



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name: THE LINDENWOOD SCHOOL**

**DBN (i.e. 01M001): 27Q232**

**Principal: LISA A. JOSEPHSON**

**Principal Email: LJOSEPH3@SCHOOLS.NYC.GOV**

**Superintendent: SUPT. MICHELE LLOYD-BEY**

**Network Leader: N210 JOANNE BRUCELLA**

**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
Lisa A. Josephson	*Principal or Designee	
Robert Sentnor	*UFT Chapter Leader or Designee	
Rosemary Asselta	*PA/PTA President or Designated Co-President	
Lois Maglione	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	
Lori Romanelli	Member/ Parent	
Nancy Brady	Member/ Parent	
Anthony Ringston	Member/ Parent	
Carissa Carbone	Member/ Parent	
Marlene Kantrow	Member/ Teacher	
Lisa Bottitta	Member/ Teacher	
	Member/	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

**By June 2014, the English Language Arts performance of all grade 3-8 students in the lowest third in ELA will show evidence of a 5% increase of the student growth percentiles applicable per grade on the NYS ELA Assessment.**

### 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.

**Based on our 2012-2013 NYC Progress Report, our median adjusted growth percentile was 70.5% for the school's lowest third (n=178). As per the NYS ELA results from 2013, our overall proficiency percentile in ELA was 69%, and our median adjusted growth percentile in the lowest third in ELA was 67%.**

### 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**

**Activity #1** - Increase of Instructional Time: Current strategies for improving instruction and student performance in balanced literacy/writer's workshop includes an increase of instructional time to a minimum of 50 minutes extra per day (10 periods per week) in addition to 500 minutes per week. The additional 50 minutes per day is spent in a small group of 4-5 students.

Target Populations: All students in grades 3-8 in the lowest third, including students with disabilities

**Activity #2** - RTI Services: RTI will be provided to students in our lowest third in small groups with differentiated instruction determined by item skills analysis of both last year's ELA state exam and this year's Benchmark Exam, current Fountas and Pinnell levels, and teacher observations and suggestions. Skills and strategy practice, conferencing, and progress monitoring will take place three times throughout the year (November, March, June). Fountas & Pinnell reading levels will be determined three times a year (Oct. 2013, Feb. 2014 and May, 2014). Sixth, seventh and eighth graders in the lowest third will have guided reading in their English classes 3-5 times a week, dependent on their Fountas & Pinnell reading level. Classroom/Subject area teachers and RTI teachers will confer to examine student work and plan instruction accordingly in Inquiry Teams. Progress monitoring of benchmark exams, conferencing during independent reading and writer's workshop, teacher-made assessments/tasks and teacher observations will provide continuous data to maintain fluid grouping and to align instruction to student needs and CCLS. Additional SETSS periods will be added when data indicates current strategies are not sufficient to improve student-learning outcomes. All students with disabilities will be in a setting with a reduced student to teacher ratio. An RTI provider with a Master's in Reading will be responsible for the targeted group while the second teacher will be responsible for the remainder of the class. Academic intervention will also take place during mandated tutoring, mandating that all students with disabilities and lowest third students attend extended day. Targeted students with disabilities in K-2 are offered small group tutoring in a 3:1 ratio by our IEP teacher. All K-4

students in self-contained and inclusive classrooms will utilize the balanced literacy approach, in addition to the SRA reading centers that during guided reading centers with the assistance of a para professional. A Saturday Academic Academy for targeted students in grades 3-6 will continue to work with small group students with disabilities/lowest third in ELA. An F-status RTI teacher is assigned to support Special Education/General Education classes for guided reading. Data collection will be established for all students in grades K-8 on a monthly basis. Administrators and teachers will facilitate data conversations focusing on lowest third/students with disabilities and monitoring student progress.

Target Population(s): All students in grades 3-8 who are in the lowest third and /or with disabilities

**Activity #3 - Professional Development:** Professional development will be provided to all teachers servicing all students, and especially students with disabilities and/or students in the lowest third. Both literacy coaches will serve their teachers respectively by providing professional development in guided reading mini lessons, writer's workshop, teaching reading skills vs. strategies, differentiation, how to benchmark using Fountas & Pinnell Reading Kit, components of Danielson Rubric, etc. Asst. Principals, principal, and data specialist will provide professional development in how to use item skills analysis and how to translate data from an array of assessments. Teachers of grades 4-8, will continue Junior Great Books training by our own upper grade literacy coach (10 days per school year) who has taken over the "reins" from last year's teacher trainer. Junior Great Books training will be provided by JGB to seven new teachers to JGB. Professional development provided by the CFN will include close reading.

Target Population: Teachers that provide academic intervention to SWD and students in the lowest third.

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

1. Programmer, all classroom teachers in grades 3-8, ELA teachers in grades 6-8, AIS/RTI teachers, F-Status teachers, and teachers servicing students with disabilities
2. Principal, Assistant Principals, Data Specialist, Special Education Teachers, ICT General Education Teachers, Literacy Coach for K-4 and 5-8, RTI teachers, F-status teachers
3. Principal, Asst. Principals, Data Specialist, General and special education teachers, literacy coaches, RTI teachers, F-status teachers

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

1. Teacher observations, feedback and follow-up, teacher team planning and outcomes
2. Monthly progress monitoring data will be captured and analyzed by Teacher Teams and shared with staff and Administration, Fountas & Pinnell assessment will be administered November, March and June.
3. Teacher Observations using Danielson's Framework for Teaching, analysis of item analysis of progress monitoring assessments

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

1. September 2013 - June 2014
2. September 2013 through June 2014
3. September 2013 through June 2014

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

- The school has established an extended day tutoring program that includes students in the lowest third/disabilities in grades 1-8.
- The school has established a Saturday Academic Academy that includes students in the lowest third/ disabilities in grades 3-6.
- All students in the lowest third/disabilities who are also English Language Learners will remain for additional instructional hours on Mondays from 2:30 – 4:30 p.m.
- In the spring, two afterschool programs will be established – one to target first graders and one to target second graders.
- An attendance teacher supports the regular instructional day and all afterschool academies as part of the school’s efforts to improve attendance for students in the lowest third/ disabilities in grades K-8.

***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).

P.S. 232Q will coordinate and integrate parental involvement strategies under the following other programs and activities:

With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home and in the school (library cards, home reading, resource centers, book sales, following directions, reading recipes, workshops sponsored by the Parent Coordinator, Parent Teacher Association (PTA), Parent Volunteer programs and School Leadership Teams (SLT)

The school will provide assistance to parents of children served by the school, especially to all parents of students with disabilities and/or in the lowest third, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- The State’s academic common core state standards
- The State’s student academic achievement standards
- The State and local academic assessments including alternate assessments, how to monitor their child’s progress, and how to work with educators

Parents will be encouraged to attend the Parent Coordinator’s workshops that are fully supported by experts on staff on the following topics: Testing Strategies At Home, Reading Strategies at Home, Understanding Your Child’s Fountas & Pinnell Reading Level, Speaking to Your Child in a Mathematical Way, etc.

Parents will be encouraged to utilize our privately-established website, [www.ps232q.org](http://www.ps232q.org), so that they can be informed of all events in and around the school. The website caters to ALL LANGUAGES, with the click of a link.

Parents will be invited to attend an annual meeting to inform them about the school’s participation in the Title I program and explain the requirements and their right to be involved.

