



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** ALEXANDER GRAHAM BELL PS 205

**DBN (i.e. 01M001):** 26Q205

**Principal:** KAREN SCOTT-PIAZZA

**Principal Email:** KPIAZZA2@SCHOOLS.NYC.GOV

**Superintendent:** ANITA SAUNDERS

**Network Leader:** ELLEN PADVA

**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
Karen Scott-Piazza	*Principal or Designee	
Fran Bosi	*UFT Chapter Leader or Designee	
Judy Batashoff	*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	
Christine Eisen	Member/ Teacher	
Angela Petrovic	Member/ Teacher	
Jessica Chen	Member/ Teacher	
Mary Butler	Member/ Teacher	
Lara Spencer	Member/ Parent	
Christine Pignatello	Member/ Parent	
Mary Tartaglione	Member/ Parent	
Elena Chin	Member/ Parent	
Cara Vogt	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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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 80% of students in grades K-5 will move up 1 grade level in independent reading as measured by the *Fountas and Pinnell Benchmark Assessment Reading System*.**

### 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.

**QR indicator 2.2, common assessment analysis that drive curricular and instructional adjustments.**

**Our school wide formative assessment of the past three years indicates that there is a 4-5% decline in student's independent reading levels as demonstrated on the BOY F&P administration periods in September of 2011, 2012, and 2013; indicating a school wide need to provide formative assessments to assess and evaluate student's independent reading levels and inform instruction to meet the demands of the common core.**

### 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. **Strategy** - The CKLA (Core Knowledge Language Arts) program will support and enhance student's independent reading levels in grades K-2.
2. **Strategy** - The CKLA Listening and Learning Strand will be used to help students build background knowledge and vocabulary critical to listening and reading comprehension.
3. **Strategy** - The CKLA Skills Strand uses a synthetic phonics approach/strategy that teaches students to read by blending all through the word.
4. **Activity** - The Expeditionary Learning curriculum will support and enhance student's independent reading levels in grades 3-5. E.L. supports the implementation of key instructional routines, such as conferring with students to push them to cite evidence from text.

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

1. Classroom teachers in grades K-2 will use the CKLA program to teach reading and writing in tandem.
2. Classroom teachers in grades K-2 will use the CKLA Listening and Learning Strand to help students build background knowledge and vocabulary critical to listening and reading comprehension.
3. Classroom teachers in grades K-2 will use the synthetic phonics approach that teaches students to read by blending all through the word.
4. Classroom teachers in grades 3-5 will use the Expeditionary Learning curriculum that supports close reading of anchor texts within all units of study.

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

1. Student independent reading levels will be assessed three times a year using the Fountas and Pinnell Benchmark Assessment System: Sept.2013, Jan.2014, May 2014
2. The literacy/data specialist will administer *Scantron* Performance Series online assessments twice a year and conduct an analysis of the results based on performance in reading.
3. The literacy/data specialist will administer *Scantron* Performance Series online assessments twice a year and conduct an analysis of the results based on performance in language arts.

4. Student independent reading levels will be assessed three times a year using the Fountas and Pinnell Benchmark Assessment System: Sept.2013, Jan.2014, May 2014

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

September 2013 – June 2014

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

1. Per Diem days are allocated for grade level teacher teams to collaborate and plan for upcoming domains of study.
2. Per Diem days are allocated for CKLA training given by Amplify; 2 days in October 2013 and 1 in December 2013.
3. Per Session is allocated for teachers to participate in training sessions before and after school that supports Expeditionary Learning.
4. Thursday Teacher Team Time is used for planning, assessment and preparation of Expeditionary Learning.

**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).

1. Back to School Night, September 2013. Parent information sessions highlight the Common Core Curriculum; Fall, Winter, Spring.

**Budget and Resource Alignment**

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

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

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

**TL Citywide Instructional Expectations**

**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 all students will improve their writing skills in targeted traits, including opinion writing, by 10% at each grade level as measured by the Six-Traits scoring rubrics on the benchmark assessments administered three times a year.**

**Comprehensive Needs Assessment**

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

**QR Indicator 1.1 *Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to CCLS.***  
**The new Common Core K-5 standards define what students should understand and be able to do by the end of each grade. In year three of assessing our student's writing skills, we have found that 96% of all students in grades K-5 moved up in each of the six traits of writing on the End of Year (EOY) benchmark assessment. However, we recognized the need to incorporate a mid-year writing skills assessment to better gauge the growth of each student as they progress through the year. In this way, teachers will be able to analyze student's mid-year growth and adjust the Units of Study in literacy to include clear and rigorous tasks aligned to the CCLS.**

**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. Activity - Scholastic Trait Crates program encompasses activities that provide high-interest texts/picture books focused on each of the six traits for students in grades K-5.**

**2. Activity - Students will be required to:**

- b. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- c. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- d. Write narratives to develop real or imagine experiences using effective technique, well-chosen details, and well-structured event sequences.
- e. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- f. Develop and strengthen writing as needed by planning, revising, editing, and rewriting.

