



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: QUEENS COLLEGE SCHOOL FOR MATH, SCIENCE AND TECHNOLOGY
DBN (i.e. 01M001): 25Q499
Principal: MRS. HELENE JACOB
Principal Email: HJACOB2@SCHOOLS.NYC.GOV
Superintendent: MRS. DANIELLE DIMANGO
Network Leader: MRS. DANIELLE GIUNTA

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
Helene Jacob	*Principal or Designee	
Diane Jellema	*UFT Chapter Leader or Designee	
Helen Cordero	*PA/PTA President or Designated Co-President	
Nancy Carbone	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Theodore Kesler	CBO Representative, if applicable	
Nicholas Stebenne	Member/ Parent	
Regina Young	Member/ Parent	
Christine Toner	Member/ Parent	
Chandra Gomez	Member/ Parent	
Brian Nolan	Member/ Teacher	
Roisin Mancuso	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	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
NA	Title I Plan (Only for schools receiving Title I funding)
NA	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 100% of our teachers will possess a normed understanding of Charlotte Danielson's Framework for Teaching by focusing on lesson design, assessment, and questioning and discussion techniques to improve pedagogical practice, resulting in improved student achievement.

Comprehensive Needs Assessment

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

Continue to develop teacher pedagogy to ensure questioning strategies and classroom learning activities are aligned to instructional outcomes and provide appropriate challenge to maximize higher order thinking and student engagement. (QR 1.2) Last year's QR visit highlighted the purposely designed questioning aligned to student need that promote high levels of student engagement and interest. However, it was noted that pedagogy and planning of tasks did not fully implement the rigor and expectations of the school-wide curriculum.

Strengthen the work of aligning assessment tools to curricular expectations to include actionable and meaningful feedback so all students are aware of their next learning steps. (QR 2.2) Last year's QR visit highlighted the exceptional work done by the school around the development of assessment tools, such as on-demand prompts in every content area that effectively measure student achievement levels and learning outcomes. Additionally, in many classrooms students are provided with multiple opportunities to engage in self-assessment practices and to provide feedback to peers. However, it was noted that not all students are able to use them effectively to articulate their particular areas of weaknesses within units of study.

Instructional Strategies/Activities

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

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

1. Prior to the initial planning conference, teachers complete a self-reflection regarding their practice using the Danielson rubric, with specific focus on 1e, 3b, 3d.
2. All teachers will receive professional development in support of their normed understanding of the Danielson framework as outlined in the Citywide Instructional Expectations.
3. Teachers, teacher teams, and core inquiry team will use protocols for analyzing student assessment data and student work.
4. Teacher teams will develop questions in alignment with DOK levels across content.
5. Teachers will modify unit/ lessons according to feedback received from the observations as per ADVANCE.

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

1. Teachers and school leaders
2. DOE Talent Coach, Network instructional support, lead teachers, TC staff developers, Queens College faculty, principal and assistant principal, instructional cabinet
3. Teachers, principal and assistant principal, data specialist, network instructional support
4. Teachers, lead teachers, teacher teams (content alignment, grade alignment, related services), grade partners, content specialist, related services personnel
5. Principal and assistant principal, teachers, instructional supports

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

1. Teachers will complete the Teacher Self- Assessment Tool on ARIS. By June 2014, 50% of teachers will be rated effective on 1e, 3b, and 3d.
2. Professional development is differentiated based on teacher goals, needs and school leaders' observations.
3. Teacher teams submit weekly agendas and meeting minutes to school leaders.
4. School leaders will monitor lessons, unit plans and observable classroom practice in the use of questioning and discussion techniques.
5. School leaders will review unit/lesson plans of observed lessons, a minimum of two times a year to evaluate progress.

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

1. September self-reflection and June summative self-reflection
2. Monthly, beginning in September 2013 ending in June 2014
3. During weekly teachers team meetings, grade conferences, and faculty meetings from September to June
4. During weekly teachers team meetings, grade conferences, and faculty meetings from September to June
5. Interim periods from September to June

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

1. Revised 2013 Danielson Framework distributed in September 2013 to all teachers. Initial planning conferences conducted in September 2013.
2. On-site and off-site professional development throughout the year; three shortened sessions in fall semester – October 11, December 16, January 17; monthly grade and faculty conferences; weekly cabinet meetings
3. Professional learning communities - Common planning time scheduled for staff; weekly teacher team meetings (5) x ten months; core inquiry meeting at per session rate 2x/month; weekly cabinet
4. Professional learning communities - Common planning time scheduled for staff; weekly teacher team meetings (5) x ten months; core inquiry meeting at per session rate 2x/month;
5. Network personnel supports at grade/faculty meetings

