12
Freestanding ESL														
self-contained	4	2	1	2	1	1								11
Push-In	5	8	7	6	9	5								40
Total	11	12	10	10	12	8	0	63						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	681	Newcomers (ELLs receiving service 0-3 years)	650	ELL Students with Disabilities	111
SIFE	0	ELLs receiving service 4-6 years	31	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language	113	0	0	3	0	0	0	0	0	116
ESL	533	0	106	31	0	5	1	0	0	565
Total	646	0	106	34	0	5	1	0	0	681

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																
Spanish	28	22	21	37	15	45	21	11	16	43	15	32							116	190
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	28	22	21	37	15	45	21	11	16	43	15	32	0	0	0	0	0	0	116	190

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): 190 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 190
 Native American: 0 White (Non-Hispanic/Latino): 0 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	32	106	91	132	103	61								525
Chinese	9	11	6	3	3	2								34
Russian														0
Bengali		1		1										2
Urdu														0
Arabic				1	1									2
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	41	118	97	137	108	63	0	0	0	0	0	0	0	564

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)	80	21	21	23	26	17								188

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)	36	57	57	45	48	24								267
Advanced (A)	26	40	20	76	38	26								226
Total	142	118	98	144	112	67	0	0	0	0	0	0	0	681

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	5	1	0	0	6
4	78	16	0	0	94
5	37	10	2	0	49
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	5	0	1	0	0	0	0	0	6
4	64	5	24	3	3	0	1	0	100
5	23	7	17	1	5	0	1	0	54
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	10	3	19	0	17	0	2	0	51
8									0
NYSAA Bilingual (SWD)									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	1	8	7	0	3	28	44
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.

To assess our students early literacy skills for our ELL's we begin with our Words Their Way Kindergarten Emergent Assessment and the Fountas and Pinnell Benchmark Assessment. The Words Their Way Emergent Assessment data provides us with concept of print and letter recognition information. The Fountas and Pinnell Benchmark Assessment data provides us with the student fluency, comprehension and writing levels. Based on the Words Their Way Emergent Assessment 44% of our Kindergarten ELL students are able to recognize their uppercase letters, 42% of our Kindergarten ELL students are able to recognize their lowercase letters, 18% of our Kindergarten ELL students are able to recognize their sounds, 94% of our First Grade ELL students are able to recognize their uppercase letters, 94% of our First Grade ELL students are able to recognize their lowercase letters, 81% of our First Grade ELL students are able to recognize 81% of their sounds, 84% of our Second Grade ELL students are able to recognize their uppercase letters, 85% of our Second Grade ELL students are able to recognize their lowercase letters and 88% of our Second Grade ELL students are able to recognize their sounds. These benchmarks are based on the Words their Way Kindergarten Emergent Assessment. This data provides our K - 2 grade teachers with specific information on the needs of our ELL students. This information also provides our ESL providers with literacy information to guide their programs for our ELL students. We are currently administering the Fountas and Pinnell Benchmark Assessment. This assessment will provide us with each student reading levels. The running record focuses on the students fluency, comprehension and writing skills. This information will help guide our teachers instruction and our ESL providers will be able to select an appropriate program to guide their students.

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

The data patterns with regards to the ELL students' NYSESLAT and LAB-R scores across proficiency levels and grades show distinct patterns and fluctuations. Data for grades K show that majority of ELL students' proficiency levels fall within the beginner range at 56%. Students scoring within the intermediate range for kindergarten are at 25% and at the advanced range at 19%. This shows more than half of incoming ELLs scoring at the beginner range with an almost even number of ELLs at the intermediate and advanced range. By first grade there is a significant shift in ELLs proficiency levels with only 18% scoring at the beginner level, 48% scoring at the intermediate level and 34% scoring at the advanced level. This indicates that a large number of ELLs are increasing their English proficiency from Kindergarten to first grade. The second grade ELLs scores reflect 21% scoring at the beginner level, 58% scoring at the intermediate level, and 20% scoring at the advanced level. This data shows that there is a lot less movement across proficiency levels from first and second grade than from kindergarten to first grade. The third grade ELLs scores show 16% scoring at the beginner level, 31% scoring at the intermediate level, and 52% scoring at the advanced level. This data shows significant movement from the intermediate to the advanced levels and minimal movement from the beginner to the intermediate levels from second to third grade. The fourth grade ELLs scores show 23% scoring at the beginner level, 43% scoring at the intermediate level, and 34% scoring at the advanced level. This seems to indicate movement from the beginning to intermediate levels, but it also seems that less students are moving into the advanced levels from third to fourth grades. The fifth grade ELLs scores reflect 25% scoring at the beginner level, 36% scoring at the intermediate level, and 39% scoring at the advanced level. This indicates less movement from fourth to fifth grades across proficiency levels. It may also be noted that while a majority of ELLs scored at the advanced level in third grade showing significant movement toward English proficiency, that pattern is not maintained in the upper grades (fourth and fifth).