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

**1. Teachers will use Common Core-aligned instruction across subjects, specifically in ELA, social studies, and science; require students to ground reading, writing, and discussion in evidence from text.**

- a. The data specialist collects all writing data collection sheets and enters, collates and distributes student assessments for each class.
- b. Teachers will continue to use Scholastic Trait Crates which provides high-interest texts/picture books focused on each of the six traits.

**2. Teachers will immerse students in the CKLA and Expeditionary Learning units of study that supports writing expectations per grade level, and use performance tasks within each unit that assess: opinion writing, narrative writing, and informational writing.**

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

- 1. *The Six-Traits of Writing* benchmark assessments will provide students with on-demand writing tasks so that teachers will be able to assess each of the traits and instructional activities that support the CCLS in writing, 3 times a year: BOY-Sept. 2013; MOY-Jan.2014; EOY-May 2014
- 2. Writing benchmarks will assess: conventions, organization, word choice, ideas, voice, and sentence fluency.

**i. Timeline for implementation and completion including start and end dates**

**1&2. Teachers will use a Six-Traits scoring rubric to measure student’s writing skills on benchmark writing assessments during writing workshop in grades K-5, three times a year: fall (BOY), winter (MOY), and late spring (EOY).**

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

- 1. Per session is available for all teachers to score and analyze student results that will define instructional next steps and goals for students.
- 2. Teacher teams assess student writing using the following grade level rubrics: Kindergarten teacher teams use the Beginning Writers Continua (a 3-point rating scale). In grades 1 and 2, teacher teams use a 5-point Beginning Writer’s Rubric, and in grades 3 – 5, teachers use the Six Traits Scoring Rubric for Writing.

***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).

**Back to School Night, September 2013. Parent information sessions highlight the Common Core Curriculum; Fall, Winter, Spring.**

***Budget and Resource Alignment***

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

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

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

**TL Citywide Instructional Expectations**

### 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, all students in grades K-5 students will be fully engaged in common core aligned math units, including demonstration and modeling to construct viable arguments in solving problems aligned to the CCLS.**

#### 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.

**QR Indicator 1.1 *Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to CCLS.***

**Our student's progress in mathematics, as measured by the 2012-2013 Progress Report, shows that 79.2% of students scored at level 3 or 4 and the average student proficiency was a 3.58.**

**To meet the requirements of the new CCLS within the scope of the Citywide Instructional Expectations in mathematics, teachers will determine student's initial ability to solve word problems at varying levels of difficulty. Each grade level is required to meet the math content strands and skills by the end of the year.**

#### Instructional Strategies/Activities

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

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

**1. Activity - The Core Curriculum math program *GO Math!* will be used in grades K-5.**

**2. Strategy - Conceptual learning, attention to precision and mathematical perseverance is embedded within each unit of study.**

**3. Activity - *Fluency Sprints* will be used to develop skills fluency as articulated within the NYS Math Modules per grade level expectations.**

**4. Activity - *IXL* mathematics online adaptive learning for students in grades K-5. *IXL* assesses students' performance on each common core standard instantly.**

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

**1. Teachers will use the Think Central *GO Math!* digital 21st-century learning tools for both students and teachers.**

**2. Teachers will use/create word problems that require conceptual learning as demonstrated by *modeling with mathematics*.**

**3. Students will engage in *Fluency Sprints* which builds number sense and automaticity on concepts that they've already mastered.**

**4. Students will use the *IXL* mathematics online adaptive learning at home and at school.**

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

**1. *GO Math!* End of Unit Performance Tasks grades K-5 – Sept. 2013- June 2014**

**2. NYC Performance Assessments:**

**a. Math Baseline, grades 3-5: BOY(Sept. 2013)**

**b. Math Benchmark, grades 3-5: MOY (Jan 2014) and EOY (Jun 2014).**

**3. *Fluency Sprints* are administered weekly where students are able to immediately assess their understanding and mistakes.**

**4. *IXL* online State standards proficiency reports analyzes students' performance on state standards and gives insight into NYS testing**

readiness, broken down by skill on an ongoing basis.