Parents with children attending PS 232Q are encouraged to visit their child’s school as often as possible. Parents can visit their child’s school

at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

- Back to School Parent Orientation (September),
- Parent teacher conferences (fall and spring),
- PTA and SLT meetings (monthly)
- Summer Reading Celebrations
- Honor Society Assembly at the end of each marking period
- Culminating celebrations marking their child’s academic success at the school
- Parent workshops and activities (as scheduled by the Parent Coordinator, Guidance Counselor and school staff)

Parents will have reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. Parents may contact their school’s parent coordinator to arrange an appointment. Title I funds will be used to purchase materials for parents during these workshops.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

**By June, 2014, the mathematics performance of all grade 3-8 students in the lowest third in math will show evidence of a 5% increase of student growth percentiles applicable per grade on the NYS Mathematics Assessment.**

**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.

**Based on our 2012-2013 NYC Progress Report, our median adjusted growth percentile was 74.0% for the school’s lowest third (n=178). As per the NYS Math results from 2013, our overall proficiency percentile in math was 76% and our median adjusted growth percentile in the lowest third in math was 69%. Also, after conducting an analysis of student performance data on our Pearson Unit Assessments, it was determined that at least 20% of students on each grade did not meet or exceed level three scores in mathematics.**

**Instructional Strategies/Activities**

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

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

Activity #1 - Developing a Rigorous Mathematics Plan: We will fully implement balanced mathematics prototype throughout the K-8 school (in general, special and gifted education). The language of the CCLS will also be followed and fully implemented. We will implement the Pearson Envision Mathematics Program (fully CCLS aligned) to grades K-5 and continue to implement the CMP3 Pearson Middle School Math Program to grades 6-8. We have fully aligned the CCLS with the Middle School Program curriculum. Both math programs will be supplemented with basic computational skills and materials, test sophistication, manipulatives, and an interactive math center in every classroom. All students will be assessed using the Pearson Envision Assessments in the beginning, middle, and end of the year (Sept., Jan., June). All accumulated data, along with unit test data, will drive instruction. All students in grades 3-8 will also be assessed using benchmark assessments. Teachers in K-8 will target individual mathematics skills as identified on both the unit tests and benchmark exams and focus on skill improvement in our extended day program and our Saturday Academic program (for gr. 3-6). An increase of two additional 50 minute periods per week will be added to the present 300 minutes per week. Problem of the Day will be devoted to modeling open response math questions.

Target Population: All students in grades 3-8 in the lowest third, including students with disabilities

Implementation Timeline: September 2013 through June 2014

Activity #2 - Professional Development: Professional development has been provided to teachers in September, 2013. Training will continue in throughout the year so that both assessment and technology can be discussed and turn keyed. Extensive professional development in skill/strategy will be provided to classroom and after-school teachers who will deliver a program designed to identify and remediate students' skill deficiencies. Classroom teachers of K-8, with the support of the principal and the assistant principals will develop rigorous instructional tasks that focus on mathematics skills and activities. Teacher teams will identify the target population of students with deficient math skills using the following data: item skills analysis of state math, item skills analysis of interim assessments in math, and Pearson unit exams. Teacher teams will work on math curriculum maps for each unit of study. Extensive technology training during the year will also help teachers to be able to use our Smart boards during mathematics lessons. Professional development provided by the CFN will include CMP3, our Pearson middle school math program.

Target Population: All teachers in grades K-8

Activity #3 - Academic Intervention: An academic intervention teacher in grades 4-6 will provide small group instruction – push in/pull out. An F-status teacher will provide small group instruction in grades 3-5 three days a week – push in/pull out. Two certified math teachers in 7th and 8th will provide small group instruction for students in 7<sup>th</sup> and 8<sup>th</sup> grades.

Target Population: All students in grades 3-8

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

1. Principal, Assistant Principals, Data Specialist, General and special education teachers, F-status teacher
2. Principal, Assistant Principals, Data Specialist, General and special education teachers, F-status teacher
3. Principal, Assistant Principals, Data Specialist, General and special education teachers, F-status teacher

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

1. Teacher observations, CCLS unit assessments, Benchmark Assessments including Beginning, Middle and End of Year
2. Teacher observations, student conversations, Unit and Benchmark assessments, Teacher Team meetings and outcomes
3. Teacher observations, student conversations, Unit and Benchmark assessments

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

1. September 2013 through June 2014
2. September 2013 through June 2014
3. September 2013 through June 2014

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

- The school has established an extended day tutoring program that includes students in the lowest third/disabilities in grades 1-8.
- The school has established a Saturday Academic Academy that includes students in the lowest third/ disabilities in grades 3-6.
- All students in the lowest third/disabilities who are also English Language Learners will remain for additional instructional hours in our ELL Afterschool Program on Mondays from 2:30 – 4:30 p.m.
- An attendance teacher supports the regular instructional day and all afterschool academies as part of the school’s efforts to improve attendance for students in the lowest third/ disabilities in grades K-8.
- In the spring, two afterschool programs will be established – one to target first graders and one to target second graders.

**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).

P.S. 232Q will coordinate and integrate parental involvement strategies under the following other programs and activities:

The school will provide assistance to parents of children served by the school, especially to all parents of students with disabilities, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- The State’s academic common core state standards
- The State’s student academic achievement standards
- The State and local academic assessments including alternate assessments, how to monitor their child’s progress, and how to work with educators

Parents will be encouraged to attend the Parent Coordinator’s monthly workshops on the following topics: Testing Strategies At Home, Math Strategies at Home, Speak Mathematically with Your Child While At Home, etc.

Parents will be encouraged to utilize our privately-established website, www.ps232q.org, so that they can be informed of all events in and around the school. The website caters to ALL LANGUAGES, with the click of a link.

Parents with children attending PS 232Q are encouraged to visit their child’s school as often as possible. Parents can visit their child’s school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

- Back to School Parent Orientation (September),
- Parent teacher conferences (fall and spring),
- PTA and SLT meetings (monthly)
- Summer Reading Celebrations
- Honor Society Assembly at the end of each marking period
- Culminating celebrations marking their child’s academic success at the school
- Parent workshops and activities (as scheduled by the Parent Coordinator, Guidance Counselor and school staff)

Parents will have reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. Parents may contact their school’s parent coordinator to arrange an appointment. Title I funds will be used to purchase materials for parents during these workshops.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

**By June, 2014, 85% of students in K-2 will demonstrate an increase of three to four independent reading levels in Fountas and Pinnell Assessment System.**

**Comprehensive Needs Assessment**

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

**After conducting an analysis of student performance data on the 2012-2013 state ELA assessment, an analysis of student performance data on last year’s ECLAS, and an analysis of Fountas and Pinnell benchmarking data (3x per year), it was**

**determined that at least 25 – 30 % of students on each grade did not meet level three in English Language Arts. As a result, our priority is to target those students to show increases in performance.**

### ***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**

**Activity #1 - Developing a Rigorous Literacy Plan:** Our school's K-8 literacy program will consist of three components: professional development, inquiry team work, and the use of data-driven instruction. All activities will be designed to increase the use of data to drive instruction and to enable teachers to examine effectiveness of instruction regularly. Teacher to student ratio will be decreased by the hiring of AIS/RTI and F-status teachers who all specialize in reading/literacy. Professional development will include the revisiting of our curriculum maps to include more CCLS –based activities, creating new curriculum maps, to increase the effective use of Essential Questions, the use of data to drive instruction, and increase the effectiveness of the collaborative inquiry process. Professional development provided by the CFN will include close reading.

Teachers of K-8 will continue last year's work on their inquiry teams to develop collaborative curriculum maps that focus on social studies and science units of study that incorporate reading, writing, speaking and listening skills. Four Square Writing organizational methodologies will be fully implemented and integrated within Writer's Workshop to support student growth in writing skills. Teacher-created writing rubrics will be revisited by our teacher teams. Rigorous instructional tasks will be created by our teacher teams. Resulting student work will then be analyzed by grade level teacher teams and decisions will be made on next steps for instruction in each classroom. Teacher teams will meet weekly during their inquiry period to analyze student work, benchmark and progress monitoring data to identify strengths and weaknesses, and modify instruction as needed. Teacher teams will collaborate to develop lesson plans that are differentiated according to current data and then they will monitor effectiveness and revise to meet the needs of all students. RTI will be provided in small-group, basing instruction on data and incorporating CCLS. AIS will be provided by an additional AIS teacher or licensed reading teacher. Extended-day tutoring groups will be fluid and will change according to student achievement data.