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](#))

N/A

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. Patterns across proficiencies and grades indicate that the ELLs and EPs in the Dual Language classes are performing at a higher level than both ELLs in the Freestanding ESL classes and the general student population. ELLs in Freestanding ESL classes are not performing as well as students in the general population and ELLs in the Dual Language program. ELLs in the Dual language classes are showing comparable results in tests taken in English when compared to tests taken in the native language, however they perform slightly

better in tests taken in English.

b. School leadership and teachers are using the results of the ELL periodic assessments to differentiate instruction and form subgroups of students who may need more intensive instruction on specific modalities. Identifying the needs of these students will help them to receive more specific instruction rather than receiving instruction on modalities that have already been mastered.

c. Data analysis of ELL Periodic Assessment results reveal significant strengths and deficiencies of ELL students. ELL students, for the most part, require remediation in reading comprehension, however they do make significant progress in literacy skill as they make further gain in English language proficiency.

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](#).)

From our Fountas & Pinnell and Words Their Way Assessments teachers decide if an ELL student may need to be in RTI. The classroom teacher will provide the ELL students with the necessary scaffolds for Tier 1. If the child does not show any progress the student is recommended to Tier 2. In Tier 2 the RTI provider will provide the student with intensive small group instruction. This instruction could be tailored to meet the student's phonics or literacy comprehension level based on the data collected. If the child does not show any progress in Tier 2 they will be recommended for Tier 3. During tier 3 the students will be provided with a small group intensive environment with the SETSS teacher. Again we will use the Fountas and Pinnell running record information to help guide instruction.

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

The NYSESLAT and LAB-R assessments are administered in order to measure ELLs second language development. Running records, periodic assessments, teacher/student conferences are also used as an informal measure of a student's second language development. All of these measures are used in order to place students in the appropriate setting so that they can receive the services they need and are entitled to. In addition, a child who is a former ELL (FELL) will also receive additional support from push in ESL teachers and RTI providers.

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?

a. English proficient (EP) students in Dual Language programs are assessed in their second language (Spanish) through the EL Sol (El Sistema De Observacion De La Lectura y Escritura), conference notes in the different content areas, running records, on demand writing, and teacher observations.

b. The level of language proficiency in the second language (Spanish) for EPs is between Beginner and Intermediate throughout grade K-5.

c. In comparison to the students who are not in Dual Language classes, our EPs in Dual Language are currently out performing them on state and city assessments.

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

8. The success of our ELL Program (DL and Free Standing ESL) is evaluated by reviewing the data collected by using a variety of formal and informal assessments. The formal assessments include the following: LAB-R, NYSESLAT, El Sol, ELE, NYS ELA, NYS Math, and NYS Science. Informal assessments include but are not limited to the following: conference notes in the different content areas, running records, on demand writing, and teacher observations.

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](#).)

Our registration team consists of: Mr. Anthony Petrocelli, Assistant Principal/Registration Team Leader; Therese Reyes, Pupil Accounting Secretary; Jorge Silva, Bilingual/ESL Coach; Clara Manzano, IEP Teacher; RosaLaura Anton, AIS Provider; and Evelyn Roldan, Parent Coordinator.

The team assists with the intake process of our newly admitted students. Parents of new registrants fill out the Home Language Identification Survey which identifies the languages spoken in the home along with what languages are understood, written, and read by the newly registered students. Native language support for parents and students is given by several of the registration team members who are fully bilingual in Spanish and English. Certified bilingual (Spanish) pedagogues which include the Bilingual Coach, the IEP Teacher, and the AIS Reading Teacher then assist parents with completing the Home Language Identification Survey (HLIS) to identify the languages spoken at home. Along with the HLIS these same pedagogues then perform an informal oral interview in English to further assess whether the child may be an English Language Learner (ELL). Parents are also interviewed in their preferred language in order to gather additional schooling information on the student. The children that are then identified as possible ELLs, because a language other than English is spoken in the home, are assessed by administering the LAB-R exam within ten days of enrollment. Students who do not achieve a score indicating proficiency in English are then identified as ELLs. If a student is a Spanish speaker and did not achieve a proficient score on the Lab-R, he is then administered the Spanish LAB. This may be used for screening to see if Spanish is truly the dominant language.

