



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: PSMS 219, PAUL KLAPPER

DBN (i.e. 01M001): 25Q219

Principal: FRED WRIGHT

Principal Email: FWRIGHT2@SCHOOLS.NYC.GOV

Superintendent: DANIELLE DIMANGO

Network Leader: DIANE FOLEY

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
Fred Wright	*Principal or Designee	
Gayle Stone	*UFT Chapter Leader or Designee	
Frances Mariconda	*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	
Barbara Warren	Member/ Staff/Chairperson	
Susan Greenberg	Member/ Staff	
Marlin Vellon	Member/ Staff	
Vanessa Carderelli	Member/ Parent/Recorder	
Regina Clay	Member/ Parent	
AnneMarie Quinones	Member/ Parent	
Rosanna	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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

Goal: Improve Quality of Instruction

To deepen instructional practices beyond the required feedback from mandated Danielson observations, the three lowest school-wide competencies will be identified based on item analysis of current evaluated Danielson competencies in Advance. Seventy five percent of teachers, who were evaluated Ineffective or Developing within at least one or more of those identified competencies, will show improvement by June 2014 in their identified competencies.

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.

The 2013-2014 CIE's focus on the implementation of a new system for teacher evaluation and development. Similarly, the 2013-2014 QR rubric indicators 4.1 and 4.2 focus on observing teaching 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; engaging in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

Based on analysis of the CIE's, QR Rubric, data gathered via classroom observations by administrators, feedback conversations with teachers, and analysis of student performance/progress, it has become apparent that staff members need differentiated and targeted professional development across the four domains and 22 competencies in Danielson's Framework of Teaching. In a school with 10 grades, patterns and trends develop. Therefore, there is a need for item analysis of the average of the lowest competencies evaluated in Advance to assure that we provide targeted support for the subgroup of teachers who need it. Improvement of teaching practices translates to improvement of the quality of instruction our students receive.

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. Teams will meet to deepen their collective understanding of the Danielson Framework, all four domains, ensuring Common Core alignment that focus on raising the level of teacher pedagogy to improve student outcomes.
2. TC Staff Developers will meet with teachers as well as conduct differentiated lab sites that demonstrate the effective features of Danielson's Framework. They will also provide feedback for teachers to support them in developing effective teaching practices.
3. Teachers will set individualized professional goals, correlating to Danielson.
4. Administrators will conduct an item analysis of the ratings of the evaluated competencies in Advance. They will identify patterns and select the three lowest competencies school-wide.
5. Administrators will meet with the selected teachers to plan for targeted, differentiated PD.

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

1. Core Inquiry team; Grade-Band Teacher Inquiry Teams (K-3, 4-5, and 6-8 by department)
2. TC Staff Developers- Primary: grades k-3, Upper/Middle School: grades 4-8 (cycles)
3. Teachers K-8, including clusters and departments
4. Administrators
5. Administrators and teachers

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

1. Reflections from team meetings will be recorded and collected to track the progress of the understanding of Danielson through time.
2. At the end of each TC PD cycle, which is usually about three consecutive sessions in length, TC staff developers will meet with administrators to discuss the

competencies of focus and debrief to plan for modification of teacher/school goals. Administrators will correlate this information with the low-inference notes gathered from classroom observations to assess patterns.

3. Teachers will record and track individualized PD opportunities as they pertain to the professional goals set.
4. Administrators will track and record on Excel and on Advance the lowest school-wide competencies.
5. Agendas of PDs; feedback on future Advance observations

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

Fall 2013:

- The Core Inquiry Team and Teacher Inquiry Teams will meet to dissect the parts of Danielson’s Framework, all four domains and 22 competencies.
- TC Staff developers will conduct professional development meetings and lab sites focusing on the areas of need as identified by administrators.
- Administrators will conduct formal and informal classroom observations.

Winter 2013/2014:

- Teacher teams will continue to meet and will use data gathered from feedback sessions with administrators to create or revise professional goals.
- Administrators will conduct an item analysis of the data gathered from observations. They will analyze patterns and trends, specifically which three competencies are the lowest rated so far, to form a subgroup of teachers.
- TC Staff developers will continue to conduct professional development meetings and lab sites focusing on the areas of need as identified by administrators and teachers.

Spring 2013:

- Teachers will continue to participate in differentiated PD sessions. They will complete self-assessment/reflection activities as aligned to their areas of professional need.
- Administrators will conduct a second item analysis of the data gathered from observations, specifically of the subgroup of teachers selected. They will track growth within the selected competencies.
- Teachers will meet with Administrators to discuss growth and plan for upcoming learning opportunities.

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

1. Schedule weekly Core Inquiry Team meetings- every Friday morning at 7:15 AM; Schedule weekly Teacher Team meetings - once a week for 45 minutes.
2. Purchase 20 days of Teachers College staff development sessions. Schedule cycles of TC Staff development across the school year for grades K-8. Hire substitute teachers (per-diem rate) to assure that teachers are available to attend meetings and participate in lab sites.
3. Arrange on-site and off-site professional development activities.
4. Plan for the six half-day student non-attendance professional development sessions

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).

- Support school-level committees such as the PA Executive Board and SLT: Discussions on unpacking Danielson’s Framework; presentations on the NYCDOE Instructional Expectations for the 2013-2014 school year.
- Maintain a Parent Coordinator to serve as a liaison between the school and families: Provide parents with resources to read such as the Expect Success pamphlet and resources from the Engage NY website about academic content to support their child’s learning and monitor students’ progress.

Budget and Resource Alignment

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

x	Tax Levy	Title IA	Title IIA	x	Title III	Set Aside	Grants
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.

Goal: Improve Student Achievement

By June 2014, 50% of students in each homeroom of our early childhood grade band (K-2) will show improvement in common core writing based on Measures of Student Learning (MOSL) pre to post writing performance tasks.

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.

The new system of teacher evaluation and development was implemented in the fall of 2013. A requirement of the new teacher evaluation system is Measures of Student Learning. This provides the forum for reviewing how assessments drive instructional decision making and refine systems and structures. The goal is to ensure that analysis of assessment results result in increased student learning.

The School Local Measures Committee met and selected the Writing Performance Assessment for grades K-2. In the past two school years, since the CIE's and CCLS were implemented, we have revised our writing curriculum. This included the creation and implementation of writing tasks that measure student performance on grade level benchmark. This school year, we decided to continue our focus on writing to assure that rigorous standards are in place in the primary grades and that there is evidence of that in the students' writing.

Instructional Strategies/Activities

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

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

1. Teachers and administrators will participate in trainings to understand the new system of teacher evaluation and development (including measures of student learning).
2. The MOSL committee will meet to discuss, review, finalize, and present the MOSL selection for grades K-2.
3. Teachers of grades K-2 will administer and score the Writing Performance Assessment.
4. Staff members will engage in activities that build a shared school-wide understanding of what effective analysis of student work looks like in writing, specifically the study of rubrics and exemplar writing pieces.
5. Teachers will participate in trainings to learn about the implementation of the Writing Pathways System, including the use of writing rubrics and checklists.
6. Teachers will implement classroom structures and assessment practices across grades K-2 that encourage student self-reflection and engagement of students in the learning process (via the TC Writing Pathways System).
7. Teacher teams will meet to plan lessons and units as they connect to the information standards targeted on the writing performance assessment.
8. Teacher teams will look at student work for evidence of learning and gaps, and make purposeful adjustments to the curriculum and teaching.
9. Teachers will create writing conferring toolkits to refer to when conferring with students.
10. LLI specialist will also meet and confer with students to reinforce CCLS writing skills and strategies.

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

- 1,3 4. Teachers of grades K-2
2. MOSL Committee (teacher representatives from all the grades/subjects/departments)
5. Assistant Principal will lead study group and teacher team meeting trainings on the Writing Pathways System
6. Administrators, teachers and TC Staff Developers
- 7,8,9. Teacher Teams (inquiry and common planning)
10. LLI Specialist

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

- 1, 2. MOSL Committee will share agendas and meeting reflections with the school community.
3. Scan answer documents into ATS; sort patterns from ATS report that show student scores on rubric indicators. Identify areas of strength and areas for improvement.
- 4,5,9. Teachers will share the conferring toolkits' content with colleagues and discuss the variety of ways the tool has helped increase student achievement.