Target Population: All students in grades K-2

**Activity #2 - Reading Recovery** is a school-based, short-term intervention program designed for children aged five or six, who are the lowest achieving in literacy after their first year of school. These children are often not able to read the simplest of books or write their own name before the intervention. The intervention involves intensive one-to-one lessons for 30 minutes a day with a trained literacy teacher, for between 12 and 20 weeks. This year, we trained our lower grade literacy coach as a reading recovery teacher so that we can begin the intensive reading program with our first graders in the lowest third.

The intervention is different for every child, assessing what the child knows and what s/he needs to learn next. The focus of each lesson is to understand messages in reading and construct messages in writing; learning how to attend to detail without losing focus on meaning. A combination of teacher judgment and systematic evaluation procedures identify those lowest-achieving children. The intervention goal is to

bring children up to the level of their peers and to give them the assistance they need to develop independent reading and writing strategies. Once they are reading and writing at a level equivalent to that of their peers, their series of lessons will be discontinued, and a new group of first graders will begin the intervention.

The intervention is not an alternative to good classroom teaching, but is complementary, to enable children to engage in their classroom program. The lowest performing children (the bottom 5-20% depending on the context) were identified using the Observation Survey (Clay, 2002), a multi-faceted series of assessment tools covering early reading and writing.

Target Population: All students in first grade in the lowest third

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

1. Principal, Assistant Principals, Data Specialist, General and special education teachers, literacy coaches, AIS/RTI teachers, F-status teachers
2. Principal, Assistant Principals, Literacy Coach, Data Specialist

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

1. Teacher Observation, feedback from Professional Development, Teacher Team meetings and outcomes, lesson plans, Fountas and Pinnell Assessment
2. Fountas & Pinnell Assessment Data, Observation Survey, progress monitoring assessments

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

1. September 2013 through June 2014
2. September 2013 –through June 2014

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

- The school has established an extended day tutoring program that includes students in the lowest third/disabilities in grades 1-8.
- All students in the lowest third/disabilities who are also English Language Learners will remain for additional instructional hours in our ELL Afterschool Program on Mondays from 2:30 – 4:30 p.m.
- An attendance teacher supports the regular instructional day and all afterschool academies as part of the school's efforts to improve attendance for students in the lowest third/ disabilities in grades K-8.
- The school will establish a 1<sup>st</sup> and 2<sup>nd</sup> grade small target afterschool group in the spring so that they will spend 10 one hour sessions learning and reviewing phonics/phonemic awareness/comprehension skills.

**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).

P.S. 232Q will coordinate and integrate parental involvement strategies under the following other programs and activities:

The school will provide assistance to parents of children served by the school, especially to all parents of students with disabilities, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- The State’s academic common core state standards
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Parents will be encouraged to attend the Parent Coordinator’s monthly workshops on the following topics: Testing Strategies At Home, Math Strategies at Home, Speak Mathematically with Your Child While At Home, etc.

Parents will be encouraged to utilize our privately-established website, [www.ps232q.org](http://www.ps232q.org), so that they can be informed of all events in and around the school. The website caters to ALL LANGUAGES, with the click of a link.

Parents with children attending PS 232Q are encouraged to visit their child’s school as often as possible. Parents can visit their child’s school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

- Back to School Parent Orientation (September),
- Parent teacher conferences (fall and spring),
- PTA and SLT meetings (monthly)
- Summer Reading Celebrations
- Honor Society Assembly at the end of each marking period
- Culminating celebrations marking their child’s academic success at the school
- Parent workshops and activities (as scheduled by the Parent Coordinator, Guidance Counselor and school staff)

Parents will have reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. Parents may contact their school’s parent coordinator to arrange an appointment. Title I funds will be used to purchase materials for parents during these workshops.

***Budget and Resource Alignment***

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>	<b>x</b>	<b>Title IIA</b>	<b>x</b>	<b>Title III</b>	<b>x</b>	<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
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.

**All teachers in grades K-8 will receive formative feedback utilizing Danielson's Framework for Teaching, and as a result, at least 80 % of teachers receiving an effective or highly effective rating by June, 2014.**

**Comprehensive Needs Assessment**

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

**During the 2013-2014 school year, the principal and two assistant principals will provide all K-8 teachers with at least 4-6 evaluations using Advance. Feedback on instructional practices in each component of the Danielson Framework will be specific and evidence based. Teachers will be rated as ineffective, developing, effective or highly effective on all 22 components utilizing the rubric. As a result, there will be improved instructional practices and positive student outcomes.**

**Instructional Strategies/Activities**

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

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

Activity #1 - Increase of professional development time inside of school: teachers will be provided with three hours of professional development per month during - extended day, common planning time, chat and chews, and additional time within the school day to attend professional development being provided outside the school.

Activity #2 - Schedule time to attend professional development outside of the school: Key staff members will be selected and allocated time to attend Danielson related training sessions provided citywide and by the CFN with the expectation of turn-keying information to extended staff members.

Activity #3 - Professional development on Advance: teachers will be provided professional development directly connected to Advance and linked to the Danielson Framework.

Activity #4 - Schedule and conduct teacher observations: Principal will schedule and set goals for completion of teacher observations per week for building administrators per the applicable grades that they supervise. Building administrators will norm their observation practice and feedback utilizing Danielson's Framework for Effective Teaching. Observation trends will be noted and additional supports will be provided to teacher's that lead to effective practice based on needs identified.

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

1. Principal, Programmer, Assistant Principals, Lead Teachers
2. Lead Teachers, Assistant Principals
3. Principal and Assistant Principals
4. Programmer, Principal, Assistant Principals

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

1. Observations, Professional Development Feedback, Lesson Plans, Teacher Team Meetings
2. Observations, turn-key of Professional Development, Lesson Plans, Teacher Team Meetings
3. Observations, Professional Development Feedback, Lesson Plans
4. Observations, Advance Teacher Level MOTP Detail Report

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

1. September 2013 through June 2014
2. September 2013 through June 2014
3. September 2013 through June 2014
4. September 2013 through June 2014

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

To support all the professional development required for full implementation of Advance we will utilize the city instructional expectation (CIE) funds for per-session professional development activities. In addition, CIE funds will be utilized for per diem substitute coverage so that teachers can attend Danielson professional development activities that occur outside of P.S. 232Q.

**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).

P.S. 232Q will coordinate and integrate parental involvement strategies under the following other programs and activities:

The school will provide assistance to parents of children served by the school, especially to all parents of students with disabilities, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- The State's academic common core state standards
- The State's student academic achievement standards
- The State and local academic assessments including alternate assessments, how to monitor their child's progress, and how to work with educators

Parents will be encouraged to attend the Parent Coordinator's monthly workshops on the following topics: Testing Strategies At Home, Math Strategies at Home, Speak Mathematically with Your Child While At Home, etc.

Parents will be encouraged to utilize our privately-established website, [www.ps232q.org](http://www.ps232q.org), so that they can be informed of all events in and around the school. The website caters to ALL LANGUAGES, with the click of a link.

Parents with children attending PS 232Q are encouraged to visit their child's school as often as possible. Parents can visit their child's school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

- Back to School Parent Orientation (September),

- Parent teacher conferences (fall and spring),
- PTA and SLT meetings (monthly)
- Summer Reading Celebrations
- Honor Society Assembly at the end of each marking period
- Culminating celebrations marking their child's academic success at the school
- Parent workshops and activities (as scheduled by the Parent Coordinator, Guidance Counselor and school staff)

Parents will have reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classrooms.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

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

1.

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

6.

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

1.

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

1.