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

**September 2013 – June 2014**

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

1. Per session is allocated for teachers to participate in training session before and after school that supports engageNY Math Modules, and Go Math curriculum planning.
2. Per Diem days are allocated for grade level teacher teams to collaborate and plan for upcoming units of study.
3. Per session is allocated for teachers to participate in *Fluency Sprints* training session before and after school that supports Core Curriculum grade level expectations. Use of the *Davidson Group Fluency Sprints* and *Sprint* exercise books are purchased for each grade level teacher.
4. Per session is allocated for teachers to participate in training session before and after school that supports iXL online learning tool

**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).

**Back to School Night, September 2013. Parent information sessions highlight the Common Core Curriculum; Fall, Winter, Spring.**

**Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
----------	-----------------	--	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

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

**TL Citywide Instructional Expectations**

**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, all teachers will use Danielson's Framework for Teaching to improve their classroom instruction as measured by informal observations which will include oral and/or written feedback on their instructional skills.**

**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.

**QR Indicator 4.1 *Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection.***

**The 2013-14 Citywide Instructional Expectations requires the implementation of a new system for teacher evaluation and development using the Danielson Framework for Teaching for formative observations and feedback to support teacher growth to improve student learning outcomes.**

**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.

**3. Strategies/activities that encompass the needs of identified subgroups**

1. **Activity** -Teachers attended summer trainings with a focus on collaborative engagement around Danielson's *Framework for Teaching* and its role in conducting fair and accurate assessments of teacher practice, providing useful feedback and support to teachers, and other core components of *Advance*.

2. **Activity-** A minimum of six classroom observations to assess teaching practices across competencies in Domains 1, 2 and 3.
3. **Activity** - Use of online professional development modules, webinars and resources to support consistent and aligned understandings of *Advance* in support of the *Framework for Teaching*.
4. **Activity** - Initial Planning Conferences to be completed by October 25<sup>th</sup>, 2013

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

1. Vertical Teacher Teams will share successful instructional practices during common prep periods and at least three other times during the school year.
2. The principal will conduct the ongoing short/formal observations and evaluate the evidence collected against Danielson's *Framework for Teaching*.
3. The principal will support teachers with implementation of measures of student learning which is supported by best teaching practices.
4. The principal will provide support to teachers through frequent classroom visits, actionable feedback, coaching, and professional development aligned to Danielson's *Framework for Teaching*, the Common Core, and other content standards.

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

1. Teacher feedback is specific and evidence based using low-inference observations and captured onto *Advance* on a weekly basis.
2. Bi-monthly observation calendar provides a schedule of 25-30 short observation cycles.
3. Teacher feedback prioritizes 1-2 most important practices that will improve student learning.
4. Teacher artifacts that are evident and in support of Domains 1 and 2 in Danielson's Framework for Teaching are collected and assessed on an on-going basis.

7. **Timeline for implementation and completion including start and end dates**

**September 2013 – May 2014**

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

1. Per Diem days are allocated for grade level teacher teams to collaborate and discuss areas of strength and areas of need in their teaching practice.
2. Per session is allocated for teachers to participate in training sessions before and after school that supports Danielson's *Framework for Teaching*
3. Thursday Team Teacher Time is used for planning and preparation based on formative feedback.
4. SBO votes and DOE requests made for 2 shortened school days to support teachers with implementation of Danielson's *Framework for Teaching*.

**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).

**Back to School Night, September 2013. Parent information sessions highlight the Common Core Curriculum; Fall, Winter, Spring.**

**Budget and Resource Alignment**

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

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

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

**TL Citywide Instructional Expectations**

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

#### **5. Strategies/activities that encompass the needs of identified subgroups**

1.

#### **6. Key personnel and other resources used to implement each strategy/activity**

1.

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

1.

#### **8. Timeline for implementation and completion including start and end dates**

1.