6. Track teacher's conference notes for specific strategies and feedback provided for differentiated instruction
7. Review the curriculum maps of the information writing units of study in grades K-2 to track revisions, as applicable, due to reflections off needs to be addressed based on students' performance on the baseline. Print both copies- the original and revised.
8. Identify methods of differentiation, including for SWDs and ELLs
10. Track LLI teacher's conference notes for specific strategies and feedback provided for differentiated instruction during the intervention sessions

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

Summer 2013: MOSL Committee will attend training/professional development workshops about the MOSL selections. The committee will also meet at the school level to discuss MOSL options.

Fall 2013: MOSL Committee will meet to select and present the agreed upon assessments; Teachers of grades K-2 will meet in teacher teams to plan MOSL implementation; Teachers of grades K-2 will implement the Writing Performance Assessments baseline; Teachers will meet to score the baseline assessment during Teacher Team/Inquiry time.

Winter 2013/2014: Teachers will revise the information writing unit of study as applicable to ensure correlation to the CCLS and Writing Performance information strategies. Teachers will collaborate together to compare the baseline rubric to the rubrics used in the information units of study to ensure alignment of assessment criteria. Teachers will also confer with individual students to target identified areas of improvement as identified from the baseline assessment rubric.

Spring 2014: Teachers of grades K-2 will administer and score the Writing Performance MOSL post assessment. Teacher teams will meet to analyze results and measure growth from the baseline to the post assessment for each individual student. Rubric indicators will be tracked, to show improvement.

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

1. Administrators will plan for and implement required trainings on the new system of teacher evaluation and development for all appropriate members of the school community, during the summer of 2013 and the 2013-2014 school year.
2. Administrators will support teachers with implementation of measures of student learning, in the fall and the spring, via class coverage and via the programing of weekly Teacher Team meetings (Core Inquiry Team meetings- every Friday morning at 7:15 AM; Schedule weekly Teacher Team meetings - once a week for 45 minutes).
3. Administrators will support teachers with the scoring analysis of student assessment data, pre and post via sub coverage (per-diem rate).
4. Purchase 20 days of Teachers College staff development sessions. Schedule cycles of TC Staff development across the school year for grades K-8. Hire substitute teachers (per-diem rate) to assure that teachers are available to attend meetings and participate in lab sites.
5. The school community will make evidence-based adjustments to school-wide practices based on writing goals that are tracked for progress.
6. Plan for the six half-day student non-attendance professional development sessions (SBO).

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).

We will provide the following materials and training to help parents work with their children to improve their achievement level writing:

1. How to use teacher-created rubrics and checklists to support writing tasks at home and strategies for how to increase in level.
2. Parent Workshops/Meetings to unpack common core writing learning standards and how the foundational skills develop in the primary grades.

Increase the home-school partnership by:

1. Ensuring that parents can effectively support and monitor their child's progress by sending home quarterly progress reports that describe in detail how their child is progressing- on, below or above grade level benchmark as it pertains to phonics and writing.

We will provide the following materials and training to help parents work with their children to improve their achievement level in core subjects:

1. Questions to ask and conversation starters to use when helping child with writing assignments.

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. These parent and school meetings are regularly scheduled, on a monthly basis. The meeting dates are public and posted on the school website www.psms219.org, on the paper calendar sent home to parents, and posted on the calendar in the school lobby.

Maintain a Parent Coordinator to serve as a liaison between the school and families.

1. Provide parent workshops based on the assessed needs of the students, for example writing strategies.

Translate all critical school documents and provide interpretation during meetings and events as needed.

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

Goal and Action Plan #3

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

Annual Goal #3

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

Goal: Improve Student Achievement by Developing Teachers' Skill at Analyzing Student Work

By June 2014, 75% of students in grades 3 and 8 will show improvement in their NYS exam proficiency rating by using Inquiry Teams to examine student work in ELA and Math.

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.

Our 2012-2013 Progress Report revealed that 3rd and 8th grade were the two lowest performing grades in regard to student progress. In 3rd grade, of the possible 5 points in the ELA Early Grade Progress section we earned 1.56 points. Similarly in Math, of the possible 5 points in Early Grade Progress, we earned 1.71 points. In 8th grade, we had a .37(37%) drop in ELA and a .84(84%) drop in Math.

It has become apparent that lesson design, assessment, questioning, and discussion techniques need to be revisited in these two grades, to improve pedagogical delivery to improve student achievement for all students.

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. Grade 3 and 8 teachers will meet as a team and review the current ELA and Math curriculum to assess alignment and pacing with the common core learning standards and the NYS pacing calendars. Teachers will collaborate to plan the pacing of units.
2. Teacher teams will meet to deepen their understanding of Danielson's Framework for Teaching, specifically domain 1- planning and preparation.
3. Teacher teams will collaborate to ensure that the current assessment criteria is 100% common core aligned (activities, MOSLs, performance tasks and rubrics). Revisions, where applicable, will occur.
4. ELA: Teachers will participate in a study group as well as TC Staff Development (meetings and lab sites) about the Writing Pathways System. Components include checklists for student-self assessment, exemplar and student sample writing pieces, and CCLS aligned rubrics for opinion, information and narrative writing. Teachers will implement the checklist

strategy in class with students, via whole class instruction and conferences.

5. Math: Teacher teams will collaborate to compare performance task rubrics to the rubrics on the state exam during Teacher Team Meetings; grade 3 will track performance task and quick check assessments; grade 8 will engage in minute math daily to improve students' speed and accuracy with the basic math skills (multiplication tables, multiplying integers, dividing integers, etc.)

6. Teachers will integrate the DOK levels into their question and discussion techniques to increase the rigor, including discussion prompts and teacher "talk moves."

7. Teachers will provide written commentary/feedback on student work based on the common core aligned assessment criteria.

8. Teachers will assist and instruct students to identify the criteria for ELA and Math tasks and explain the necessary steps to increase performance, using the rubric as a learning tool.

9. Teachers will conduct frequent, ongoing assessments; evaluate/utilize results to form flexible groups that meet in cycles and rotate, to provide focused instruction.

10. ELA: Teachers and administrators will analyze reading trends in Reading Tracker: Who has met their reading goal? Who is on, above, or below grade level reading benchmark?

Students in grade 3 who need targeted intervention to reach grade level benchmark will be recommended for LLI.

11. ELA: Classroom teachers will provide rigorous guided reading instruction using the *Fountas and Pinnell Literacy Continuum* to plan specific strategies with an embedded timeline for tracking student progress.

12. Teachers will create a differentiation plan for all ELLs: newcomers, beginners, intermediate, advanced, former ELLs as well as SWDs.

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

1. All ELA and Math teachers in grades 3 and 8

2. Grade 3 and 8 Teacher Teams (grades 1-3 and middle ELA and math department) and Administrators

3,6,7,8,9,10. Teacher Teams

4. Administrators and TC Staff Developers

5. MS Math team and grade 3 Math Team

11, 12. Teacher teams in grades 3 and 8 and ESL teachers

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

1. Teachers in grades 3 and 8 will share their highly effective curriculum maps on the school's ATLAS site (community). Create a year-long calendar that displays starting and ending dates for units of study, as aligned to the state pacing calendar. Written reflections of revisions CCLS alignment and/or pacing. Refer to calendar every couple of units to confirm appropriate pacing.

2. Reflections from team meetings will be recorded and collected to track the progress of the understanding of Danielson through time. Administrators will track on Advance teachers' ratings in domain 1.

3. Review the assessments of the ELA and math units of study to track revisions, as applicable. Provide evidence of both copies- the original and revised.

4. Teachers will share the conferring toolkits' content with colleagues and discuss the variety of ways the tool has helped increase student achievement. Track teacher's conference notes for specific strategies and feedback provided for differentiated instruction.