**7. 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.

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Guided reading, Fountas & Pinnell Intervention, Phonics, Foundations, Junior Great Books	Small group, one-to-one, tutoring	During the day, extended day, Saturday Academic Academy
<b>Mathematics</b>	Guided math	Small group, one-to-one, Tutoring	During the day, extended day, Saturday Academic Academy
<b>Science</b>	Hands-on Labs	Small group	During the day
<b>Social Studies</b>	Shared Reading, Guided Reading	Small group	During the day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling	Small group, one-to-one	During the day

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

- 2. 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.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

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

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

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

**SWP Schools Only**

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

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

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

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP)**

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

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

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

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

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

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

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

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

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information

District <b>27</b>	Borough <b>Queens</b>	School Number <b>232</b>
School Name <b>The Walter Ward School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Ms. Lisa Josephson</b>	Assistant Principal <b>Ms. Aileen Leibman</b>
Coach <b>Ms. Regina Espinosa</b>	Coach <b>Ms. Lori D'Andrea</b>
ESL Teacher <b>Mr. Junno Naguit</b>	Guidance Counselor <b>Ms. Annette Black</b>
Teacher/Subject Area <b>Ms. Kim Conklin</b>	Parent <b>Mr. Julio Jara</b>
Teacher/Subject Area <b>Ms. Christine Morley</b>	Parent Coordinator <b>Ms. Jennifer DiBenedetto</b>
Related Service Provider <b>Mr. Chris Sawczyk</b>	Other
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1069</b>	Total number of ELLs	<b>37</b>	ELLs as share of total student population (%)	<b>3.46%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Discrete ESL class	9	3	8	4	3	3	4	2	1					37
Pull-out														0
<b>Total</b>	<b>9</b>	<b>3</b>	<b>8</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>37</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	2
SIFE	1	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	32	1		5	0					37
Total	32	1	0	5	0	0	0	0	0	37

Number of ELLs who have an alternate placement paraprofessional: 1

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	3	4	3	1	3	3	2	1					22
Chinese														0
Russian														0
Bengali	1													1
Urdu	3		2	1	2									8
Arabic	1													1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian	1		1											2
Other	1		1				1							3
<b>TOTAL</b>	9	3	8	4	3	3	4	2	1	0	0	0	0	37

## 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)	2	1	0	0	0	1	1	0	0					5

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	2	1	6	3	1	0	1	2	0					16
Advanced (A)	5	1	2	1	2	2	2	0	1					16
Total	9	3	8	4	3	3	4	2	1	0	0	0	0	37

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	1	1	1		3
4	1	1			2
5	4				4
6	1				1
7	1				1
8					0
NYSAA Bilingual (SWD)					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1				1		2
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.

\* To assess early literacy among ELLs, PS 232 uses ECLAS 2 (last year of use), Fountas & Pinnell, and Terra Nova. Students are in Phonics, Reading and Oral Expression, Listening, and Writing. They are also rated in levels as follows: below expected level, at expected level, and above expected level. The results are almost identical with the NYSESLAT results. Students who leveled Proficient and Advanced in the four modalities scored above expected level on the ECLAS 2. The test also revealed that most students did well in speaking as compared to reading and writing. We will continue to use the Terra Nova bi-monthly data along with benchmarking three times a year to monitor students progress most especially in Reading.

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

The LAB-R and NYSESLAT results are quite consistent for the past five years. As expected, most students in all grade levels who took the tests scored much better in speaking subtest as compared with the Reading, Listening, and Writing subtests. Students who are in the program longer usually show steady improvement.

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](#))

Based on the NYSESLAT results, the chart breakdown (free standing English As a Second Language) indicates the four modalities at the various grade levels. The AMAO has always been used to identify the deficiencies of ELL students. Weak reading and writing skills have been targeted and improved upon. PS 232 has used the NYSESLAT results to program lessons targeting students' weaknesses. It has also determined grouping in our afterschool ELL program. Thus, ELL students have shown steady progress in meeting the AMAO standard.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Our program reveals a very clear pattern across proficiency levels and grades. Most students in the lower grades (1-3) as well as in the middle and upper grades (4-7), score higher in the listening and speaking portions than in the reading and writing subtests. In the tests most students do much better in the native language.

b. Lessons are tailored to meet the needs of ELLs in reading and writing. ESL at PS 232 has vigorously implemented prototypes from Kindergarten to eight grade. Extra attention is assigned to structured and creative writing. Literacy instructions takes place in the context of a rich and challenging reading and writing curriculum. Since reading and writing are a part of language development for second language learners, students should be involved with writing and reading right from the start, whether or not they can speak fluently. To ensure quality writing across grade levels, the ESL teachers use well written and high interest literature that provides models for good writing. PS 232 believes the ELLs benefit from a great deal of teacher modeling, shared writing activities, and the use of graphic organizer. Students write on a daily basis. Students also need to improve in the areas of literal and in interpretation comprehension.

c. The ELL Periodic Assessments reveal the strengths and weaknesses of ELLs in acquiring a new language. The native language is used to compare the dominance of mastered skills in both languages.

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](#).)

PS 232 uses the results of Schoolnet, Item Analysis of the Common Core State Tests, ECLAS2, Fountas and Pinnel, frequent benchmarkings, portfolio work, and periodic teacher conferences to guide instructions for ELLs within the RtI framework.

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

The results of LAB-R and numerous interviews with parents/guardians are considered in making instructional decisions. Decisions are made based on how much English/Second Language is mastered. Not everyone who speaks a second language knows how to read

and write in that second language.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The ELL Periodic Assessment and NYSESLAT results are used to evaluate the success of our ELL program. PS 232 has successfully made the adequate yearly progress (AYP).

PS 232 has 75% score in the Annual Measurable Achievement Objectives (AMAO). All ELLs, most especially the ones with IEP who receive direct services are being monitored based on their achievement on academic assessments. ELLs on their first year of enrollment have the option of taking the ELA. They are mandated to take the mathematics Assessment but with accommodations as required by the state laws. ELLs who have scored proficient in the NYSESLAT are also allowed accommodations up to two years.

## 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](#).)
  - \* Upon enrollment, Ms. Aileen Liebman, the assistant principal, Mr. Junno Naguit, a state certified ESL specialist who speaks different languages, or any pedagogue meets with the parent to initially identify the home language of the child. Then the Home Language Identification Survey (HLIS) which is translated in the language of the parent is filled up by the parent. As soon as the home language is determined as other than English, an informal interview is conducted by the assistant principal or the pedagogue to determine if the child is eligible to be administered with a Language Assessment Battery- Revised (LAB-R)- a test that identifies English proficiency level. This test must be administered to eligible students within the ten days from their first day of school attendance. Students who score at or below proficiency on the LAB-R are eligible for services for ELLs. Children whose language is Spanish at home and score at or below proficiency on the LAB-R are given the Spanish LAB-R to identify language dominance.

New York State English as a Second Language Achievement Test (NYSESLAT) is given to all ELLs to evaluate their English proficiency. All four modalities: speaking, listening, reading, and writing assessments are scheduled in Spring of each school year. Parents are notified of the results of the test at the beginning of the next school year. ELLs who score below the English proficiency level are entitled to ELL services up to six years of state funded ESL services. ELLs who score at or above the proficiency level are no longer entitled to state funded ESL services. PS 232 is lucky to have administrators, staff, teachers, and volunteer parents who speak different languages to help parents and incoming students who do not speak English.
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.

\* The Parent Orientation for the new English Language Learners (ELL's) is planned and presented within ten school days upon

enrollment. The letters explaining the three program choices: Transitional Bilingual Education, Dual Language, and Freestanding ESL Program and the video presented during the orientation are actually in the home language that the parents speak and understand. Mr. Junno, an ESL state certified specialist explains the three program choices in details. The school notifies parents of their children's LAB-R scores within 5 days of the orientation. Based on the Parent Survey, all of the parents indicated that they prefer their children to participate in the free-standing ESL Program. Hispanic parents reject the Bilingual option when it is presented to them. Parents are also informed about the Parent Outreach Program that sponsors citywide and regional conferences for parents of ELLs throughout the year.

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

\*At the beginning of the school year, all ELLs through RLAT, an ATS generated report, new ones by LAB-R and continuing ELLs by NYSESLAT are notified in writing through entitlement and placement letters. Non entitlement and transition letters are also sent to parents whose children scored at or above the proficiency level on LAB-R and NYSESLAT. Copies of these letters are on file at the Principal's office. The Parent Survey and Program Selection Forms are distributed, completed and collected during the Parent Orientation. If parents do not select a program for ELLs, the student is automatically placed in an ESL class that is being offered at PS 232 at this time. Mr. Junno, a state certified specialist and Mrs. DeBenedetto, the Parent Coordinator, are in charge of informing the parents about the placement of ELLs.