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

1.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<i>At-Risk SETSS as needed.</i>	<i>ESL teacher provides academic support to at-risk students who demonstrate below grade level performance in reading</i>	<i>Morning remediation program to service at-risk students identified by classroom teachers. Mon-Wed.</i>
<b>Mathematics</b>	<i>Pull-out program which services students who need remediation in number sense and computational skills.</i>	<i>SETSS teacher works with students during the school day in either a small group or one-to-one setting.</i>	<i>Morning remediation program to service at-risk students identified by classroom teachers. Mon-Wed</i>
<b>Science</b>	<i>Morning remediation program to service at-risk students identified by classroom teachers.</i>	<i>Small Group</i>	<i>Morning remediation program Mon-Wed</i>
<b>Social Studies</b>	<i>Morning remediation program to service at-risk students identified by classroom teachers</i>	<i>Small Group</i>	<i>Morning remediation program Mon-Wed</i>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<i>Banana Splits Program Program addresses issues of students of divorced parents.</i>	<i>Small Group</i>	<i>1x/week</i>

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

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

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

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

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**Measures to Include Teachers in Decisions Regarding Assessments**

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

---

**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

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

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

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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;
2. 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 <b>26</b>	Borough <b>Queens</b>	School Number <b>205</b>
School Name <b>Alexander Graham Bell</b>		

### 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 <b>Karen Scott-Piazza</b>	Assistant Principal <b>N/A</b>
Coach <b>Mary Butler</b>	Coach <b>N/A</b>
ESL Teacher <b>Miriam Fishman</b>	Guidance Counselor <b>Michelle Schneider</b>
Teacher/Subject Area <b>N/A</b>	Parent <b>N/A</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>Lilly Chu</b>
Related Service Provider <b>Debbie Sabel</b>	Other <b>N/A</b>
Network Leader(Only if working with the LAP team) <b>N/A</b>	Other <b>N/A</b>

### 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.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>311</b>	Total number of ELLs	<b>16</b>	ELLs as share of total student population (%)	<b>%</b>
--	------------	----------------------	-----------	---	----------

## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE	2	4	1	6	0	3								16
SELECT ONE														0
<b>Total</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>16</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	13			3						16
Total	13	0	0	3	0	0	0	0	0	16

Number of ELLs who have an alternate placement paraprofessional: 0

### 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
Spanish	0	0	0	0										0
Chinese	0	0												0
Korean		0												0
<b>TOTAL</b>	<b>0</b>													

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1		1										2
Chinese		2		2		2								6
Russian														0
Bengali														0
Urdu	1		1	3										5
Arabic														0
Haitian														0
French														0
Korean	1	1												2
Punjabi														0
Polish														0
Albanian														0
Other				1			1							2
<b>TOTAL</b>	2	4	1	7	0	2	1	0	0	0	0	0	0	17

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)				1										1

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		2				1								3
Advanced (A)	2	2	1	5		2								12
Total	2	4	1	6	0	3	0	0	0	0	0	0	0	16

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					!Und
4	1	1	1		
5					
6					
7					
8					
NYSAA Bilingual (SWD)					

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4	1				2				
5									
6									
7									
8									
NYSAA Bilingual (SWD)									

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Paste response to questions here: 1. ELL students are assessed with the Fountas and Pinnell Benchmark Assessment System to determine their independent and instructional reading level. The ELL students perform at a lower reading comprehension level than the English proficient students, however in phonics work and sight words, the ELL students function at the same level as the English proficient student.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Paste response to question here: Once all ELL students have been assessed to have no other learning disabilities, most students become English proficient by 3rd grade. Each year, ELL students advance one proficiency level on the NYSESLAT.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Paste response to question here:
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?  
Paste response to questions here: Our ELL program consists of English instruction only. We find that our students advance in Reading, Writing, Listening, and Speaking modalities of the NYSESLAT. We do not use the ELL Periodic Assessments, due to the small numbers of ELLs per grade, especially in the testing grades. Currently, we do not have any ELL students in grade 3, 4, or 5 that are exempt from the NY State ELA Exam.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)  
Paste response to question here: The ELL teacher collaborates with the classroom teacher to assess students who fall into an Early Intervention program. Within the framework of the CCSS, the ELL/RTI students are given high quality Tier 1 instruction focused on promoting language and literacy development. Developing different key domains of literacy to support competencies in reading, writing, listening, and speaking.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Paste response to question here: All curriculum is modified using ELL methodology to ensure a smooth transition to the second language.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?  
Paste response to questions here: N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Paste response to question here: Results of the students' periodic assessment, F&P results, benchmark assessments in reading, writing, and mathematics, and NYSESLAT and ELA/Math NYS Exams are used to evaluate success of our ELL program.