5. Track measurement of student progress in portfolios, as evidenced by work, assessment tool, and teacher feedback.

6. Administrators will track on Advance teachers' ratings in domain 3, competency 3b- questioning and discussion.

7. Assess teacher's feedback to students and track future work samples; did they improve because of the feedback?

9,11, 12. Track teacher's conference notes for specific strategies and feedback provided for differentiated instruction, as evidenced by data sources.

10. Identify trends on Reading Tracker, online.

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

Fall 2013: Teams (Core, Teacher and SLT) will meet to discuss and analyze the results of the Spring 2013 NYS ELA and Math exams, specifically the results of grades 3 and 8. Teachers of grade 3 will administer and score the ELA and Math MOSL baseline assessment.

Winter 2013/2014: Teachers will meet to revise lesson design, assessments, questioning, and discussion techniques as they pertain to CCLS aligned ELA and Math content for their specific grade. Teachers of students in grades 3 and 8 will track performance assessments in ELA and Math to measure student progress via conferences. Teachers will compare student performance through time to grade level benchmark.

Spring 2014: Teachers will implement specific test taking strategies that are age appropriate and content specific (for example: increase reading stamina, the use of evidence when writing, and mathematics accuracy). Teachers will administer the NYS ELA and Math exams. Once exam results are revealed, analysis of growth will occur.

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

Administrators will:

1. provide time during weekly teacher team/inquiry meetings to discuss best teaching practices via class coverage and via the programming of weekly Teacher Team meetings (Core Inquiry Team meetings- every Friday morning at 7:15 AM; Schedule weekly Teacher Team meetings - once a week for 45 minutes).
2. purchase 20 days of Teachers College staff development sessions. Schedule cycles of TC Staff development across the school year for grades K-8. Hire substitute teachers (per-diem rate) to assure that teachers are available to attend meetings and participate in lab sites. Provide opportunities for ELA staff to work with TC staff developers and teacher leaders to revise curriculum and strengthen instruction.
3. support teachers with the scoring analysis of student assessment data, pre and post via sub coverage (per-diem rate).
4. plan for the six half-day student non-attendance professional development sessions (SBO).

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).

We will provide the following materials and training to help parents work with their children to improve their achievement level in ELA and Math:

1. Increase number of parents accessing ARIS parent link
2. How to use teacher-created rubrics to support writing tasks at home and strategies for how to increase in reading and math level
3. Parent Workshops/Meetings to unpack ELA and Math CCLS and NYS Exams

Increase the home-school partnership by:

1. Ensuring that parents can effectively support and monitor their child's progress by sending home quarterly progress reports that describe in detail how their child is progressing- either on, below or above grade level benchmark.

We will provide the following materials and training to help parents work with their children to improve their achievement level in core subjects:

1. Questions to ask when reading just-right book levels; math strategies to ask when helping with homework; and conversation starters to use when helping child with writing assignments.

Provide assistance to parents in understanding City, State and Federal standards and assessments via:

1. A presentation of CCLS FAQ's at PA Executive Board Meetings, Parent Workshops/Meetings and School Leadership Team meetings.

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. These parent and school meetings are regularly scheduled, on a monthly basis. The meeting dates are public and posted on the school website www.psms219.org, on the paper calendar sent home to parents, and posted on the calendar in the school lobby.

Maintain a Parent Coordinator to serve as a liaison between the school and families.

1. Provide workshops about ARIS parent link
2. Provide parent workshops based on the assessed needs of the students, for example reading and math strategies. Other topics will include: grade-level curriculum and assessment expectations.

Translate all critical school documents and provide interpretation during meetings and events as needed

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	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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>1. Students in grades K-3 who require Academic Intervention Services are provided with instruction via Fountas and Pinnell’s Leveled Literacy Intervention System (LLI) by our reading specialist.</p> <p>2. Tier I Intervention-Differentiated instruction in English Language Arts is provided in all classes based on ongoing assessments. Grades K-8, All students, including ELLs and SWD: Guided Reading and Small Group Strategy Lessons; ELLs: <i>Mondo Let’s Talk About It</i>- Oral Language Development Program.</p> <p>Students not benefiting from Tier I intervention are recommended to the PPC for further services.</p> <p>3. Extended day program- Grades 1-8</p> <p>4. Teachers provide students in grades 3-8 who are at risk of not meeting the CCLS in ELA with additional Test Preparation Sessions designed to help prepare for the ELA NYS Exam during the Test Prep Academy.</p>	<p>1. The Leveled Literacy Intervention System (LLI) is a structured small-group (three to four students), supplementary intervention program designed for young children who struggle with reading and writing and who need intensive support to achieve grade-level competency.</p> <p>2. Types of conferences: One on one, partner, small group, or peer tutoring</p> <p>3. Small group(10:1, 5:1 ratio)</p> <p>4. Small group, by grade, subject, or area of need</p>	<p>1. Students meet daily, during the school day, for 30-45 minutes with the LLI teacher/specialist, until he or she meets grade-level performance, which is an average of 18 weeks.</p> <p>2. Teachers differentiate in the classrooms, during independent work time.</p> <p>3. Teachers provide 37 ½ minutes small group instruction for at risk students, Monday-Thursday, after school.</p> <p>4. Sunrise Academy meets two days a week, for an hour a day, from late winter to early spring. This includes all students, including ELLs and SWD.</p>
Mathematics	<p>1. Tier I Intervention –Differentiated instruction in Mathematics is provided in all classes based on ongoing assessments. This includes flexible</p>	<p>1 and 2. Types of conferences: One on one, partner, small group, or peer tutoring</p> <p>3. Small group(10:1, 5:1 ratio)</p>	<p>1 and 2. Teachers differentiate in the classrooms, during independent work time.</p>

	<p>strategy groups based on assessed needs, by topic.</p> <p>Students not benefiting from Tier I intervention are recommended to the PPC for further services.</p> <p>2. Middle School teachers of mathematics provide additional (2-3) math periods with differentiated strategies for at-risk students in 12:1 classes two periods per week.</p> <p>3. Extended day program- Grades 1-8</p> <p>4. Teachers provide students in grades 3-8 who are at risk of not meeting the CCLS in Math with additional Test Preparation Sessions designed to help prepare for the Math NYS Exam during the Test Prep Academy.</p>	<p>4. Small group, by grade, subject, or area of need</p>	<p>3. Teachers provide 37 ½ minutes small group instruction for at risk students, Monday-Thursday, after school.</p> <p>4. Sunrise Academy meets two days a week, for an hour a day, from late winter to early spring. This includes all students, including ELLs and SWD.</p>
Science	<p>Extended day program- Grades 1-8</p>	<p>Small group(10:1, 5:1 ratio)</p>	<p>Teachers provide 37 ½ minutes small group instruction for at risk students, Monday-Thursday, after school.</p>
Social Studies	<p>Extended day program- Grades 1-8</p>	<p>Small group(10:1, 5:1 ratio)</p>	<p>Teachers provide 37 ½ minutes small group instruction for at risk students, Monday-Thursday, after school.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>School counselors including Project 25 Counselor, provide guidance and counseling services during the school day on an as-needed basis to assist students in dealing with personal issues including school, friends, and family situations.</p> <p>The programs for AIS support provided by the guidance counselors include:</p>	<p>All of the programs are provided to students in small group sessions during the day</p> <p><i>* The following are whole class lessons implemented by the Project 25 Counselor:</i></p> <ul style="list-style-type: none"> • 1st Grade- Safety Lessons • 2nd Grade- Bullying Lessons • 3rd Grade- Character Education 	<p>All of the programs are provided to students in either an individual basis or in small group sessions during the day, on an as-needed basis or as per mandated on the students' IEP.</p>

- social skills
- early intervention- drugs and alcohol
- anti-bullying campaign
- character development
- self-esteem building
- team building
- peer mediation
- conflict resolution
- community service activities

The programs for AIS support provided by the school psychologist include:

- understanding self and developing a positive self-image
- showing respect for the feelings of others
- understanding the decision-making process
- coping with divorce
- coping with the death of a loved one

The Social worker assists students on an as-needed basis. The school social worker provides services prior to formal evaluations. The School Based Support Team meets once a month to discuss progress of students, referrals, and create a plan of action for individual students.