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. During this meeting the ELL parents are guided to make informed choices by the three state certified ESL teachers namely: Ms. Conklin, Ms. Moore, and Mr. Junno, the school administrators, the Parent Coordinator together with members of the PTA who speak the languages of the new ELL parents. The original copy of the Parent Survey and Program Selection goes in the cumulative record file of the child and copies of these forms are also stored at the Principal's office as well. Continued entitlement letters are also distributed to ELLs. Finally, the ELPC screen at ATS is revised within 20 days.

I

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.

Mr. Junno, Ms. Conklin and Ms. Moore use the BESIS report to identify NYSESLAT eligibility. New York State English as a Second Language Achievement Test (NYSESLAT) is given to all ELLs to evaluate their English proficiency. All four modalities: speaking, listening, reading, and writing assessments are scheduled in Spring of each school year. Parents are notified of the results of the test at the beginning of the next school year. ELLs who score below the English proficiency level are entitled to ELL services up to six years of state funded ESL services. ELLs who score at or above the proficiency level are no longer entitled to state funded ESL services.

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.    
.\* In the last five years, parents have overwhelmingly chosen the Free-standing ESL Program over TBE and Dual Language Programs. Since the school does not have enough ELLs having the same language to form at least one class, TBE and DL programs are not the best options for parents. Parents are repeatedly informed that they have the option of transferring their children to other schools that offer either TBE or DL within the district or region

## 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])?

The Free-standing ESL Program at PS 232 has a pull-out/push-in organizational model. In first grade a push-in model is possible because all first grade ELLs are assigned in one class. All other English Language Learners are distributed or assigned in different classes within the same grade level. All ELLs in every grade level are grouped heterogeneously. Upper graders(5-8) are ungraded as one group because there are only 7 of them.

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)?

Three state certified ESL teachers service thirty-six (36) English Language Learners. Every ELL gets the state mandated number of ESL instructional minutes per week. The state mandates 360 minutes/week for the beginning and intermediate levels and 180 minutes/week for the advanced level. SIFE ELLs are allotted more than what the state mandates.

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.

At PS 232, all ELLs receive ELA, Math, Social Studies, and Science instructions from the regular classroom and cluster teachers in addition to the state mandated number of ESL instructional minutes on a daily basis. ESL specialists use science and social studies topics for read aloud and shared reading activities on a daily basis. PS 232 has purchased high interest content materials such as Multi cultural series (K-8), Breakthrough by Streck-Vaughn(4-7), Eye on HIStory-Thematic Units, and Prentice Hall-American History of Our Nation. We also use multimedia applications such as photography and video editing. All computer lessons are created to incorporate Common Core Standards. ESL specialists employ Sheltered Instruction strategy to introduce academic content by using visual such as charts, graphs, venn diagrams, and time lines. We do a lot of collaborative learning activities such as task oriented projects and small-group activities. Teachers use Standard-Based Learning to create lessons that are standard-based yet suitable for students' various ability levels. We also ensure that content and materials are age appropriate and culturally appropriate.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Students are not evaluated in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
ELL Periodic Assessment is administered twice a year. In addition, ELLs are assessed monthly with the use of Getting Ready for the NYSESLAT and Beyond materials prepared by Attanasio & Associates, Inc. The monthly bench markings also help ELLs prepare for the NYSESLAT that is given in the Spring. Listening activities are done twice a week while reading, speaking, and writing are being tested daily. Teachers tailor their lessons based on the results of the assessment.
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).

Our program for SIFE has the following components: Literacy and content courses that are thematically coordinated and

encourage transfer of learning across content areas; small classes that allow individual attention from the teachers ; course structure that allows students to learn at their own pace.

ELLs with less than three years of ESL instruction are given intensive, structured and systematic intervention that includes phonics, phonological awareness, and word identification. Differentiated instructions are executed- teachers must have a repertoire of strategies so that they can vary their interaction and curriculum as needed. Hopefully, most of the ELLs exit the program within the first three years or earlier. For ELLs receiving 4-6 years of ESL service, the school plans to give them instructions in comprehensive reform programs using systematic phonics, one-to-one or small group tutoring program, cooperative learning program and programs emphasizing extensive reading and writing. PS 232 does not have long-term ELLs.

ELLs who tested proficient on the NYSESLAT are given testing accommodations up to two years as per state regulations. A review of Acuity, Bench marking, and state test results in addition to the frequent conferences with teachers of proficient ELLs helps the ESL specialists monitor their academic performance.

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?

:Some of the strategies that we used are:a) Sheltered Instruction-ESL teachers introduce academic content to the ELL-SWD student population by using visuals such as charts, graphs, venn diagrams, and time lines. Collaborative learning activities such as task oriented projects and small-group activities instead of traditional note taking, demonstrations instead of lectures.

b) Standard-Based Learning-Teachers create lessons that are standards-based yet suitable for student's various ability level. PS 232 ensures that content and materials are age appropriate and culturally appropriate.

To make the ESL strategies and techniques effective, PS 232 has purchased well-written and high interest books and other materials. Some of these are the Math Classroom Library Series(K-8), Multicultural Series(K-8), Early Phonics Readers(K-3), Rigby's On Our Way to English(3-5), Time for Kids Readers(k-3), and Breakthrough by Streck-Vaughn(4-7), Eye on History-Thematic Units, Prentice Hall- American History of Our Nation, Document Reader and Smartboard, Guide Reading Leveled books, Differentiated Literacy Strategies, Prentice Hall: Writing and Grammar, Junior Great Books-Roundtable, Strategies that Work by Harvey & Goudvis, The Common Core Texts, Test Prep, Teachertube Videos-non-fiction speeches, and Bridging English-Prentice Hall. Computer lessons and projects focus on both technology skills and major themes in the academic content areas. Lower grade students focus on comparing Mac and PC platforms, Microsoft Word, Excel, and Power Point, as well as Internet applications. Upper grade students use these technology skills on a more advanced level. They also use multimedia applications such as photography, video editing and animation. All computer lessons are created to incorporate Common Core Standards in addition to the Core Knowledge Framework

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?

:PS 232 continues to analyze its yearly data for each " Special Needs " child and individualize and educational plan for each one. Students are streamed by reading level. We continue to target their weaknesses and strengths: decoding, encoding, comprehension, etc. Many of our special needs students are mainstreamed in both ELA and/or math. Testing accommodations are provided for all tests: classroom, city, and state according to the IEP mandate. These accommodations are: time limit extended or waived, exam administered in special location, questions read aloud to students, answers recorded in any manner, exam in Braille or large print, directions read and re-read aloud, visual magnification and auditory amplification, and masks/markers to maintain place.

**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
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### 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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

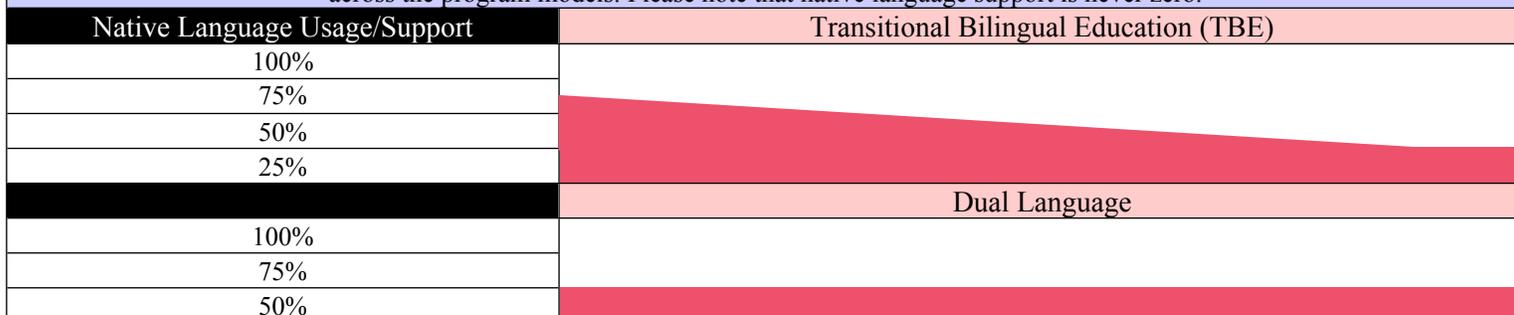
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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

PS 232 offers interventions to students having difficulties in ELA and Math. Approximately 80% of our ELLs are enrolled in the intervention programs. Most of the ELLs come from 1-3 service years subgroup. In certain instances, some ELLs may require other intervention services to facilitate their academic advancement. Students are looked at by the Pupil Personnel Team (PPT) within our school to determine how to meet the needs of individual students not meeting their academic benchmarks. ELLs get math intervention lessons during tutorial periods which is twice a week. The ESL after school program is also used to help ELLs improve their math skills.