## 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](#).)  
Paste response to question here: Initial identification is conducted in accordance with the New York State Identification Process Flowchart. Upon registration parent completes the HLIS form in their own language with a pedagogue present to determine OTELE code. The ESL teacher reviews all HLIS forms and identifies those children whose home language is other than English and need to be LAB-R tested. If a child speaks a language other than English, LAB-R is administered within 10 days. Spanish dominant children who do not pass the English LAB-R are then administered the Spanish version of the LAB-R.  
At registration, our parent coordinator is called in for Chinese translation and our Korean paraprofessional is used for translations in Korean. The Principal is our Spanish translator if needed.  
The ESL teacher checks ATS using RLA, RLEC and RNMR to assure that all ELL's are being serviced. In the Spring RLEC is used for current ELLs and all these students are then tested with the NYSESLAT.
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.  
Paste response to question here: After determining service eligibility, the parents receive an entitlement letter indicating that the child is an ELL and will be eligible for services. The ESL teacher then schedules an orientation meeting for parents. The parent then fills out a parent choice letter, choosing one of three programs. At this orientation meeting the parent brochure, parent survey form, and video are presented. These meetings are conducted according to the guidelines provided in the ELL Parent Information Case (EPIC) Facilitators guide. At the orientation meeting we have a Chinese translator and Korean translator. We only offer Freestanding ESL, but parents are informed of the other types of ESL instruction available.  
We have a very small population of ELL students. To date, ALL the parents have chosen the freestanding ESL program on the parent survey form.
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 [\[see tool kit\]](#).)  
Paste response to question here: The ESL teacher coordinates with the Pupil Accounting Secretary to ensure that all letters are returned and phone calls are made.
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.  
Paste response to question here: At the parent orientation meeting, parents view the video explaining the 3 different models of ELL program in their native language. The parent then completes the survey form. The ELL teacher then explains that in our school we only have freestanding ESL.. Historically, all our parents have chosen the freestanding ELL program at our school.
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.  
Paste response to question here: All ELL students are required to take the NYSESLAT. Parents are informed of when the tests will be administered and students are testing in three consecutive days in the reading, listening, and writing sub-test. An additional teacher administers the speaking section with the ESL teacher.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
Paste response to question here: Historically, all our parents have chosen the freestanding ELL program at our school.

## 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])?

Paste response to questions here: a. ELL instruction is delivered through a push-in and pull-out model. The instructional approach used by the ESL teacher includes small group work within a Balanced Literacy Program. This includes shared reading, shared writing, and instruction aligned with the Common Core Learning Standards in Literacy (CCLS). The ESL teacher also provides supports in content areas within social studies, math and science. Content areas are taught by pre-teaching vocabulary and focusing on language functions necessary to succeed in those various subject areas.

b. Our program model is heterogeneous grouping.

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)?

Paste response to questions here: The ELL teacher provides 360 minutes of ESL instruction to students at the beginning and intermediate level. The children who are at the advance level receive 180 minutes of ESL instruction. The Extended Morning period is also used to provide additional services for ESL children. The classroom teachers are provided with ESL strategies to support the ELL's in content area in the classroom.

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.

Paste response to question here: The ESL teacher pushes in to the classrooms during the literacy block. During the pull-out periods the ESL teacher supplements content area vocabulary in math, science, and social studies. All ELL Students receive ELA instruction during the ELA block in addition there is a focus in building content knowledge and vocabulary during ESL instruction. We use the Oxford picture dictionary in Chinese, Korean, and Spanish for support.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Paste response to question here: All ELL students are given bilingual glossaries when classroom and state exams are administered.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Paste response to question here: Students are appropriately evaluated three times a year using the ELL periodic assessments. The

ESL teacher evaluates students in the four modalities; use of accountable talk and use of technology enhanced reading tools such as RAZ-Kids, during instruction time.

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).

Paste response to questions here: Instruction in language arts takes into account students' learning styles, academic level, and linguistic growth. Listening, speaking, reading and writing are integrated in all lessons aligned to the CCLS. ELLs also receive scaffolded instruction in all content areas. Visuals and texts are especially used for intermediate and beginner students.

a. We do not have SIFE children at this time.

b. ELL students who are in the US less than 3 years, are immersed in our school's Balanced Literacy Program. Students use an online reading comprehension tool geared for ELL students in school and at home. They receive 360 minutes of ESL instruction per week. The classroom teacher is trained by the ESL teacher to make content area information comprehensible by using ESL methodologies such as TPR, visual aides, and peer tutoring as needed. In the classroom, newly arrived students have "buddies". These buddies help the children acclimate to the school and Provide native language support.

c. In the spring of each school year, all ELL's are evaluated using the NYSESLAT. This assessment provides information regarding each students English proficiency. In analyzing the scores by modality we will continue to focus on developing reading and writing skills through differentiated instruction.