The programs for AIS support provided by the social worker include:

- interpersonal relationships
- developing self-esteem and self-discipline
- conflict resolution
- dealing with crisis situations- Coping mechanisms
- maintaining effective relationships with peers and

Lessons

- 4th Grade- Drug and Alcohol Lessons
- 5th Grade- Life Skills/Decision Making Lessons
- 6th-8th Grade- Drug Prevention/Violence Prevention Lessons

	<p style="text-align: center;">adults</p> <p>The social worker also provides referrals as needed for more therapeutic services which are monitored through on-going communication with parents, guardians, and CBO Providers. Services are offered on a daily basis during the school day in addition to the mandated provision of services as indicated by the student's IEP.</p>		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

As per our BEDs survey, we continue to place and retain HQT across the grades and subjects. We will continue the following to assure that we continue to support all staff members, including our untenured teachers.

- Support:
1. Encourage teachers to set personalized professional goals
 2. Create Teacher-led inquiry teams (vertical) by subject (90% participation) that meet weekly
 3. Train the teams on how to deepen the existing levels of implementation of ELA and Math CCLS as well as Science and Social Studies
 4. Provide workshops and PD support for teams to attend and in-house PD
 5. Schedule teams to meet weekly during Common Planning times

- Retention:
1. Build capacity within staff: Establish leaders and experts within a topic/subject/concept, etc.
 2. Partner up teachers in collaborative teams as well as mentoring experiences to support one another during intervisitations.

New Teachers: We have very few openings or vacancies. When we do, we utilize every possible resource available to us to find high quality candidates which include the New Teacher Finder on the Principals Portal, Teach for America, Teaching Fellows, and our relationship with Queens. The administration utilizes every NYCDOE resource available to recruit teachers to positions within the school which include our Network, the Queens Office of Recruitment, the DOE Teacher finder, the NYC DOE Open Market, the UFT and our own learning community networks. We have been successful hiring top-notch candidates who include new teachers, teachers with several years within the DOE and from other districts. We have established protocols for planning for each year. This is done in partnership with our UFT and our Network. This ensures we have the right person in the right places which is part of the overall plan to remain effective in our retention history and for targeting mentoring and professional development (PD). For the last few years we have been 100% effective in having Highly Qualified teachers in every position.

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).

We conduct extensive PD all year every year which focuses on deepening our collective understanding of the Danielson's Framework, Advance, curriculum in all subjects, strengthening the protocols used to assess and analyze student work, and addressing the needs of all of our students as demanded by the CCLS. The school uses programming resources to conduct Common Planning on each grade and Inquiry Teams by grade bands. A CORE Inquiry Team (Instructional Cabinet) meets weekly. This year, the Principal and the A.P. conduct a New Teachers' Series to discuss and support new teachers. The superintendent was a speaker at one of the meetings this fall to support tenure portfolios. The school also works with Teachers College and thus has extensive Readers/Writers development for staff. In addition, the school works with our Network in the following areas of support: ELA, Math ESL, Sp.Ed., SS and Science. The school builds capacity within staff by encouraging the development of leadership in subject areas. This year, our NEST class is supported by DOE and NYU sponsored to train and support all staff. To support the development of the supervisors participate in cabinet meetings, Network Principals' Conferences, Superintendent meetings and DOE Danielson's. All CORE subjects; ELA, math, Social studies and science, are now CCLS aligned.

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.).

The school meets each requirement of Title 1 Mandates. We support our STH, 100% of whom are “Doubled Up,” by provided support via material and supplies including reading books, paper, and book bags.

Our biggest and most in-depth integration of T1 mandates is Parent Involvement. The school actively involves and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program;

- 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;
- 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; schedule additional parent 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 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;

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.).

Our transition plan for preschool children is an integral part of articulation and planning every year. We have 2 full day Pre-K classes here so half of our incoming Kindergarteners (K) are from our own program. This makes the record-sharing easier. Our incoming students’ records are assessed and classes are planned accordingly; our zoned students’ needs fluctuate slightly but enough to impact the kinds of classes needed from year to year to support them such as ESL, or ICT. Our Pre-K team has their own Inquiry Team so in the spring; they meet with the Kindergarten team to plan. They communicate about where the two curriculums support alignment, to plan special needs of need students, and for class placement. Our SAT is actively engaged in assessing and then planning for our “Turning 5” cases. The observation has been made that many of our “outside” Pre-K students are not as well prepared socially and/or academically as our own Pre-K graduates. After the startup of the school year, K students who exhibit certain deficits around social behavior, organization or are who not making the transition successfully are invited to a program that runs during our Extended Day to supplement or to catch up.

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.

We have found that, although the DOE Interim Assessments eventually cover similar topics and standards, the pacing calendars that the DOE provide are based on, rarely provide the fit needed to properly assess our students at the correct points in our own curriculum. The process is a time-consuming cumbersome process and the data that is provided is late and the relevancy becomes suspect Therefore, the school now uses the MOSL Committee’s recommendations for baseline and final assessments. In our math curriculum, every K-6 math unit has a performance task as does K-8 ELA for writing. MOSLs are used for grades 6-8 in Social Studies and Science. Most of our PD within the building addresses using assessment to improve instruction which includes:

- Study Groups for Writing (K-8),
- Inquiry Work
- Danielson’s PD
- Running Records
- Accelerated Math

- School-wide rubric development and use
- Therefore the decision making surrounding assessment is primarily made at the teacher-group levels.

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).

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.

VI. 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 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;

VII. 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;

VIII. 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.

1. .

**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 25	Borough Queens	School Number 219
School Name Paul Klapper		

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 Fred Wright	Assistant Principal Marlin Vellon
Coach	Coach
ESL Teacher Qi Tang	Guidance Counselor April Mavrovitis
Teacher/Subject Area Jinny Yuan/ESL	Parent Frances Mariconda
Teacher/Subject Area Efrosina Bezhani/ESL	Parent Coordinator Janet Ardezzone
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

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.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	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	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	616	Total number of ELLs	92	ELLs as share of total student population (%)	14.94%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE	16	19	16	7	9	6	12	3	4					92
SELECT ONE														0
Total	16	19	16	7	9	6	12	3	4	0	0	0	0	92

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	92	Newcomers (ELLs receiving service 0-3 years)	69	ELL Students with Disabilities	22
SIFE		ELLs receiving service 4-6 years	22	Long-Term (completed 6+ years)	1

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	69		7	22		14	1		1	92
Total	69	0	7	22	0	14	1	0	1	92

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	2	1	0	3	2	7	0	0					19
Chinese	9	12	12	3	4	3	1	0	1					45
Russian		1	1											2
Bengali														0
Urdu			1				1							2
Arabic		2												2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3	2	1	4	2	1	3	3	3					22
TOTAL	16	19	16	7	9	6	12	3	4	0	0	0	0	92

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)	8	4	4		2	1		1						20

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	4	2	1	4	3	4	2	3					25
Advanced (A)	6	11	10	6	3	2	8		1					47
Total	16	19	16	7	9	6	12	3	4	0	0	0	0	92