The following are the identified groups of students who have been targeted for AIS, and the establish criteria for identification :

\* Students in Grades K-3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS2 or other identified assessment like NYSESLAT and LAB-R, or who have been identified as potential holdovers.

\* Students in Grades 4-8 who are performing at Level 1 or Level 2 on New York State English Language Arts (ELA), mathematics, science, and social studies assessments, LAB-R, and NYSESLAT.

PS 232 offers Foundation for small targeted group(K-1), Leaf frog for small targeted group (2-3), Academic Intervention group-Push In Gr,1-3, Push Out/Push In Gr4-8, Saturday Morning Academy(Gr.3-5), and After School Academy (6-8). To accomplish the goal of moving 75% of students in K-2, three or more Fountas and Pinnell reading levels, we benchmark three times a year, use ECLAS 2 & Terra Nova bimonthly data and encourage students to enjoy Starfall and Study Island on the computer.

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

The Language Allocation Policy at PS 232 will adhere to the principles stated in the continuum for Academic Rigor(CARE) document. In order for ELL's to meet the high standards set for all students, and to participate fully in all school activities, it is critical that each student receive the necessary support to academic success. Instructional strategies for ESL students will scaffold academic language as well as modeling English. In addition, students will develop social and academic language through performance-based tasks. Ongoing assessments will occur at regular intervals. Social Studies and Science materials are the focus in our read aloud and shared reading activities. All teachers including staff members are considered as ESL teachers. Teacher conferencing about ELLs happen frequently during the year. Test results are always shared among teachers of ELLs to ensure they are making steady progress academically. Hence, PS 232's AYP of ELLs is very high.

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

PS 232 believes that ELLs are good enough to be challenged with Junior Great Books reading method, a program that is already being used in the mainstreamed classes. This coming school year, the ELL specialist will focus on this program to help ELLs develop their critical and analytical skills, coupled with writing, on a daily basis in addition to the regular ESL tested strategies.

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

No program/services will be discontinued.

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

To help ELLs adjust quickly in the mainstreamed setting and facilitate a steady acquisition of oral English, PS 232 has encouraged the participation to all school programs. For years, ELLs have actively participated in most school programs (curricular and extracurricular). Some of these programs are: Midori & Friends, Music for Many, Inc., Champs, Saturday Morning Academy, Principal's 25 Book Club, Assemblywoman Audrey Pheffer's Summer Reading Program, Academic Afterschool for Middle Schoolers, Traditiona Karate America, Honor Society, Girl Scout, Basketball Team, Volleyball Team, Wrestling Team, Chess Club, Ezra Jack Keats Bookmaking Competition, Cheerleading Club, and Principal's Honor roll and Circle of Effort.

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

To make the ESL strategies and techniques effective, PS 232 has purchased well-written and high interest books and other materials. Some of these are the Math Classroom Library Series(K-8), Multicultural Series(K-8), Early Phonics Readers(K-3),

Rigby's On Our Way to English(3-5), Time for Kids Readers(k-3), and Breakthrough by Streck-Vaughn(4-7), Eye on History-Thematic Units, Prentice Hall- American History of Our Nation, Document Reader and Smartboard, Guide Reading Leveled books, Differentiated Literacy Strategies, Prentice Hall: Writing and Grammar, Junior Great Books-Roundtable, Strategies that Work by Harvey & Goudvis, The Common Core Texts, Test Prep, Teachertube Videos-non-fiction speeches, and Bridging English-Prentice Hall. Computer lessons and projects focus on both technology skills and major themes in the academic content areas. Lower grade students focus on comparing Mac and PC platforms, Microsoft Word, Excel, and Power Point, as well as Internet applications. Upper grade students use these technology skills on a more advanced level. They also use multimedia applications such as photography, video editing and animation. All computer lessons are created to incorporate Common Core Standards in addition to the Core Knowledge Framework

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

The ELL specialist uses dual language materials in both fiction and non fiction genres. These books deal with cultural and racial topics. They include varied topics of intercultural and interracial relations. These reading materials recognize the implications of the foreign-language speaking child's linguistic handicap. The materials are published by Heinemann Library in Chicago, Illinois. This bilingual reading series engages students in responsible and critical reading of text, allowing them to experience an aesthetic appreciation for the materials they read which is certainly the ultimate goal many reading teachers hope their students will reach.

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

The Title III After-school program designed solely for the English Language Learners from October to June of the school year is offered to twenty-five second to eighth grade ELL participants. Second, third, and fourth graders form the first group and fifth through eighth graders form the second group. This program focuses on content-based instruction not only to provide students with an opportunity to develop integrated knowledge in different subject areas but also to enable them to meet standards in math, science and social studies. Grades 3-6 science and social studies Core Knowledge libraries have been purchased for this after-school program. A full set of NYSELAT practice booklets and lessons, take-home materials, books on tape, leveled readers for guided reading, etc. have been purchased and are used throughout the year. An ESL and general education licensed teacher who is also trained as a shared inquiry specialist conducts scaffolding lessons that will assist learners to move toward new skills, concept on level of understanding. These lessons are conducted twice a week. This after-school program is being funded by Title III.

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.

Family engagement is a very important aspect for the success of any ELL program. All members of PS 232 community are committed in engaging ELL families in all school activities thus making ELL parents as partners in the education of their children. PS 232 involves ELL families in school activities before and throughout the school year by:

- \* Recognizing the strengths of ELL parents
- \* Strengthening home-school partnership on behalf of ELLs
- \* Integrating cultural traditions of ELL families
- \* Creating a welcoming environment for ELL families
- \* Showing respect for ELLs' native language

ELLs need many opportunities to interact in social and academic situations. Effective teaching encourages students' participation, welcome their contributions, and motivate them by such practices. Rich language interaction encourages thinking, social relationship, and expanded language use.

Encourage ELLs to share their language and culture with the class. Show-and-tell is a good opportunity for ELLs to bring in something representative of their culture, if they wish.

Labeling classroom objects will allow ELLs to better understand their immediate surroundings.

Involve ELLs in cooperative learning- learning to work cooperatively on assigned tasks. Or asking them to mimic, see, or model what has to be done.