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?

Paste response to question here: Thinking Maps are used as an instructional feature that scaffold for ELLs. The Speaking and Listening strand of the Common Core supports the 4 modalities of the ELL strands (speaking, listening, reading, writing).

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?

Paste response to question here: The ESL teachers supports learning in the classroom( as a push-in) to ensure adequate attainment of student understanding and comprehension.

### Courses Taught in Languages Other than English ⓘ

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

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

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

### Courses Taught in Languages Other than English

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

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

--	--	--	--	--

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

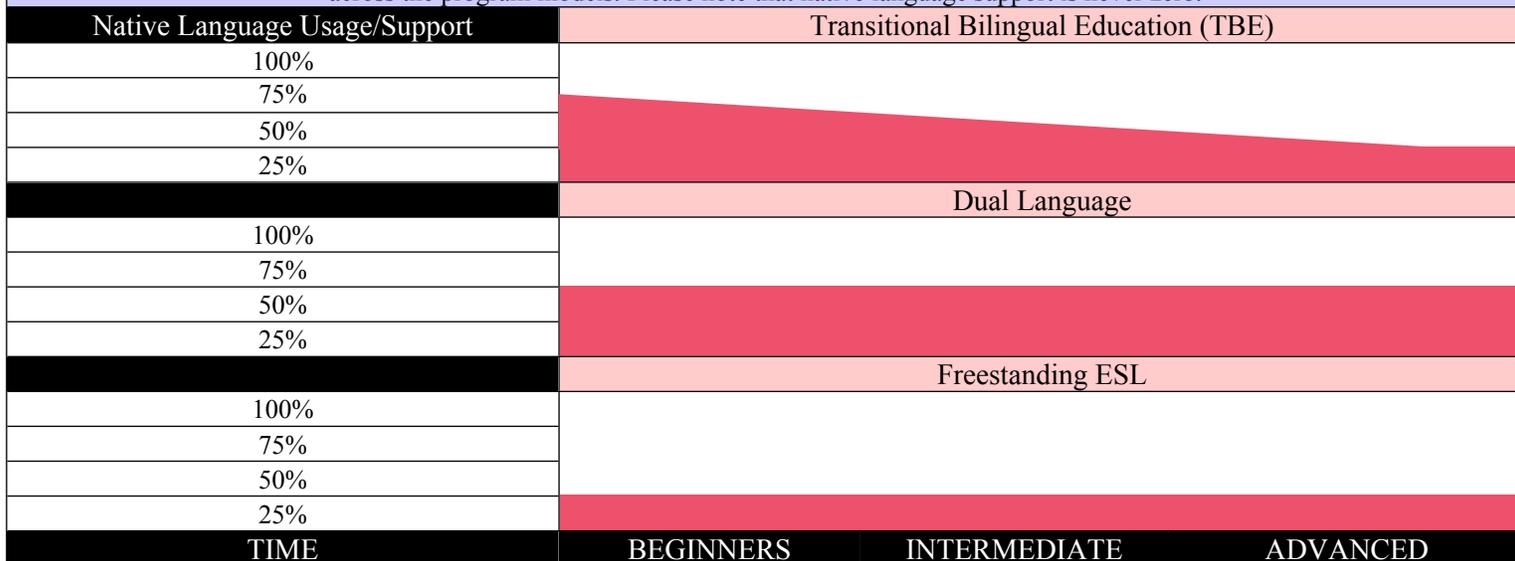
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

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

Paste response to question here: Due to the small number of ESL students (16 at this time), we do not qualify for Title III funding. At this time we only offer AIS during the extended morning periods, 3 days a week. All ELL students are included in the AIS morning program. ESL teacher checks ARIS for ELA and Math results, as well as checking ACUITY and Periodic assessments for further data to determine which ELL students need intervention services.

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

Paste response to question here: Our current ELL is meeting the needs of our students based on the on the results of the periodic and benchmark assessments.