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.

Within ten days of enrollment, parents of newly identified ELLs are entitled to fill out a Parent Survey and Selection Form in which parents select from three different programs; Transitional Bilingual Education, Dual Language, or Freestanding ESL. During this time, a parent orientation is provided. Letters identifying children eligible for ELL services are sent to the parents of newly registered ELLs inviting them to this orientation. This orientation is provided by the following pedagogues: Jorge Silva/ Bilingual ESL Coach, Amanda Lester/ ESL teacher, Millie So/ ESL teacher, Peter Heinz/ ESL teacher, Larry Xu/ ESL teacher. Additional ongoing orientation sessions are held throughout the year. All program placement options which include Transitional Bilingual Education, Dual Language, and Freestanding ESL are presented to the parents at this orientation in English, Spanish (by Jorge Silva bilingual in Spanish), and Chinese (by Larry Xu bilingual in Chinese). The meeting focuses on familiarizing the parents with the New York City school system and explaining ELL program options. Videos available on the NYC Department of Education website provide information, in various languages, on all three program models. Pedagogues then assist parents in filling out the Parent Selection form giving support in their native language when necessary. When a language other than Chinese or Spanish is needed teacher call the DOE's translation service to assist parents. If a parent chooses the Transitional Bilingual Education program they are then informed that this is not offered at our school. If they want this program for their child, the parent coordinator will then help them to find a school where it is offered. If a parent chooses the Dual Language(Spanish/ English) program and the class is currently full, the parent is informed that the child will be put on a waiting list until space is available. The Bilingual ESL Coach and the Parent Coordinator carefully monitor the Dual Language classes and will reach out to parents who have placed their child on a waiting list when a spot becomes available.

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

Entitlement letters are distributed to all ELL students by Jorge Silva, the Bilingual ESL Coach. Copies of these letters are made and kept on file in the data room. Newly identified students are sent an initial entitlement letter, which also invite parents to an orientation session. Parents fill out the Parent Survey and Program Selection forms at the end of this orientation with the help of the certified pedagogues previously identified. Parents who cannot attend the orientation session are contacted by the Bilingual ESL Coach and invited to come in to a one on one session where the parent program options are explained and where they can then fill out the selection form. Parents who cannot attend a one on one session are informed that the selection form will be sent home with the student to be returned to the classroom teacher as it is completed. As the Bilingual ESL Coach receives the completed Parent Program Selection Forms they are copied. The copies are placed in a binder and secured. Originals are placed in the student's cumulative folders. Students who have not reached English proficiency according to the annual NYSESLAT exam a continued entitlement letter. Students scoring at the proficient level according to the NYSESLAT will receive a letter indicating that they are no longer entitled to being serviced by an ELL program. The NYSESLAT is given during the spring to all eligible ELL students and assesses all four language modalities: speaking, listening, reading, and writing.

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.

Entitlement letters are distributed each year for both newly identified ELLs and continuing ELLs. These letters are copied and secured by the Bilingual ESL Coach in specific binders. Once ELL students are identified according to the results of the LAB-R, parents are invited to an orientation meeting where ELL program options are explained. When placing students into ELL programs, we consider parent requests as indicated on survey forms and student and parent interviews. Parent choice is based on all three programs available in New York City (TBE, DLA, and freestanding ESL) regardless of whether they are offered at our school. Communications with parents are provided in their native language and English. Staff members provide translation or a telephone translation service is provided. After consultation with everyone involved, grade supervisors place students in the appropriate setting. The ELPC screen in ATS is updated by the Bilingual ESL Coach within 20 days.