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. Staff Development programmed at PS 232 for 2013-2014 will provide opportunities for teachers, assistant principals, literacy coach, math coach, subject area teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, occupational/physical therapist, speech therapist, secretaries, parent coordinator, and ESL specialists to have renewed confidence in dealing with ESL students. The following are set for the school-year and will demonstrate development and learning for both students and teachers:

- \*Mandated staff development sessions for new staff and classroom teachers of ELL's
- \*Monthly scheduled district/cohort sponsored staff development sessions for ESL are echoed to the classroom teachers
- \*Teacher demonstrations of tested learning and teaching strategies
- \*Scheduled conferences to discuss continuous study of research on writing, reading, and English as a Second Language
- \*Review of instructional strategies to help ELL's maximize learning potential
- \*Decision-making activities to help teachers pursue their own professional developments

### 2. ESL Professional Development for 2013-2014

- "The Common Core Standards and Changing State Tests, September,2013
- " Engaging in Close Reading, September, 2013
- " ESL Activities for Every Classroom", October, 2013
- " Current vs. Common Core- Aligned 3-8 State Assessments-ELA and Math, October,2013
- " Common Core Standards Training in ELA: Grades K,1,and 2, November 2013
- " Literature Links to Phonics- A Balanced Approach", December,2013
- " ESL Strategies That Work, January,2014
- " Improving Comprehension with Think-Aloud Strategies",February,2014
- " Determining What's Important When Writing Information" March,2014
- " Balanced Literacy for ESL Students, April, 2014

3. Listed below are some of the things the guidance counselor do in order to assist 8th grade students with transitioning to high school:

- \* Conduct informational sessions for parents.
- \* Assist students in filling out high school applications.
- \* Schedule appointments with dtudents or oarents who have difficulties or questions with or about high school applications.
- \* Interview students of 14 years or older with an IEP regarding career goals and provide opportunities for them to obtain some experience in their area of interest.
- \* Attended " High School Admission Workshop" on September 26, 2013

4. All teachers at PS 232 are tenured and have satisfied the minimum 7.5 hours of ELL training, but everybody is invited to attend the ESL professional developments most especially, the teachers, para professionals, school aides, guidance counselors ,cluster teachers, AIS teachers ,assistant principals, service providers ,and others who deal with ELLs. ( See # 2)

## 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. PS 232 will coordinate and intergrate Title III parental involvement strategies under the following other programs and activities:

\* With the guidance and support of the school, family members can assist their children with homework and other related activities. Our school will encourage parents to join in learning activities at home and in the school ( library cards, home reading, resource centers, book sales, following directions, reading recipes, workshops, Parent Teacher Association, Parent Volunteer Program, and School Leadreship Teams)

\* Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

\* Parents are invited to attend an annual meeting to inform them about the school's participation in Title III programs and explain the requirements and their right to be involved.

2. \* English as a Second Language (ESL) workshops are held for parents. PTA volunteers are available as interpreters. This school year, our ESL specialist has enrolled four parents of ELLs in Adult Education Program offered by the city school system.

3. \* Through the efforts of the Parent Coordinator and the PTA Co-Presidents with dictrict support, an outreach will be made to parents of students so that families will be involved in all parent/school activities.

\* The Parent Coordinator is available to address parents' questions and concerns; serves as a resourece for parents and as liaison to the school community.

\* School publications like pamphlets , newsletters and letters to parents(Translated) will be used to apprise parents of important events including dates, school events and open school.

\* All of our parental involvement activities have helped us create a school environment that is warm, caring, inviting, and receptive to parents. Communication is a key to a welcoming school climate. With our school parent coordinator acting as liaison, we get to learn more about our ELL parents through survey, home visitations, dialogue, conferences (personal meeting, phone ,e-mail). In the New York City School Survey, parents have overwhelmingly given PS 232 the highest rating for communication.

\* At PS 232, we have a special group of multi-lingual parents, staff members, and teachers who volunteer their services as interpreters/translators. These people speak Spanish, Arabic, Czech, Farsi, Hindi, Ilocano, Indonesian, Italian, Tagalog, Polish,Punjabi, Russian, Urdu,and Mandarin.

\* The administration continues to reach out through monthly calendar and principal's monthly newspaper

4. \* At an Open House, the parents of ELL/LEP students will receive an orientation session on state standards assessment program, school expectations, and general program requirements for free-standing ESL program.

\* At PS 232, we have a special group of multi-lingual parents, staff members, and teachers who volunteer their services as interpreters/translators. These people speak Spanish, Arabic, Czech, Farsi, Hindi, Ilocano, Indonesian, Italian, Tagalog, Polish,Punjabi, Russian, Urdu,and Mandarin.

### **E. Additional Information**

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

Paste response to question here:

**School Name: The Lindenwood School**

**School DBN: 27Q232**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa A. Josephson	Principal		1/1/01
Aileen Leibman	Assistant Principal		1/1/01
Jennifer DiBenedetto	Parent Coordinator		1/1/01
Mr. Junno	ESL Teacher		1/1/01
Julio Jara	Parent		1/1/01
Christine Morley/Common Branch	Teacher/Subject Area		1/1/01
Christopher Sawczyk/Reading	Teacher/Subject Area		1/1/01
Regina Espinosa/Literacy coach	Coach		1/1/01
Lori D'Andrea/ Literacy Coach	Coach		1/1/01
Annette Black	Guidance Counselor		1/1/01
Joanne Brucella	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: 27Q232 School Name: PS 232 Walter Ward School

Cluster: 2 Network: 210

**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**

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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.

P.S. 232 Q reviews the Home Language Surveys of ELL population. The school pays particular attention to the initial interview with parents and students upon enrollment.

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.

There is a great need for Spanish translation of parent letters, flyers, and principal's newsletters. There is also a much need for oral Spanish interpretation during parent meetings and parent workshops.

## Part B: Strategies and Activities

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

P.S. 232 Q will provide Spanish translation of parent notices and school policies. The school will schedule per session and per diem money for a bi-lingual teacher to translate parent letters, flyers, and principal's newsletters.

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

P,S, 232 Q will provide Spanish interpretation during pre-arranged parent meetings and for parent workshops. The school will schedule school aide bulk money and per diem money to provide these services.

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 will follow Section VII of Chancellor's Regulations A-663 to the best of our ability. Several faculty members and one school para professional will translate whenever possible in the following languages:

1. Spanish
2. Arabic
3. Polish
4. Urdu

Parental notices will be sent in English and other targeted languages (named above) informing parents of the availability of translations and interpretation services at the school. In addition, a copy of the notification will be posted in a prominent place near the main office and the lobby of the school building.



## 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: Lindenwood	DBN: 27Q232
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 39
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: The free-standing ESL program at PS 232 has a pull-out/push-in organizational model. One class on a grade contains our ESL students so that a push in/pull out program is possible. All ELLs in every grade level are grouped heterogenously amongst all students in general education.

We have three state certified ESL teachers that service 41 English Language Learners. Every ELL gets the state mandated number of ESL instructional minutes per week. There are five groups of ELL pull out students that are serviced every day of the week, Monday through Friday for a total of 5 sessions per week. At PS 232, all ELLs receive ELA, math, social studies, and science instruction from the regular classroom and cluster teachers in addition to the state mandated number of ESL instructional minutes on a daily basis. Math is taught in the ESL program once a week. Content subjects like social studies and science are taken in read-aloud and shared reading activities daily.

Our program for SIFE have the following components: literacy and content courses that are thematically coordinated and encourage transfer of learning across content areas, small classes that allow individual attention from the teachers, and course structure that allows students to learn at their own pace. Other strategies that we use are as follows:

1. Sheltered instruction - ESL teachers introduce academic content to the SIFE student population by using visuals such as charts, graphs, venn diagrams, and time lines. Collaborative learning activities such as task oriented projects and small-group activities instead of traditional note taking, demonstrations instead of lectures.
2. CCLS-based learning - Teachers create lessons that are CCLS standards-based yet suitable and differentiated for students' various ability levels. PS 232 ensures that content and materials are age appropriate and culturally appropriate.

ESL teachers, regular classroom teachers, and other service providers meet regularly, usually biweekly, to discuss each SIFE student's progress in all subject areas, clarifying both strengths and areas needing extra work.

ELLs with less than three years of ESL instruction are given intensive, structured and systematic intervention that includes phonics, phonological awareness, and word identification. Differentiated instructions are executed - teachers must have a repertoire of strategies so that they can vary their interaction and curriculum as needed. Hopefully, most of the ELLs exit the progreem within the first three years or earlier. For ELLs receiving 4-6 years of ESL service, the school plans to give them instructions in comprehensive reform programs using systematic phonics, one-to-one or small group tutoring program, cooperative learning program, inclusion in RTI (response to intervention) use of

## Part B: Direct Instruction Supplemental Program Information

Fountas & Pinnell Intervention System Program, and/or programs emphasizing extensive reading and writing. PS 232 does not have long-term ELLs unless they are special education students also.