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	7				7
5	4	1			5
6	10	1			11
7	2		1		3
8	4				4
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	4		1		1		1		7
5	3		1		1		1		6
6	9		2						11
7	1		1		1				3
8	2		1		1				4
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		3		1		6
8									0
NYSAA Bilingual (SWD)									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our school uses the Fountas and Pinnell Benchmark System as the assessment tool to assess the early literacy skills of our ELLs. The assessment, which includes running records, provide insight into our ELLs reading knowledge of concepts of print, accuracy, fluency and comprehension. The miscue analysis informs our instruction. For example, is the child making meaning-based, syntactic, or visual miscues? Specifically, this information helps inform our school's instructional plan because teachers modify the components of Balanced Literacy as needed to meet these needs. For example, accuracy strategies are included in shared reading, interactive writing, read aloud, guided reading, word study, conferences, etc. Teachers use these assessments along with other school work and observations to find out the weaknesses and strengths of our ELLs. Thus far, based on our fall reading assessments, we have noticed that the majority of our primary grade ELLs struggle with accuracy. Specifically, they are making visual miscues due to minimal knowledge of letters and sounds. The LLI teacher coteaches with the ESL teachers when they service Kindergarten students to tackle the above mentioned needs using the Phonics Lessons Fountas and Pinnell program with techniques from the Leveled Literacy Intervention program. The pattern in the upper grades is that students struggle with comprehension skills. Specifically, thinking beyond the text. We are using this data to plan for guided reading groups when the ESL teachers push-in into the classrooms. They are being trained on how to use the Fountas and Pinnell Continuum to confer with students on comprehension skills and strategies of need as identified on the running records. The goal is to lift the level of the students' reading levels towards grade level benchmark, using leveled reading books (just-right books) in combination with rich vocabulary nonfiction texts.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The 2013 Spring NYSESLAT and Fall Lab-R assessment results show data patterns that reveal that the majority of our ELLs across all three levels- B, I and A, are in the primary grades; Kindergarten – second grade. In addition, the data patterns reveal that across all the grades, K-8, slightly more than half of our ELLs are Advanced (47 of 92).
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](#))

Knowing that the majority of our ELLs are Advanced affects instructional decisions because we provide more enrichment techniques versus solely "basic language skills." For example, we correlate patterns across the NYSESLAT modalities with the other summative and formative assessments gathered throughout the school year. We compare these modalities to the students' ELA performance in class and take into consideration when planning the CCLS and ESL standards. For instance, data reveals that our upper grade ELLs perform higher in Listening and Speaking than Reading and Writing. Therefore, we are enforcing more than in previous years guided reading, phonics instruction, and writing checklists.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Patterns across the grades in regard to the NYS ELA exam reveal that 27 out of the 30 ELLs who were tested last year, are below grade level standards with a level 1. Math results from the NYS Math exam slightly differ. Nineteen of the 31 tested students are performing below grade level standards with a level 1. The remaining 12 students varied across levels 2-4. These scores and patterns are alarming. We are currently revising our curriculum to assure that our ELLs have as much access and receive as much differentiation as possible to succeed with the Common Core Learning Standards.

We refer to a variety of data sources to guide our instruction for ELLs. In literacy, we review the students' reading level as assessed by the running records or concepts of print assessments. If the student is reading below grade level, the classroom teacher provides tier 1 RTI. After a sequence of targeted instruction, overall progress is assessed. Further interventions, if applicable, are then applied. If the student is reading very far below grade level, tier 2 RTI is implemented by our Leveled Literacy Intervention (LLI) teacher.

Eligible ELLs participate in a cycle of intense reading instruction, daily for about 10 - 12 weeks. We constantly monitor progress, comparing growth to that of formal data such as that of proficiency levels on the NYSESLAT and ELA NYS exam results. Similar steps are followed in the math and the content areas; tier 1 RTI interventions are implemented by the classroom teacher with support from our ESL teachers and SBST.

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

We meet as a team monthly to discuss patterns and growth to assure that our students' second language development is considered in instructional decisions. For example, we purchase resources based on the need displayed by language proficiency level. If a child is in 6th grade yet is a beginner as well as is reading below grade level standard, we purchase high-interest low level chapter books or bilingual books in the child's native language as well as English. We also plan for which instructional methods best fit depending on which modality is of focus- reading, writing, listening or speaking. In addition, we scaffold when accessing grade level texts, especially in the nonfiction genre.

7. For dual language programs, answer the following:

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

N/A

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

We evaluate the success of our program for ELLs by the gains we see in our students in literacy. For example, we analyze running records, periodic tests and quizzes, and state wide assessments to assess growth. We track growth across guided reading levels, gains in the listening/speaking, reading/writing sections of the NYSESLAT, and comments/scores on standards-based writing rubrics. We also analyze growth in the Math NYS Exam to monitor content area knowledge gains. Lastly, we also analyze the data that reveals who is at proficiency each year on the NYSESLAT (overall and in listening/speaking, reading/writing). This year specifically we analyzed who were the ELLs who stayed constant on a level, since the format of the NYSESLAT exam was revised.

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](#).) ELL students are identified through processes as outlined by the NYCDOE. Families of all incoming students are required to complete the HLIS. When a new admit deemed potential ELL enters, our three ESL teachers Ms. Tang, Ms. Yuan, or Ms. Bezhani are notified. The ESL teacher conducts the HLIS interview with parent/guardian in home language. The trained ESL teachers complete the HLIS form with the parent. When the HLIS is started, we determine if a greater understanding would be possible through interpretation. If needed, we contact translation services at (718) 752-7373. An oral interview is also conducted with the child. The HLIS is only evaluated by a licensed pedagogue- an ESL teacher. We then identify if student takes LAB- R. If student speaks Spanish, we also administer Spanish LAB. We LAB- R students prior to Parent Orientation. We conduct the LAB- R within 10 days of child entering system.
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. To ensure that parents understand all three program choices, the ESL teachers and Assistant Principal conduct parent orientations in the beginning of the year, during the day and in the evening as well as during September's Meet the Teacher Night. Additional times are added in the beginning of the year to accommodate for parents. Throughout the year, we conduct the parent orientation on a one to one basis as necessary when a new admit arrives. If a parent does not attend the orientation, we persistently call and mail an invitation letter until we receive a response. Translation services are provided at the parent orientation sessions. The

presenters speak Chinese and Spanish. We arrange for translation services for the other languages, as needed. We show the video to parents in their home language. We discuss the three options of programs- Transitional Bilingual Education, Dual Language, and Freestanding ESL. Parents complete “Parent Survey and Selection Form” in appropriate home language. If parents choose an option that is not available in our school, we explain to the parent that this school does not offer that program and let them know of schools in the area that do offer the program. Parents may choose to keep the student in our school and select their choice as ESL Program on the form or choose to send child to another school. We tally the number of parents who want a program other than ESL, which is what we offer, so that if the numbers grow to the designated number, we can provide one of the two other programs.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

The method of ensuring that the entitlement letters, parent surveys and program forms are as follows: Entitlement letters are sent home to parents in the students' book bags. A second copy is also mailed home. The Parent Survey and Program Selection Form are collected from parents immediately after they view the video about program choice during the orientation. If parents do not attend the parent orientation, we continue to call them and send letters home until we get a response. ESL teachers as well as administrators and classroom teachers keep a tally checklist of each child who received a letter and check off when the child returns it; for collection tracking purposes. As described, phone calls as well as back pack letters requesting the return of the entitlement letters are conducted, as needed.

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.

Once a child has taken the LAB-R, the parent has attended the parent orientation and has selected their program of choice, we assist them accordingly. For example, if they choose either DL or TBE, and we do not have enough students to create that kind of program, we share with parents a list of neighboring schools that do offer the program of choice. Parents are consulted in their native language. If parents decide to remain at PSMS 219 and select the ESL program, we create a schedule for the child where they receive their mandated weekly minutes of service. Our ESL team speak Chinese and Spanish, two predominant languages of our population, therefore communicate with parents in their native language. For other languages, we use the resources on the ELLs website with translated documents.

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.

During the spring term of the school year, we prepare all ELL students for the NYSESLAT. The ESL department confirms who is eligible by comparing our attendance and data reports to the RLER report on ATS. We then create a schedule across the testing window. We plan according to the testing window and by grade bands.

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. 

After reviewing the Parent Survey and Program Selection forms, the trend in program choice that the parents have requested is Freestanding English as a Second Language (ESL). For example, thus far this school year, 100% of our newly admitted families chose to stay at PSMS 219 and participate in our ESL program. This trend has been tracked for a number of years; for the past two years it has also been 100% of our newly admitted families that have requested Freestanding ESL.