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 NYSESLAT is administered annually to all English language learners in Grades K–5. ATS reports are used to determine NYSESLAT eligibility. Last year the grade bands were K, 1-2, 3-4, and 5-6 for our school. Each grade band assesses four language modalities: Speaking, Listening, Reading, and Writing. Speaking subtest materials will arrive in schools in a separate shipment, earlier than other test materials. The Speaking subtest must be administered to students individually at a location separate from other students. Scoring is done at the time of administration. The Listening, Reading, and Writing subtests must be administered to groups of students. Our school chooses specific dates and times. Self-contained classes have the test administered by the classroom teachers. Students receiving push-in services will be picked up in designated groups by ESL teachers and tested in a pre-arranged location. All standardized testing procedures are followed. The make-up test dates are any dates that remain in the primary administration period. The NYSESLAT is an untimed test. Scoring for the open-ended questions in the writing subtest will be performed locally within the school.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The majority of parents this year have requested the Freestanding English as a Second Language program which is designed to develop skills in listening, reading, speaking, and writing in the target language. The Dual language program offered in Kindergarten through fifth grade has been requested by many parents in our school community. Program models offered in our school are aligned with parent requests. The majority of our parents request the Freestanding ESL Program. Due to parent requests, Dual Language classes are offered in all grades. The Bilingual ESL Coach monitors parent choices according to the Program Selection form and students are placed accordingly. So far, parents have not requested the Transitional Bilingual Program. Parents who have expressed interest in the TBE program have not selected it because it is not offered at our school and it would be a hardship for their children to attend a school where it is offered. Because there has been a significant amount of newcomer ELLs who would benefit from a TBE program at our school, and the reason parents don't ultimately choose it is because it is not offered at our school, opening TBE classes in the future is being discussed.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1a. The organizational models available to ELLs include push - in classes, Dual Language (DL) and Free Standing ESL for ELLs.
 - 1b. The program model varies according to the specific ELL program and data. Spanish speaking newcomers who are at the beginner and intermediate level according to their LAB-R and/or NYSESLAT scores, from self - contained ESL classes. DL classes consist mainly of Spanish speaking students with a strong foundation in their native language who scored at an advanced level on the NYSESLAT or LAB-R. Students in freestanding ESL classes are heterogeneously grouped according to their LAB-R and NYSESLAT scores. All teachers are qualified using ESL methodology throughout the content areas to build academic language.
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)?
 - 2a. Students in ESL and DL classes who scored at the beginner or Intermediate levels on the NYSESLAT receive the required 360 minutes per week of ESL instruction from the classroom teacher/ESL provider. Students in ESL classes who scored at the advanced level on the NYSESLAT receive the required 180 minutes per week of the ESL instruction from the classroom teacher or a push 0 in ESL provider, along with the 180 minutes per week of ELA instruction from the classroom teacher. Students in freestanding ESL program who scored at the advanced level on the NYSESLAT receive the required 180 minutes per week of ESL instruction from the classroom teacher. Teachers of self-contained ESL classes are dually certified in Common Branches and ESL.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction is delivered in compliance with the legislative mandates and directives for each ELL program as described in CR Part 154. Dual language students received content area instruction where the teacher utilizes the workshop model in both English and Spanish. Kindergarten students in Dual language receive one 45-minute period each week of Science and Social Studies as do student students in first, second and third grades. Instructional language varies with a side by side model of English and Spanish on a daily bases. Math and literacy instruction in Dual Language classes likewise varies with alternating patterns of English and Spanish where students are instructed also using the ReadyGen and Go Math programs. Students receive ten 45-minute periods of literacy per week and ten 45-minute periods per week of math. Cluster teachers instruct students who receive one 45-minute period each week of Science and one 45-minute period each week of Social Studies. Also, students receive one period of Science and of Social Studies each week taught by the classroom teacher using the side by side method. The methods used within the Dual Language classes are based upon studies by Dr. Lily Wang-Filmore (deconstruction and reconstruction of subject matter) as well as Curriculum Mapping. Science and Social Studies instructional time allocation each week conforms to CR Part 154 requirements. Students in the English As A Second Language classes receive the same number of minutes per week of these content area instruction. Math and ELA instructional time allocation in ESL classes is two 45-minute periods per day within the ReadyGen and GoMath program.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

PS 143 ELL students are evaluated in Social Studies and Science in their native language for unit exams and state exams as the ELL students are transiting from their native language to English. Our ELL students are also evaluate in Literacy with Running Records in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our ELL's are evaluated in Literacy using the Fountas and Pinnell Benchmark Assessment systems which evaluates students in Accuracy, Fluency, Comprehension and Writing. Our ELL's are also evaluated in Writing with their classroom teacher writing task using the HEISS rubrics. Our ELL's are evaluated in Math using our Beginning, Middle and End of the Periodic Assessments. Our ELL's are also evaluated in Math with their classroom teacher end of the unit assessments. All assessments are

aligned to the CCLS.