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

Paste response to question here: We will be addressing and using the Common Core/ESL components on enageNY.

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

Paste response to question here: None

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

Paste response to question here: ALL students are included in ALL activities ALL year round.

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

Paste response to question here: Currently we are using the Scholastic nonfiction guided reading program as well as big books on tape, individual words walls, poems, songs, and use visual aid through the SMART Board. Monolingual and bilingual dictionaries are used in the upper grades as well as rhyming dictionaries.

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

Paste response to question here: N/A

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

Paste response to question here: All instruction and support services is always aligned with the CCSS grade level requirements.

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.

Paste response to question here: If applicable some student will be recommended for the ESL summer program. For any new ELLS enrolled throughout the year, the ESL teacher screens based on the HLIS, and administers proper instruction.

18. What language electives are offered to ELLs?

Paste response to question here: None

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)?

Paste response to questions here: N/A

## C. Professional Development and Support for School Staff

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

Paste response to questions here: 1. The ESL teacher presents professional development once a month at faculty conference or at grade conferences.

2&3. Due to our small number of ELL's in fifth grade, the ESL teacher works with the classroom teacher to help bridge the transition to middle school. PD Dates for the year as follows: 9/13; 10/18; 11/15; 12/20; 1/17; 2/14; 3/14; 4/11; 5/9; 6/13. The ESL instructional focus for the next two years will address how ELL strategies support the Common Core Standards in each content area.

4. The 7.5 hours of ELL training for all staff is given during the school year. This training provides insight into the identification process and varying needs of ELLs. Additionally it provides a variety of instructional strategies to help classroom teachers meet the needs of the ELL students. "The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers" is used as a resource for professional development.

#### **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?

Paste response to questions here: Parents of ELLs are included in all school-related activities. Our parent coordinator ensures that all ELL parents are informed in their own language, for workshops and meetings. Parents of ELL students are on the PTA and are active in the classes of their children. Parents volunteer to assist in trips and other school events. The parent coordinator holds, art and design workshops for parents as well as involving parents in our annual Multi-Cultural Fair held each Spring.

2. At this time, our school does not partner with any CBO's.

3&4. The parent coordinator distributes a survey at the beginning of each year and according to the responses, the activities are geared towards the needs of the parents. Some of the workshops offered include, hands-on art projects, and at home reading strategies workshops. Parents complete a form at registration which indicates their preference of language they want communication to be sent home in. We have staff and/parent volunteers who translate for parents during activities.

#### **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: N/A

## Part VI: LAP Assurances

School Name: Alexander Graham Bell

School DBN: 26Q205

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Karen Scott-Piazza	Principal		10/11/13
N/A	Assistant Principal		10/11/13
Lilly Chu	Parent Coordinator		10/11/13
Miriam Fishman	ESL Teacher		10/11/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Mary Butler	Coach		10/11/13
	Coach		1/1/01
Michelle Schneider	Guidance Counselor		10/11/13
Ellen Padva	Network Leader		10/11/13
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

DBN: **26Q205** School Name: **Alexander Graham Bell PS 205**

Cluster: **5** Network: **CFN 535**

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

---

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Using the ATS-Home Language Report and parent coordinator survey we have identified families who require translation assistance in either written or oral format.

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.

Out of the 315 students we have identified 5 students whose families need translated documents as well as oral interpretation. During grade conferences the teachers of these students were notified of the students who required translated documentation at home.

## Part B: Strategies and Activities

---

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All parent letters, school fliers, and memorandums from the school and city are translated using the Department of Education's Translation and Interpretation Unit. At registration, the parent completes a form indicating in which language she/he would like the school-related informational letters to be sent. The parent coordinator follows-up on this information and ensures that parents receive notifications in the appropriate language. All DOE generated communication is downloaded and sent in additional languages as needed.

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.

Our parent coordinator is the designated translator of any written or oral communication in Chinese. Our family worker is also available as an oral translator for Chinese or Mandarin speaking families during any parent teacher meetings, I.E.P conferences, and student registration. Currently we have one classroom teacher and one classroom paraprofessional who are used as translators for the Korean language. School staff and parent volunteers will provide oral interpretation in Spanish when needed.

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>.

Parents are be given a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation service. A sign is posted at the school's main entrance of the most prominent covered languages – Chinese and Mandarin, indicating the availability of interpretation services. The school's safety agent will be given assistance by the Parent Coordinator or staff member to provide interpretation services to parents entering the building.