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])?
 - a. All of our ESL students in grades K and 2-8 are serviced through ESL Push-In model. Our first grade ESL students are serviced via a self-contained ESL model.
 - b. PSMS 219 has two ESL teachers that follow a Free Standing ESL program and one ESL teacher that follows the self-contained ESL program. The program models when students are serviced follow heterogeneous styles, depending on their NYSESLAT modality analysis. Data is used to form groups and inform instruction.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 - a: The three ESL teachers provide the mandated instructional minutes for ELLs. Two of the ESL teachers service 73 ELLs via push-in and one of the ESL teachers services 19 first grade ELLs via self-contained ESL instruction, as their sole classroom teacher. The mandated instructional minutes for ELLs who are at the beginning and intermediate proficiency level receive 360 minutes per week as required under the CR-154 mandate. Students deemed at the proficiency level of advanced receive 180 minutes of instruction. In addition to the mandated services, there is an extended day period which supports selected ELLs Mondays through Thursdays. In addition, students that need additional support are provided with SETSS services, Guidance, Speech, and Leveled Literacy Intervention (LLI). Lastly, we offer a sunrise program with additional time to prepare ELLs for the NYS ELA and Math exams as well as the NYSESLAT. Explicit ELA and ESL instructional minutes are delivered via a combination of the ESL teacher, common branch classroom teacher, and content area teachers. ELLs also participate in extended day sessions four times a week from 2:30 - 3:08 PM.
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.

All instruction is provided in English, incorporating the four modalities: Listening, Speaking, Reading, and Writing. The goal of our ESL program is to develop academic language and enhance student understanding of English while learning grade level content. Our focus is targeted at developing academic vocabulary and grammatical structures that often impede ELLs from comprehending content area material. In all grades a Balanced Literacy program is implemented where ELLs are supported as they read “just right” books, receive small group instruction based on need and confer on a regular basis with teachers. In science and social studies our newly arrived Middle School ELLs are supported in the content areas through the use of differentiated level texts to teach content. Peer tutoring is available as students are assigned buddies who speak their native language on an as needed basis. Content area instruction focuses on providing students with a variety of graphic organizers, analogies and previews to build meaningful verbal learning. In mathematics the focus is on building and sharing problem solving strategies orally and in writing by having students work collaboratively and by using hands-on materials to build concepts. These methods have been found to increase proficiency for our ELL students. In all content area classrooms, teachers activate prior knowledge/build background

knowledge; provide access to content; and extend language. Materials such as photographs, charts and graphs are used to enable students, in Science and SS. Primary sources are also referred to in SS. The content area teachers have been trained intensively in the CCLS. Since the ESL teachers push-in into the classrooms, students are not missing the CCLS aligned lessons. The ESL teachers coteach and confer.

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

After analyzing the home language, we ensure that ELLs are appropriately evaluated in their native language by providing them with translated exams on the NYS Math Exam and/or providing them with native language/bilingual dictionaries and picture dictionaries. We also provide native language copies of baseline assessments in Science and Social Studies in the middle school to our ELLs. Students are able to read and write in their native language for accurate assessments.

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

The ESL teachers work alongside administrators and other teachers to create rubrics that are aligned to the CCLS. ELA and Social Studies revolve around the reading, writing, speaking and listening CCLS. The ESL teachers modify these rubrics to add appropriate ESL methodologies.

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: We differentiate instruction for ELL subgroups. We currently do not have any SIFE students. In the past though, the ESL teachers who work with our SIFE students have used a variety of manipulatives and visuals to enhance comprehension during the instruction time. For example, we use technology program such as Raz-Kids to provide reinforcement of language acquisition. In addition, we use strategies from Fountas and Pinnell's Leveled Literacy Intervention (LLI) system to provide for SIFE students the foundational skills learned in the primary grades.

b: With ELLs who have been in US schools less than three years, basic conversational skills as well as concepts of print and literacy will be addressed. PSMS 219 adopts a push-in model of instruction for the majority of the ELLs. The ESL teachers and the classroom teachers work together in delivering the same content and following the Teachers College workshop model. Additional materials include shared reading materials from MONDO, the Let's Talk About It Kits as well as the Let's Sing About Kits to promote speaking and language immersion. Even more so, we are supporting a portion of our newcomers population by creating a self-contained first grade class. The ESL licensed teacher scaffolds students with ESL methodologies and provides rigorous balanced literacy instruction. We frequently informally assess our students not only because it informs our teaching but because after one year, ELLs take the ELA exam. Therefore, we provide ELLs with multiple opportunities such as those previously described- sunrise program, extended day, LLI, etc. ESL teachers also use the Fountas and Pinnell Phonics Lessons word study program to teach language skills.

c: Data shows that four to six year ELLs in our school are for the most part either advanced or proficient in listening/speaking and reading/writing. Therefore, teachers will continue to scaffold the language and use a variety of graphic organizers to assist the students with their accountable talk and writing. In addition, these students will receive support in the writing process as well as in the qualities of good writing, in ways that lift the level of their writing across grade/common core aligned benchmarks. Materials include the MONDO graphic organizers from the Now I Get It series as well as reading small groups created via the use of the Fountas and Pinnell Literacy Continuum. In content area classes, we use Tony Stead's nonfiction strategies.

d: We currently have one Long-term ELL. When assessing data, the struggle lies in reading and writing. We will provide LTES with explicit verb and adjective usage in writing along with content/craft support. We will use the MONDO Now I Get It series to supplement the balanced literacy components, including writer's workshop. In addition, pre-writing activities that build background knowledge will also be implemented.

e. ESL teachers will provide PD for the classroom teachers of ELLs reaching proficiency on the NYSESLAT, to assure that they receive continuing transitional support. The transitional support for ELLs reaching proficiency on the NYSESLAT will focus on the production of language both in verbal and written form. Teachers will use visuals and understanding of juicy sentences to support students' knowledge of the main academic content. Teacher's materials include a wide range of print, and visual resources designed for increasing English language proficiency. Language functions and instructions are taught within the context of the lesson. Students will also still be provided with native language supports, as needed. Also, as mandated by the DOE, former ELLs will receive testing accommodations for two years.

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

ELL SWD students in restrictive settings (either self contained special education classes or ICT) will receive additional ESL support via push-in. Licenced ESL teachers will co-teach and support the core curriculum. In addition, we will utilize lower level reading materials designed to give students access to content area information and implement methodologies designed to enable each student to meet his/her IEP goals and objectives. Short nonfiction texts such as Time For Kids will be used to support content area knowledge. This in combination to texts used in content area classes, will support the informational texts task which is the DOE's current instructional initiative as well as a big emphasis in the CCLS.

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

Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL SWDs within the least restrictive environment in a variety of ways. For example, ELL SWDs participate in the same opportunities/programs and use the same materials as non ELL SWD students. Also, teachers of ELL SWDs attend/participate in professional development sessions that provide them with the appropriate resources to best teach their students. For example, a number of our TC labsites and meetings center around teaching strategies for ELL SWDs. Lastly, our related service providers work in conjunction with the ESL teachers to support the classroom teachers of ELL SWDs.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

The intervention for ELLs in ELA, Math and other content areas require the use of both the push-in/pull-out model. The ELLs study the same materials with additional support in language development focusing on vocabulary. Strategies such as juicy sentences will be used to help ELLs in building comprehension on the content material. Middle School newcomers occasionally participate in pull-out services to provide an extra layer of vocabulary introduction, background knowledge, and planning tools that will transfer to the content area subject. Intervention programs occur before school during the Sunrise program, during the school day via conferences, as well as during extended day four times a week. Teachers conduct the following strategies during Science and SS, to activate prior knowledge and build background knowledge: brainstorming/discussion, use of graphic organizers, visuals in texts, short-term and long-term direct experiences. To access content, they dramatize and clarify language as well as relate academic words to student's native language. During math, teachers use visuals and provide hands on experiences as well as make personal and cultural connections.