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).

a. Currently, we have no SIFE students. However, the following programs and interventions are available should any SIFE students be enrolled throughout the school year: extended day and AIS programs. In addition, teachers would implement other strategies to help these students move forward such as establishing partnerships in the classrooms. Flexible and differentiated groupings could be established to meet these students' needs. ESL and AIS teachers could push-in to provide additional support for these students. At-risk counseling would be provided by our Guidance Counselor, Intervention Specialist and Parent Coordinator.

b. Newcomers with less than three years in the U.S. are generally placed in a push-in program or a self-contained ESL class at the parent's request. New this year is the On Our Way to English program. This program offers an intensive guided reading program for newcomers. The ESL providers and classroom teachers will utilize these programs to help our newcomer students. Newcomers have access to books in their native language. They also use glossaries, word to word dictionaries, translated computer software, picture dictionaries and multicultural text. They are further supported through partnership and buddy systems.

c. AIS services including remedial reading programs such as Wilson Reading System, Imagine Learning, Awards and Rosetta Stone are provided for ELLs who have been receiving services for four to six years. In addition, these students are invited and encouraged to attend all remedial ELA and Math Before and After School Programs as well as Saturday Academy programs.

d. Currently, we have no long term ELLs (over six years). However, if any were to arrive during the school year, we have AIS teachers in place to provide intensive remedial support using a variety of programs. In addition, these students would be invited and encouraged to attend all remedial ELA and Math before and after school programs as well as Saturday Academy programs.

e. Former ELLs are invited to all the programs that are ELL students are involved in. Former ELLs are identified and assessed carefully to make sure that they get continued support if they require it. Extended day programs are offered to groups of former ELLs and ESL providers make room on their schedule to provide support to them. Testing accommodations are made for former ELLs along with current ELLs accordingly.

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?

New this year our ELL - SWD will use the ReadyGen and GoMath programs. Both programs provide scaffolds for ELL's and SWD. Our ESL providers will use On Our Way to English guided reading program for their push in small group instruction. Our Self-Contained classes will be provided with On Our Way to English whole group program to the entire class throughout the week.

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?

As a special education team we meet to discuss the present levels of performance for each student who has an IEP. Based on the child's performance they are then flexibly programmed throughout the day to participate in the General Ed curriculum alongside their non-disabled peers. This consists of students in multiple settings throughout the day, ie. 12:1:1 for math and ICT for ELA.

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:	Spanish/English		
Social Studies:	Spanish/ English		

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

Math:	Spanish/ English			
Science:				

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

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

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

	Beginning	Intermediate	Advanced
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.



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.
- Currently our intervention programs for ELL's in ELA are Foundations, Wilson, On Our Way to English and Leveled Literacy Invention. Our intervention program for Math is the GoMath RTI program.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of our ELA programs are that they focus on the specific needs of our ELL students based on their previous year NYSESLAT scores, ongoing running records and teacher conferencing notes. The effectiveness of our Math program is new this year however it will be based on the data collected from the Beginning, Middle and End of the data. All programs provide scaffolds for our ELL's.
11. What new programs or improvements will be considered for the upcoming school year?
- This upcoming school year we are implementing the On Our Way to English guided reading program and Level Literacy program for our ELL's to provide ELA support. We have also grouped our ELL's for ELA based on their instructional reading levels and NYSESLAT levels (B, I, A). The ESL provider will provide guided reading push in sessions with groups sizes ranging from 6 - 10.
12. What programs/services for ELLs will be discontinued and why?
- We are currently not discontinuing any programs and/or services.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All school programs offered to non-ELL students are also offered to ELL students. These include Saturday ELL Academy, Before and After School Remedial Programs, Enrichment Programs such as Art, Music, Dance, Dance Festival, The Casa Theatre group and Ballroom Dancing which are afforded to the entire school population.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- To provide support and strengthen instruction for our ELL population, we have implemented the following programs: The morning program focusing on reading and language acquisition, Extended Day Program focusing on language development acquisition through literacy, Saturday Program focusing on math, language development and acquisition through the use of literacy. Additional support is provided by push-in ESL/AIS teachers. The 37-1/2 minute period tutorial is also available for the ELL population students. The following technology programs are utilized: Imagine Learning (English, Spanish, Chinese), Pearson Success Maker, Rosetta Stone.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our Dual Language classes will serve both language minority and language majority students in the same classrooms. Fifty percent of the students will come from each language group. Students will be instructed in both languages according to the side-by-side model alternating days of instruction in the targeted language from the beginning of the school year. The goal of this program is for students to achieve mastery of all subject areas in both languages (Spanish and English). Native language support may be given in Free Standing ESL programs in a variety of ways. Native language libraries and textbooks are available for ELLs who require their support. Technology based programs such as Imagine Learning and Rosetta Stone also offer native language support. In addition, classroom and support teachers may give native language support to individual students on a case by case basis.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required support services and resources for ELLs are determined according to the individual students' grade and ability as indicated by their NYSESLAT results. AIS providers also support students according to their individual needs. Student peers provide assistance to students who speak the same language when possible.
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.
- Parents of newcomers are invited to the Jump Start Program before the beginning of the school year. The goal of this program is for parents of newly enrolled ELLs and the students themselves to become familiar with the program options and the staff members. Students are invited to the Summer Enrichment for ELLs to enhance language acquisition.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