Strategies to Increase Parental Involvement

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

- *Regularly scheduled parent and school meetings (SLT, PTA, Principal Coffee & Conversation)
- *Parent information sessions (CCS, ELA, Math, Science, SWPB Matrix, Safety, Nutrition, School Survey)
- *School events (Curriculum Night, Parent-Teacher Conferences, Open School Week, Family Math Night, Lincoln Center Education)
- *Access to materials and resources are made available to parents for in-school and/or at-home use to support their children's learning and monitor student progress
- *PC Weekly email blast to parents regarding upcoming events/workshops/resources
- *PC Daily/weekly school telephone messenger updating parents on upcoming events/workshops/resources
- *Teacher Ease online grading system providing middle school student progress.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, the number of third grade students showing progress in math will increase by 50%, including student subgroups, as measured by the NYS spring 2014 math exam.

Comprehensive Needs Assessment

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

Student performance grades 3-8 on the 2013 State mathematics exam surpassed City and State performances. All grades, with the exception of grade 4, outperformed D25. Progress Report 2012-2013 indicates in mathematics a .27 increase in Early Grade Progress (from 2.30 to 2.57), slightly below the mid-range among peer schools (47.3%). With an average proficiency of 3.24 (2013 exam), the median adjusted growth percentile 68 is slightly above the mid-range of peer schools (54.2%). Current grade 3 MoSL fall math assessment data indicates a need to strengthen students' mathematical *modeling and constructing a viable argument*- MP 4 17% of students scored 2.5/ 3.0; MP 3 23% of students scored a 2.5/ 3.0 on a 3 point rubric.

Instructional Strategies/Activities

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

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

1. Identify and provide support to current second and third grade students who are Early Grade Progress eligible.
2. Use grade 3 math MoSL Pre-performance Assessment data to plan for and implement differentiated instruction.
3. Identify and provide support to current grade four students who did not make Early Grade Progress, including the bottom one-third students.
4. Provide professional development in support of the CC-aligned GO Math program to K-5 teachers.
5. Teachers and teacher teams will plan for questions that both check and deepen students' understanding of challenging instructional tasks.

6. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Classroom teachers, math lead teacher, extended day teachers, special education, ESL teachers, teacher teams, data specialist 2. Classroom teacher, math lead teacher, network math support specialist, data specialist, and school leaders 3. Classroom teachers, math lead teacher, extended day teachers, special education, ESL teachers, data specialist, school leaders, teacher teams 4. Network math specialist, math lead teacher, 5. Teacher team, classroom teachers, network math specialist, math lead teacher
7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. On-going <i>GoMath</i> pre and post chapter assessments 2. School leader formal and informal classroom observations, teacher team work, grade conference, 3. Extended day sessions, tier 1 classroom interventions, data specialist, teacher teams SETSS providers 4. Lead math teacher, network math specialist support 5. Teacher teams, teachers, math leads, network math specialist, school leaders
8. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. September 2013-June 2014 2. Ongoing through June 2014 3. Ongoing through June 2014 4. During weekly teachers team meetings, on and off site professional development, grade conferences, and faculty meetings from September to June 5. Ongoing September through June 2014
9. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Implementation of CC aligned Go Math program K-5, small group classroom instruction, extended day 2 fifty minute sessions per week, Thinkcentral 2. Professional learning communities - Common planning time scheduled for staff; weekly teacher team meetings (5) x ten months; core inquiry meeting at per session 3. Implementation of CC aligned Go Math program K-5, small group classroom instruction, extended day 2 fifty minute sessions per week, Thinkcentral Professional learning communities - Common planning time scheduled for staff; weekly teacher team meetings (5) x ten months; core inquiry meeting at per session 4. On-site and off-site professional development throughout the year; three shortened sessions in fall semester – October 11, December 16, January 17; monthly grade and faculty conferences; weekly cabinet meetings 5. Professional learning communities - Common planning time scheduled for staff; weekly teacher team meetings (5) x ten months; core inquiry meeting at per session

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).
<ul style="list-style-type: none"> *Regularly scheduled parent and school meetings (SLT, PTA, Principal Coffee & Conversation) *Parent information sessions (CCS, Go Math, Thinkcentral, Go Math Parent Academy) *School events (Curriculum Night, Parent-Teacher Conferences, Open School Week, Family Math Night) *Access to materials and resources are made available to parents for in-school and/or at-home use to support their children's learning and monitor student progress *PC Weekly email blast to parents regarding upcoming events/workshops/resources *PC Daily/weekly school telephone messenger updating parents on upcoming events/workshops/resources *Teacher Ease online grading system providing middle school student progress.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA	x	Title IIA	x	Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, the number of grades 4-8 students in the bottom one third school-wide showing progress will increase by 24 % as measured by the 2014 State ELA.