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

We consider our current program to be very effective. Year after year the number of language proficient students increase as do the advanced levels, as per data analysis from RLAT reports. In addition, the literacy levels in the second language continue to rise closer and closer to grade level benchmark. Assessments used include Reading Assessments (Running Records) in ELA, writing performance tasks in ELA (MOSL baselines, pre and post on demands, published pieces), topic exams/quick checks/performance tasks in Math, and MOSL baselines in Science and SS. Formal NYS data from the ELA and Math exam as well as Science and Math 8th grade Regents are also referred to. The ESL department collaborate with teachers of ELL students to analyze data and plan for next steps. The data is reviewed on an ongoing basis. For example, the NYSESLAT as well as NYS ELA and Math and Regents data is reviewed yearly as frequently as needed. Running records are conducted and analyzed at minimum three times a year. Topic exams in Math, Science and SS are conducted every few weeks, at the end of every math topic.

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

This year, we will continue to improve the push-in model that we implemented in the prior two school years. We will further enhance our collaboration with the general education and special education teachers, specifically in coplanning. Similarly, this year we will try to implement the co-teaching ESL model in our push-in model. Lastly, we will focus on combining more than in previous years the ESL standards and the CCLS.

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

N/A

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

ELLs are afforded equal access to all school programs. They are a part of all instructional periods and school events, since we limit the periods of pull-out services. Supplemental services offered to ELLs is Extended Day, sunrise test prep academy, and leveled literacy intervention (LLI).

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

Some instructional materials being used to support ELLs include: Columbia University Teacher's College reading and writing workshop models. In addition, Leap Frog technology such as leapsters and listening centers along with interactive Internet sites and the smart board support our ELLs. We also use Accelerated Math as well as Raz Kids online. The ELMO is also used as a technology tool to model literacy strategies.

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

Native language support is provided for ELLs in our school. Our school library and classroom libraries contain many trade books in a variety of languages for our students. Students have access to native language/bilingual dictionaries and dual language texts. Standardized tests are provided in a variety of languages and translators have been hired to assist with testing. Our ESL teachers are fluent in Chinese, Greek and Spanish. We also pair ELLs up with other students who are bilingual in their native language as well as English.

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

The ESL teachers provide age appropriate materials depending on the ELL's grade level and abilities. For example, middle school ELLs receive push in services so that they do not miss subject classroom instruction in combination with conferences that provide

an extra layer of scaffold so that the middle school ELL does not feel "behind." In the primary grades, we engage in many shared class experiences such as shared reading, singing of songs and poems, picture sorting for vocabulary development and story telling to foster immersion of language.

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 who bring their children to register meet the ESL teacher and are provided assistance through translation as needed. Newly enrolled ELL students also go on a tour of the school and see first-hand all of the experiences they will receive. Parents receive information packets on ELL activities. ELLs who enroll throughout the school year are given a peer buddy to help adjust to the new setting.
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)?

N/A

C. Professional Development and Support for School Staff

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

1 & 4. All ELL personnel at PSMS 219, including teachers of ELLs and paraprofessionals, will receive in-house PD as well as off-site PD opportunities. Structured professional development sessions and workshops will be provided by the OELL, the CFN network 204 ESL specialist, RBRNs, our three licensed ESL teachers, administrators, Teachers College staff developers, Aussies and consultants. Topics include, but are not limited to academic language of science and math teachers of ELLs, developing academic language for algebra teachers of ELLs, and NYSESLAT PD. Topics of discussion will include differentiation as well as instructional methods that support ELLs across each of the stages of language development. Classroom teachers and paraprofessionals will also be provided with structured PD/workshops designed to develop strategies to modify instruction in the content areas and to develop vocabulary and improve comprehension. Professional texts related to ELLs will also be used in staff development sessions, study groups and inquiry teams. These add up to at minimum the 7.5 hours of ELL training for all staff. We are also this year offering teachers with the opportunity to attend an ITI (Intensive Teacher Institute) for ESL certification, at participating universities. A log of professional development is maintained by the ESL supervisor, which includes the table of organization, and a sampling of agendas from workshops with dates and topics. Specific dates and topics of full day workshops at Teachers College for ELLs and Literacy include: Adapting Your Primary Reading Workshop to Provide Maximum Support for Your English Language Learners, November 6th. Supporting English Language Learners as They Learn to Tackle Higher Level Texts, Develop Stronger Comprehension Skills, and Take Ownership of Their Learning in Reading Workshop, December 6th. Tapping into English Language Learners' Cultural and Linguistic Backgrounds in the Literacy Curriculum, January 24th. Shared Reading to Support Language Development, Speaking and Listening Standards, Comprehension and Word Solving in Fiction and Informational Texts for ELLs, March 3rd. Also, cycles of TC staff development for grades K-2, 3-5 and 6-8 will provide lab sites to specifically support ELL teachers. As workshops arise from the Office of ELLs and our network, we attend.

2. The professional development sessions described above are all common core aligned, therefore are the PDs offered to teachers of ELLs. In addition, school faculty conferences, grade conferences, half-day PDs and CFN PDs that focus on the CCLS are also offered.

3. Since we are a K-8 school, we have our students across the transition to middle school grades. This allows us to align our literacy PD for teachers to support our current ELLs, our transitioning ELLs and our newcomers. Furthermore, one Teachers College staff developer services grades 3-8, and builds in support to staff to assist ELLs as they transition from fifth to sixth grade. Lastly, our ESL teachers service all the grades therefore continuity is seamless.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents are invited to attend meetings about ELL options, workshops to develop English Language skills, Family Night activities, Meet the Teacher Night in September, Parent/Teacher conferences in November and March, Monthly Parent Association meetings (the first Wednesday of the month), individual meetings concerning their child's progress, trips, celebrations, and special events. All events are posted on our school website <http://psms219.org>, are written in multiple languages on letters sent home, and are recorded in translated languages via home voice messages. Specific events include monthly (September-June) student of the month ceremonies, October- PA event: Harvest Night and November- PA event: International Night. Future PA events TBA.
 2. At PSMS 219, we partner up with a variety of agencies and Community Based Organizations to provide workshops/services to ELL parents. These include: The Tutoring Club (Bayside)- math, reading and writing tutoring clubs; Adult Learning Centers at Queens Library and Generations Online at Queens Library (Flushing)- computer instruction, books, audio, video, etc.; YWCA of Queens- After School Program- NYS test prep, meals, HW help, special attention to ELLs and SWD, parent-teacher liaison services, family counseling, music, arts and crafts, computer, etc.; Learning Society (Flushing)- Free adult ESL classes (weekly).
 3. We evaluate the needs of parents through conversations, meetings, phone calls and surveys. Staff and the parent coordinator assist in this.
 4. Our parent involvement activities address the needs of parents because we provide what they request. For example, the majority of our parents asked for English classes so our parent coordinator provides it via Crossroads Cafe, English Language Learner Classes. We also partner up with the Learning Society who also provides free adult ESL classes. Similarly, phone messages and letters home are translated, which parents requested. In addition, we purchased an interpretation system with headsets and transmitters that support simultaneous interpretation in a variety of languages during assemblies, workshops and meetings. In addition, our parents are interested in workshops that provide them with strategies for how to help their child at home. Therefore, we have planned for workshops which our ESL teachers will facilitate about the following topics: How to help your child with their homework, How you can support your child's literacy development, and Math strategies that transfer to everyday life situations. We will also conduct trips to the Public Library where parents can take out a library card and books with their child.

E. Additional Information

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

Part VI: LAP Assurances

School Name: 219 Paul Klapper

School DBN: 25Q219

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Fred Wright	Principal		11/15/13
Marlin Vellon	Assistant Principal		11/15/13
Janet Ardezzzone	Parent Coordinator		11/15/13
Qi Tang	ESL Teacher		11/15/13
Frances Mariconda	Parent		11/15/13
Jinny Yuan	Teacher/Subject Area		11/15/13
Efrosina Bezhani	Teacher/Subject Area		11/15/13
	Coach		
	Coach		
April Mavrovitis	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q219 School Name: Paul Klapper

Cluster: 2 Network: CFN 204

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.

Staff use ATS home language reports, the RLER and UPPG reports, and the home language survey results to identify languages spoken at home and by the parents, to ensure that all parents are provided with appropriate and timely information in a language they can understand. We also evaluate the needs of parents through conversations, meetings, phone calls, surveys, and the DOE's Parents' Preferred Language Form. Staff and the parent coordinator assist in this.