a) EPs and ELLs will receive the same amount of instructional time in the target language based on the side-by-side model of instruction of the Dual Language classes. This model consists of fifty percent of Spanish instruction and fifty percent of English instruction.

b) EPs and ELLs are integrated throughout the entire school day and year. All content areas are integrated within the daily instruction schedule so that EPs and ELLs are acquiring both languages simultaneously.

c) In the side-by-side model, two groups of students receive instruction from two teachers – a Bilingual (Spanish) teacher and a common branch teacher. Each class alternates teachers who use a specific language of instruction for the entire school day. For example, group A will receive instruction in English from the English language teachers in his/her classroom while group B will receive instruction in Spanish from the Spanish language teacher in his/her room. The next day, group A and B will switch. Through this model, each group alternates English and Spanish days. All content areas are taught in both languages on alternate days.

d) The side-by-side Dual Language model is being used in our school.

e) In the Dual Language program, both languages are taught simultaneously to each class.

C. Professional Development and Support for School Staff

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

1) Professional development is an ongoing endeavor for all ELL personnel and is provided throughout the school year by district officials, Principal, Assistant Principals and Coaches. ELL teachers attend professional development provided by the OLL, NYS Spanish BETAC, Hunter as well as in-house during Faculty Conferences and Grade Conferences. For all our professional development, agendas and sign in sheets are kept in a file. The Bilingual ESL Coach attends biweekly PD sessions offered by the network on Common Core learning standards, working with SIFE students, Identifying ELLs, RTI, Complex and frustration level texts, and bilingual common core progression. Subsequently, The Bilingual ESL Coach turkeys this information to ESL and DL teachers at a weekly meeting.

2) Teachers of ELLs are currently using On Our Way to English a new program for ELLs in K-5 which has been written and aligned with the Common Core Learning Standards. This program provides ongoing support throughout the year. In addition, Ready Gen and Go Math has sections designed for ELLs. The ESL Coach also provides professional development to align current programs to the CCLS.

3) Our guidance department provides orientation for our ELLs who are being promoted to middle school. Depending on the need of

individual students, guidance personnel will provide private counseling to students being promoted to middle school. Our bilingual Guidance Counselor does parent outreach throughout the school year to aid families with this transition. The Parent Coordinator also gives workshops on school choices available to children.

4) All staff receive 7.5 hours of ELL training during the current school year from in-house and from outside organizations such as New York University, Museum of Modern Art and SBETAC. Teachers provide agendas and literature that were obtained at these workshops. Records of this training are maintained by the Bilingual ESL Coach.

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) Parent involvement is crucial for English Language Learners to achieve proficiency in the English Language. All information and notifications are provided to parents in their home language. Accommodations for other students who speak other languages are made available as needed. Workshops are offered to provide parents with assistance to ensure their child's social and academic success. The Parent Coordinator offers a variety of workshops. These workshops provide parents with an overview of the ELA, Math, NYSESLAT and Science Test. During the workshops, parents learn how to help their children prepare for these tests and gain an understanding of the purpose of these tests. English As A Second Language workshops are also offered in which parents are given the opportunity to learn how to read, write and speak the English language. A Homework Club is also offered five days a week and parents are instructed on how to help their children with their school assignments. Every month parents are able to attend four workshops on different topics related to their child's education. The school's nurse offers a variety of workshops on how to care for children with asthma. She also provides instruction on proper children's hygiene. Family nights will take place throughout the school year. The school works closely with parents and offers a variety of activities that foster parent participation. We also provide parents with an opportunity to meet the administration of the school which includes the Principal, Assistant Principals, Guidance Counselors, Coaches and Coordinators.
 - 2) The Parent Coordinator acts as a liaison to community-based organizations servicing the parents of P.S. 143 including ELL parents of current and former ELLs. The Parent Coordinator provides the Family Literacy Program to strengthen parents abilities to support their children as they experience the school's curriculum in their own learning. The school nurse coordinates workshops addressing health issues of students such as dental hygiene, flu prevention, asthma, eye care and other issues.
 - 3) Parental needs are reviewed and evaluated by means of a parent survey given by the Parent Coordinator. Issues, needs and concerns are then communicated to the school administration who will take these into consideration when planning future schoolwide events and activities. The School Leadership Team includes parent representatives that communicate issues and concerns with school staff on an ongoing basis.
 - 4) Parental involvement activities are derived from the results of parent surveys. The activities are closely designed to align with the needs expressed in the parent survey. For example, the Parent Coordinator sponsors a Homework Club to teach the parents how to assist the children with homework.