ELLs with disabilities are given interventions with explicit phonetic awareness instruction, structured and systematic phonics instruction, explicit instruction in comprehension strategies, and peer-assisted learning activities. In addition, sheltered English techniques such as the use of visual aids like props, pictures, gestures, and facial expressions help convey meaning and encourage children to expand and elaborate their responses to help develop oral expression abilities. Speech and language therapy is a related service that is delivered to IEP mandated students. These students have expressive, receptive, pragmatic, fluency, motoric and/or phonological difficulties that affect their academic performance. Therapy is given a minimum of two times per week in 30 minute sessions.

PS 232 continues to analyze its yearly data for each "Special Needs" child and individualize an educational plan for each one. Students are streamed by reading level. We continue to target their weaknesses and strengths: decoding, encoding, comprehension, etc. Many of our special needs students are mainstreamed in both ELA and/or math. Testing accommodations are provided for all tests: classroom, city, and state according to the IEP mandate. These accommodations are as follows: time limit extended or waived, exam administered in special location, questions read aloud to students, answers recorded in any manner, exam in Braille or large print, directions read and re-read aloud, visual magnification and auditory amplification, and masks/markers to maintain place.

To maintain effective ESL strategies and techniques, PS 232 has purchased high interest, high quality books every year. Some of these are Time for Kids Readers, Eye on History Thematic Units, Guided Reading Leveled Books in fiction and non-fiction, Junior Great Books - Roundtable, Strategies that Work by Harvey & Goudvis, Document Readers, Smart Boards, and Projectors, Fountas & Pinnell Intervention Kits, Fountas & Pinnell Assessment Kits, etc. Computer lessons and projects focus on both technology skills and major themes in the academic content areas. Lower grade students focus on comparing MAC and PC platforms, Microsoft Word, Excel, and Power Point, as well as Internet applications. Upper grade students use these technology skills on a more advanced level. They also use multimedia applications such as photography, video editing and animation. All computer lessons are created to incorporate Common Core Standards in addition to the Core Knowledge Framework that we use at PS 232.

The instructional strategies and techniques being employed by the state certified ESL teacher supplements any instructional approach used by the classroom teachers. Team teaching and push-in strategies are being implemented on some grade levels. Weekly consultations with the classroom teachers are scheduled. Instruction is based on activating prior knowledge and recognizing the strong correlations between literacy in the first and second languages. English Language Learners participate in read-alouds, interdependent dialogues, partner and echo reading, shadow and whisper reading, silent reading, shared reading, independent reading, and a wide variety of writing activities on a daily basis. In addition, ESL students receive content-based instruction that will enable them to meet standards in math, science, social studies, and computer technology.

In addition to instructional practices there are support services provided to our ELL students as follows:

1. Tutoring is the 50 minutes a day on Tuesdays and Wednesdays of every week of the school year. It is

## Part B: Direct Instruction Supplemental Program Information

city mandated support services that is devoted to reading and math interventions. Our ESL students are pooled and serviced by two ESL state certified teachers.

2. Wilson Reading System is based on research and Orton-Gillingham philosophy. It provides a teacher-friendly, comprehensive program that incorporates the principles of teaching reading and writing. Its essential components are phonemic awareness, decoding alphabetic principle (sound/symbol relationship), encoding (spelling), advanced word analysis, vocabulary development, right word instruction, metacognition, fluency and comprehension strategies.

3. Speech and language therapy is a related service that is delivered to IEP mandated students. These students have expressive receptive, pragmatic, fluency, motoric and/or phonological difficulties that affect their academic performance. Therapy is given a minimum of two times per week in 30 minutes sessions.

### Title III After School program

Our ELL afterschool program is funded by Title III and it will be taught by a certified ESL teacher. Our program will be designed to help improve reading, writing, listening, and speaking skills and strategies. It will consist of one group of 15 students in grades 3-6 who spend two additional hours in school on Mondays from 3-5 PM. Materials will be purchased to help them during both guided reading sessions and read alouds. The program will begin in November, 2012 and will continue through May, 2013 for 39 sessions. We also plan to begin an afterschool program for our ESL 7th and 8th graders. The program will begin January, 2013 until June, 2013 for 39 sessions. It will consist of one group of 15-19 students. They will spend two additional hours in school on Mondays from 3-5 PM. The materials used are as listed:

1. Leveled books of fiction and non-fiction
2. Read alouds for read aloud and accountable talk
3. Leveled content-area books with extra support for vocabulary and comprehension
4. Talking E-books with Audio CDs
5. Journals for Journal Writing
6. Dictionaries and thesaurus'
7. Vocabulary Books

## Part B: Direct Instruction Supplemental Program Information

## Part C: Professional Development

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

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

Begin description here: Professional development at P.S. 232Q for 2012-2013 will provide opportunities for teachers, assistant principals, literacy coaches, math coach, subject area teachers, paraprofessionals, guidance counselors, special education teachers, and ESL specialists to have renewed confidence in working with ESL students. The following activities are scheduled for the school-year and will demonstrate development and learning for both students and teachers:

1. Mandated staff development sessions for new staff and classroom teachers of ELL's
2. Monthly scheduled network/cluster sponsored staff development sessions for ESL are echoed to the classroom teachers
3. Scheduled conferences to discuss continuous study of research on writing, reading, and English as a Second Language
4. Review of instructional strategies to help ELL's maximize learning potential

ESL Professional Development Plan for 2012-2013

"ESL Activities for Every Classroom", October, 2012

"ESL Activities for Envision Math Program, October, 2012

"Literature Links to Phonics- A Balanced Approach", December, 2012

"Improving Comprehension with Think-Aloud Strategies", February, 2013

"Determining What's Important When Writing Information" April, 2013

School Year - Common Core State Standards in ELA and Math

## 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:

PS 232 will coordinate and intergrate Title III parental involvement strategies under the following other programs and activities:

1. With the guidance and support of the school, family members can assist their children with homework and other related activities. Our school will encourage parents to join in learning activities at home and in the school ( library cards, home reading, resource centers, book sales, following directions, reading recipes, workshops, Parent Teacher Association, Parent Volunteer Program, and School Leadership Teams).

2. Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional acommodations will be made for parents with disabilities so that they too can attend meetings.

3. Through the efforts of the Parent Coordinator and the PTA Co-Presidents and with network support, an outreach will be made to parents of students so that families will be involved in all parent/school activities. The activities are as follows:

" ESL Activities for Every Classroom", October, 2012

"ESL Activities for Envision Math Program, October, 2012

" Literature Links to Phonics- A Balanced Approach", December, 2012

" Improving Comprehension with Think-Aloud Strategies", February, 2013

" Determining What's Important When Writing Information" April, 2013

School Year - Common Core State Standards in ELA and Math

4. Parents are invited to attend an annual "Open House" meeting to inform them about the school's participation in Title III programs and explain the requirements and their right to be involved.

5. School publications like the Principal's newsletters and letters to parents (Translated) will be used to apprise parents of important events including dates, school events and open school.

6. Our school website can be completely translated into several languages by a click of a link in any

**Part D: Parental Engagement Activities**

language ([www.232q.org](http://www.232q.org)).

7. The administration continues to reach out through monthly calendar and principal's monthly newspaper.

8. English as a Second Language (ESL) workshops are held for parents. PTA volunteers are available as interpreters.

**Part E: Budget**

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

Allocation Amount: \$11200

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"> <li>Per session</li> <li>Per diem</li> </ul>	\$7830	After School Title III Programs  Grades 3-6 1 teacher x 2 hrs x 39 sessions x \$50.19 = \$3,914.82  Grades 7-8 1 tr x 2 hrs x 39 sessions x \$50.19 = \$3,914.82
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$3,370	Leveled books of fiction and non-fiction = 1,090 Read Alouds for read aloud and accountable talk = \$700.00 Leveled content area books with extra support for vocabulary and comprehension = \$775.00 Talking E-books with Audio CDs Vocabulary Books = \$400 Journals for Journal Writing = \$205.00 Dictionaries and Thesaurus= \$200.00
Educational Software (Object Code 199)		
Travel		

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
<b>TOTAL</b>	\$11,200	