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.

We have found that we need both oral and written translation services in multiple languages. The predominant languages identified as a result of the needs assessment are Chinese and Spanish. Other languages include Pashto, Urdu, Russian, and Farsi. We reported the findings to the school community through the actions that we took to assure that our school's translation and oral interpretation needs were met. For example, we prioritize contractor funds for the Fall and Spring Parent Teacher conferences by hiring translators of the two major languages, Chinese and Spanish. We also provide the DOE's translation unit interpretation number to all staff members, to use on an as need basis. We provide written translation as well for the majority of our written memos through in-house translation; the turn around time requirements for larger document translation is cost prohibitive and is difficult to plan for. We rely on DOE provided translations for documents such as Kindergarten registration and high school choice for example, as accessed on the DOE website. In addition, we purchased an interpretation system with headsets and transmitters that support simultaneous interpretation in a variety of languages which we use during assemblies, workshops and meetings. We also notify classroom teachers and service providers of students' native language history along with the parents' preferred language of communication.

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.

We provide written interpretation needs in the following ways: As funds permit, outside contractor Spanish and Chinese, additional Spanish, Russian, and Chinese by in-house staff. We translate school memos that inform parents of school events such as meetings, conferences, workshops, celebrations; individual student progress; and instructional programs.

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

We provide oral interpretation needs in the following ways: as funds permit, Fall Parent Teacher night- outside contractor Spanish and Chinese, additional Spanish, Russian, and Chinese by in-house staff. When parents come to the office we use in-house staff in the languages listed above or we use the telephone service by the DOE translation unit.

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>.

We meet all the Chancellor's Regulations for A-663 by providing timely translations for parents to enable them to have access to the same information as English speaking parents by utilizing staff, DOE publications such as the Blue School Code of Conduct, DOE translation services, Title III funds to pay for outside contractors, simultaneous transmitters for our meetings such as PA and Town Hall meetings. When time and service permit we supplement our translations on our website. We also provide web-hosted sites for parents to utilize on their own. In addition, we post documents such as the Parents Bill of Rights and The 2013- 2014 NYC Family Guide on the school website, www.PSMS219.org for all parents to access. Translation signs and notices are posted in the lobby, by the main entrance, in the main office and in the parent coordinator's office.

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: PSMS 219, Paul Klapper	DBN: 25Q219
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 type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Recess Academies
Total # of ELLs to be served: 82
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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Before School Program: Students will attend the school's traditional "Sunrise Academy" for ELLs. This program supports language development in English and Native Language instruction. The program strives to provide test sophistication for the NYSESLAT Exam, with a focus on the speaking, listening, reading and writing skills in combination with familiarity in the test's format. All ELL students, across all proficiency levels, in grades K-8 are invited to attend the Sunrise Academy. The program's duration is 10 weeks- from late January to early May. The program is scheduled from 7:30 AM to 8:10 AM every Tuesday, Wednesday and Thursday. Three teachers teach the program. Two are certified in ESL and one is certified in elementary education K-6. The elementary education certified teacher has a history of working with ELLs in our school and is also our Leveled Literacy Intervention Program Specialist. All three teachers plan together during an assigned time, weekly, to analyze student work and to further develop differentiated ESL strategies. This allows for the two certified ESL teachers to coplan with the common branch teacher. In addition, to allow all of the ESL students to be instructed by a certified ESL teacher, the ESL teachers rotate into the group taught by the common branch teacher every two weeks. The materials used by students in the program are Getting Ready for the NYSESLAT and Beyond from Attanasio and Associates, Inc.

Other: We provide additional support to our ELLs during the breaks- the mid winter and spring recess breaks. These include 2 days during the mid winter break and 3 during spring recess (for a total of 5 days). The program is scheduled from 9:00 AM to 12:00 PM on the scheduled days. All students, in grades 3-8 are invited to attend the recess programs. These are the same ELLs also invited to the above mentioned ESL Sunrise Academy. This program supports high academic achievement in ELA, Math, and other core academic areas. In addition, these programs support the rigor behind the CCLS, reading for stamina, and test sophistication for the NYS exams. Four to six teachers teach the programs during the recess breaks. These teachers are ESL, elementary, and/or secondary certified teachers. Teachers who are not certified in ESL who teach the ESL students in the program, coplan with the ESL team prior to. Together the teachers construct lessons that meet the ESL standards and the CCLS. Materials include: Just Right Books, Rally Test Prep, NY Ready Test Prep, and MONDO kits.

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

Part C: Professional Development

Begin description here: Our ESL program revolves around the push-in model. Our ESL teachers are immersed in PD that supports not only ESL strategies but also the rigor and curriculum of the general education population, to support the curriculum of the general education and/or special education classroom they push-in to. All three teachers as well as other staff responsible for delivery of instruction and services to ELLs participate in weekly Common Planning with classroom teachers, weekly Inquiry Team meetings, Teacher College staff development/lab sites, Network CFN 204 ESL instructional workshops, as well as any other workshops provided from the NYC DOE specifically for ELLs. Topics include: meeting the rigor of the CCLS, performance assessments/tasks with grade level benchmarks, standards-based rubrics and continua, and analysis of student work (to track progress). In addition, we are offering a study group for the ESL teachers as well as classroom teachers of ELLs in grades 4-8 that focuses on text complexity, informational texts and shared reading. The purpose is to increase the reading strategies and performance level of students with IEPs in the upper grades who are also ELLs in 12:1 classrooms as per need revealed in our data analysis. In addition, upper grade teachers of ELLs will also participate in Phonics/Word Study training to provide targeted language instruction that supports basic literacy skills. As previously mentioned, data shows our ELL students have proficiency in listening and speaking but struggle in the reading and writing section. Providers: Lead Teachers, Core Inquiry Team Members, Network Specialists/Achievement Coaches, AP, OELLS, and Teachers College staff developers.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents attend meetings about ELL options, workshops to develop English Language skills, Family Night activities, Meet the Teacher Night in September, Parent/Teacher conferences in November and March, Monthly Parent Association meetings (the first Wednesday of the month), individual meetings concerning their child's progress, trips, celebrations, and special events. All events are posted on our school website <http://psms219.org>, are written in multiple languages on letters sent home, and are recorded in translated languages via home voice messages. Specific events include monthly (September-June) student of the month ceremonies, October- PA event: Harvest Night and November- PA event: International Night. Future PA events TBA.

At PSMS 219, we partner up with a variety of agencies and Community Based Organizations to provide workshops/services to ELL parents. These include: The Tutoring Club (Bayside)- math, reading and writing tutoring clubs; Adult Learning Centers at Queens Library and Generations Online at Queens Library (Flushing)- computer instruction, books, audio, video, etc.; YWCA of Queens- After School Program- NYS test prep, meals, HW help, special attention to ELLs and SWD, parent-teacher liaison services, family counseling, music, arts and crafts, computer, etc.; Learning Society (Flushing)- Free adult ESL classes (weekly).

Part D: Parental Engagement Activities

We evaluate the needs of parents through conversations, meetings, phone calls and surveys. Staff and the parent coordinator assist in this.

Our parent involvement activities address the needs of parents because we provide what they request. For example, the majority of our parents asked for English classes so our ESL teachers will provide free adult ESL classes before, during or after school (we will survey the parents to select a time that is of the majority's convenience). Similarly, phone messages and letters home are translated, which parents also requested. We also use an interpretation system with headsets and transmitters that support simultaneous interpretation in a variety of languages during assemblies, workshops and meetings. In addition, our parents are interested in workshops that provide them with strategies for how to help their child at home. Therefore, we have planned for workshops which our ESL teachers will facilitate about the following topics: How to help your child with their homework, How you can support your child's literacy development, and Math strategies that transfer to everyday life situations. We will also conduct trips to the Public Library where parents can take out a library card and books with their child.

Note: "Town Hall" style meetings utilized simultaneous translators for Spanish, Chinese, Arabic and Russian speaking parents. Translators are used for Parent Teacher Conferences.

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		