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: 143

School DBN: 24Q143

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jerry Brito	Principal		
Ivelisse Hernandez	Assistant Principal		
Evelyn Roldan	Parent Coordinator		
Amanda Lester/ESL Teacher	ESL Teacher		
	Parent		
Candida Santana/Dual Language	Teacher/Subject Area		
Andrea Diaz/Dual Language	Teacher/Subject Area		
Jorge Silva/Bil ESL Coach	Coach		
Jennifer Lerner Literacy Specia	Coach		
Windis Jaquez	Guidance Counselor		
	Network Leader		
Christina Catalano	Other <u>IEP teacher</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q143 School Name: P.S. 143Q Louis Armstrong

Cluster: 4 Network: CFN410

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.

Upon arrival at our school to register a child, parents are required to complete a Home Language Identification Survey (HLIS) to determine the languages spoken in the home. On this form a parent may indicate the language that they would prefer to communicate in, both orally and through written correspondence. The HLIS is available in a number of languages, so parents can complete it in their preferred language. An oral interview is also administered by Mr. Jorge Silva or Ms. Clara Manzano, both who are certified bilingual pedagogues. If translation services are required in order to help the parent fill out the HLIS in Spanish, either Mr. Silva or Ms. Manzano are available to translate. If translation services are required in another language, we enlist the aid of the DOE Translation/Interpretation unit to translate by means of a telephone conference call. Translation and interpretation needs are also assessed during the ELL parent orientation meeting and beginning of the year PTA meetings. The Parent Coordinator, Evelyn Roldan, or the Bilingual/ESL Coach, Jorge Silva, will then communicate these needs to the administration and to the school community.

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.

A majority of the parents in our school require translation services in Spanish, both orally and through written correspondence. A much smaller, but growing, number of parents require translation services in Chinese, both orally and through written correspondence. A very few require translation services in Arabic, French, and French Creole. These findings were assessed through the HLIS form, during parent gatherings, and through conversations with school staff. This information was disseminated to our school community through our Parent Coordinator, Bilingual/ESL Coach, our PTA, Guidance Counselors, and other staff members who interact with parents and students.

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.

P.S. 143 provides necessary written translation services to all parents in order to ensure that they are provided with appropriate and timely information. Correspondence, report cards, surveys, and important documents related to our students' educational needs are translated into Spanish by several members of our bilingual staff. Documents to be translated into languages other than Spanish are done so through the use of the DOE Translation and Interpretation Unit. All translated documents are approved by the Principal prior to distribution.

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

P.S. 143Q has a number of highly qualified, bilingual (Spanish speaking) professionals which include the Principal, several Assistant Principals, Guidance Counselors, the School Psychologist, the School Social Worker, the Parent Coordinator, the Bilingual/ESL Coach, and classroom teachers that can provide translation in Spanish to the parents who require it. In addition, we use the Audio Resource Group (ARG) electronic translation system during large group parent gatherings and meetings.

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>.

PS 143 provides written notification to all parents who require language assistance. This notification describes the rights and responsibilities that parents have regarding translation and interpretation. It is posted in the Parent Coordinator's office, which is located on the third floor of the school's main building. Signs directing parents to this written notification are posted in the school's main office, mini-building entrance and the school's main lobby. The link to the Chancellor's Regulation A-663 is provided on the school's home page. The Language Interpretation Plan has been implemented and addresses the procedures to follow in order to ensure that every parent receives language assistance as needed.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: 143Q	DBN: 24143
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
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: 28
of certified ESL/Bilingual teachers: 14
of content area teachers: 3

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:

P.S. 143 will provide many instructional supplemental programs for our ELL population throughout the 2012-2013 school year. English Language Learners will be invited to attend an Early Rise Program, After School Program and Saturday Academy.

The Early Rise Program will be held every Tuesday and Wednesday before school for one hour from 6:55 a.m. to 7:55 a.m. for students in grades 1 and 2. This program will run for 34 sessions. This program will focus on developing and strengthening language, reading comprehension and fluency as well as math skills. The use of ESL methodologies will be utilized during individual and small group instruction. There will be five ESL-certified teachers servicing students in this program.

The After School Program will be offered to ELL students in grades 3-5 who will meet two days a week for an hour and a half each session from 3:05 p.m. to 4:35 p.m. This program will run for 27 sessions. This program will focus on developing and strengthening language, reading comprehension and fluency through ELA and Math. The use of ESL methodologies will be utilized during individual and small group instruction. There will be ten ESL-certified teachers servicing students in this program.

ELL students will be invited and encouraged to attend our Saturday Language Skills Academy. This program will be offered to all ELL students in grades 1-5, from January to May, for three hours each Saturday from 8:00 a.m. to 11:00 a.m. This program will run for 13 sessions. This program will focus on developing and strengthening language, reading comprehension and fluency through ELA, Math & Science. The use of ESL methodologies will be utilized during individual and small group instruction. There will be six ESL-certified teachers servicing students in this program.

Teachers will offer multiple entry points and appropriately challenging tasks and activities based on students' individual language needs. All teachers of these programs are ESL certified and will use English as the main language of instruction. In order to facilitate academic language, vocabulary development, reading skills and reading comprehension, the following supplemental materials, among others, will be utilized throughout the programs: computerized / software programs such as Imagine Learning English and Aha! Math and Aha! Science. In addition, other materials will include reading and supplemental materials from Kaplan, Rally Coach and Attannasio.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here:

Throughout this school year 2012-2013, we will support our ELL personnel with a variety of Professional Development. These Professional Development sessions will be offered for self-contained classroom teachers as well as push-in ESL teachers. Professional Development will enhance and improve the delivery of ESL and Literacy instruction. The main focus will be the development of academic language in all content areas by providing multiple entry points and appropriately challenging tasks and activities based on students' individual language needs. These sessions will be delivered by the School's Professional Development Team which consists of Coaches, Assistant Principals, the Principal, our CFN support staff and external professional development trainings offered by the Office of English Language Learners (OELL).

The following Workshops / Professional Development sessions will be offered to our ESL instructors through our internal support: Special Education Reform, Professional Development on the Common Core State Standards, Data Analysis and Implications for ESL Instruction, Fountas and Pinnell Benchmark Assessment. We will also be providing collaborative sessions on Data Analysis and the use of ARIS, Running Records, NYSESLAT, Acuity and NYS Testing Data through our Weekly Inquiry Team Work. In addition, outside representatives will be offering Professional Development on the following curriculum programs: Words Their Way, Imagine Learning English, Learning.com, Aha! Math and Aha! Science.

As part of our Professional Development plan for all teachers, we have secured five (5) half-day sessions to provide additional Professional Development in aligning our curriculum to the Common Core State Standards. These half day sessions will be held on Fridays from December 21, 2012 to May 24, 2013 on the following dates: December 21st, January 18th, February 15th, March 22nd and May 24th.

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

Part D: Parental Engagement Activities

Begin description here:

Our Parent Coordinator, Evelyn Roldan, provides many workshops throughout the school year to parents of ELLs. A Homework Club is offered to all ELL parents four days a week, every Monday through Thursday from 2:30 p.m. to 3:30 p.m. throughout the entire school year, which totals 152 sessions.

We also provide ESL classes to parents on Mondays and Wednesdays for one hour and ten minutes, from 8:30 a.m. to 9:40 a.m. These lessons are offered from September through June for a total of 76 sessions.

A variety of workshops are offered to parents on various themes three times a month for an hour and a half for a total of 30 sessions. The following are some of the topics that are addressed: AIS, Common Core State Standards, Special Education Reform, NYSESLAT, ELA Test, Math Test, Science Test, ARIS, computer skills, bullying and school safety. At least one instructional staff member is present with the Parent Coordinator to conduct meetings pertaining to academics. Some of the meetings make parents aware of diseases that may affect their health and their children as well. During meetings pertaining to health, the school nurse is present. Letters inviting parents of ELLs will be sent via postal mail / backpacks. In addition, we utilize School Messenger, our mass phone message system, to keep parents apprised of various school-wide events including opportunities for parental involvement.

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		

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.
(Object Code 199)		
Travel		
Other		
TOTAL		