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.

Progress Report 2012-2013 data shows student ELA proficiency at 56.5% of the school's peer range. 90 students fall within the lowest one third school-wide. While Progress Report data indicates growth among the school's lowest one third, the proficiency range of 1.74- 2.32 is far below the average student proficiency of 3.08.

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

2. Provide academic intervention services/ RTI including extended day, tier 2 and 3 services
3. Tier 1 intervention in classrooms, including social studies and science
4. CUNY Service Corps students provide one-to-one remediation for targeted students
5. Professional development to support teachers in implementing City-wide Instructional Expectations, differentiated instruction, multiple entry points
6. Teacher teams and middle school advisory guidance will monitor and support student progress in literacy across content areas

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

1. Classroom teacher, SETSS provider, Literacy & Math Lead teachers, school leaders, teacher teams, core inquiry group, network support specialist
2. Classroom teacher, content area teachers, SETSS providers
3. Classroom teacher, CUNY Service Corps Students, school leaders, guidance counselor
4. Literacy & math lead teachers, school leaders, network support specialist, QC faculty, TC staff developer
5. Teacher teams, classroom teachers, guidance counselor, school leaders, CUNY Corps Students, SAPIS (Substance Abuse Prevention and Intervention Specialist), parents, students

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

1. Rubric and on-going assessments, i.e. Math Baseline, CC Aligned Math and ELA Benchmark, TC reading assessments, GO Math unit assessments, social studies and science MoSL
2. Rubrics and on-going assessments, i.e. Math Baseline, CC Aligned Math and ELA Benchmark, TC reading assessments, GO Math unit assessments, social studies and science MoSL
3. Rubrics and on-going informal observations by teachers, guidance counselor, and school leaders of CUNY Corps Student and analyze on-going assessments
4. Formal and informal teacher observations by school leaders using the Danielson Framework (1e designing coherent instruction, 3d using assessment in instruction, 2b establishing a culture for learning), Core Inquiry Team will monitor student assessments and self-reflect on teacher practice
5. Rubrics and on-going assessments, i.e. Math Baseline, CC Aligned Math and ELA Benchmark, TC reading assessments, GO Math unit assessments, social studies and science MoSL; parent and student meetings

9. 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
5. September 2013 through June 2014

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

1. Special education flexible scheduling as per IEP, extended day 2 fifty minute sessions per week, RTI 3 times per week, Leveled Literacy Intervention Program
2. Small group instruction, QC Student teachers and ICE students, peer to peer support, multiple entry point strategies (i.e., Thinking Maps), technology, enrichment activities before, during and after school, including Lincoln Center's aesthetic education program
3. CUNY Corps Students 12 hours per week funded through CUNY
4. Professional learning communities - Common planning time scheduled for staff; weekly teacher team meetings (5) x ten months; core inquiry meeting at per session On-site and off-site professional development throughout the year; three shortened sessions in fall semester – October 11, December 16, January 17; monthly grade
5. TeacherEase online grading system, Schoolnet, Think Central, Book Flix, Brain Pop, TC Pro, weekly teacher team meetings, Achieving and Aspiring recognition board, Principal's Honor Roll, 3Rs Matrix, student planners

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).

- *Regularly scheduled parent and school meetings (SLT, PTA, Principal Coffee & Conversation)
- *Parent information sessions (CCS, ELA, Go Math, Thinkcentral, Go Math Parent Academy)
- *School events (Curriculum Night, Parent-Teacher Conferences, Open School Week, Lincoln Center family workshop, Family Math Night)
- *Access to materials and resources are made available to parents for in-school and/or at-home use to support their children's learning and monitor student progress
- *PC Weekly email blast to parents regarding upcoming events/workshops/resources
- *PC Daily/weekly school telephone messenger updating parents on upcoming events/workshops/resources
- *Teacher Ease online grading system providing middle school student progress.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

- Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- 1. Strategies/activities that encompass the needs of identified subgroups**
 - 2.
 - 3. Key personnel and other resources used to implement each strategy/activity**
 - 1.
 - 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - 1.
 - 5. Timeline for implementation and completion including start and end dates**
 - 1.
 - 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 - 1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

2.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
<p>ELA</p>	<p>After careful analysis of summative and formative data as well as teacher feedback, students were identified to receive ELA academic intervention services using the following supports:</p> <p>Foundations Reading Program- Phonics based program used in self-contained classrooms.</p> <p>Words Their Way – Phonics, spelling, and vocabulary program used in grades K-5.</p> <p>TC Reading and Writing Workshops Teachers provide daily instruction that is differentiated to address students' needs based on the TC reading and word study assessments, TC Narrative Writing Continuum and Informational Writing Continuum.</p> <p>Teachers College Staff Developers- Provide feedback/resources and model best practices to teachers in cycles to help support the reading and writing instruction in classrooms.</p> <p>Tier I - The classroom teachers support students through the use of multiple entry points to allow all students access to the CCLS curriculum. Classroom teachers use a variety of strategies such as: multi-sensory techniques, visuals and models for literacy reinforcement, Thinking Maps as well as the DOK questioning wheel to support close reading and higher order thinking/questioning.</p> <p>Tier II - Staff uses researched based programs such as Leveled Literacy</p>	<ul style="list-style-type: none"> • flexible small group instruction • one-to-one instruction 	<ul style="list-style-type: none"> • During the school day • Extended Day program

	<p>Intervention, Wilson Reading System and the Comprehension Toolkit.</p> <p>Tier III intervention – Provided by IEP/SETSS teacher to offer additional support to at-risk students; research based programs such as Visualizing and Verbalizing.</p> <p>Extended Day 50 Minutes- This service provides academic support to struggling and at-risk students in ELA through differentiated instruction by the classroom teacher and out of classroom personnel.</p>		
<p>Mathematics</p>	<p>After careful analysis of summative and formative data as well as teacher feedback, students were identified to receive Mathematics academic intervention services using the following supports:</p> <p>Go Math/Impact Math- School math programs are infused with differentiated instruction; Teachers group students based on levels, needs and ability.</p> <p>Tier I- Classroom teachers provide at-risk students the opportunity to practice math skills and strategies tailored to individualized needs.</p> <p>Tier II/Tier III – Provided by the AIS support staff and or the IEP/SETSS teachers. Providers utilize visuals, charts, manipulatives and technology to support students’ ability to model and explain their thinking.</p> <p>Network Support Specialist- Provide feedback/support/resources and model best practices to teachers to support math instruction in classrooms.</p>	<ul style="list-style-type: none"> • Flexible small group instruction • One-to-one instruction 	<ul style="list-style-type: none"> • During the school day • Extended Day program
<p>Science</p>	<p>Most of our students are performing at or above grade level standards. We provide the students with science libraries within their classrooms which offer our students the ability to further develop their scientific reasoning and processing skills. After careful analysis of summative and formative data and teacher feedback, students were identified to receive science academic</p>	<ul style="list-style-type: none"> • Flexible small group instruction during the school day • Extended Day program 	<ul style="list-style-type: none"> • During the school day • Extended Day program

	<p>intervention services using the following supports: Science Teachers- K-3, 4-6, and 7-8 teachers target students who need AIS services. They utilize strategies such as close reading of leveled content texts, Thinking Maps to organize content information to support informational writing based on the CCLS.</p>		
<p>Social Studies</p>	<p>Most of our students are performing at or above grade level standards within this content area. We provide the students with Social Studies libraries in their classrooms. After careful analysis of summative and formative data as well as teacher feedback, students were identified to receive Social Studies academic intervention services using the following supports: Tier I- Classroom teachers provide at-risk students with the use of trade books to support close reading strategies in Social Studies and literacy. Tier II/ Tier III - Provided by the AIS support staff and or the IEP/SETSS teachers. Utilizing strategies such as Concept Maps, SQ3R note-taking structure and various vocabulary development strategies.</p>	<ul style="list-style-type: none"> • Flexible small group instruction during the school day • Extended Day program 	<ul style="list-style-type: none"> • During the school day • Extended Day program
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Guidance Counselor- provides at-risk students with counseling and progress monitoring on an as needed basis. The Guidance Counselor conducts parent conferences and support groups. Students work with the Guidance Counselor learning skills such as: organizing and study skills, goal setting, anger management, stress management, choices and consequences, decision making and practicing self-talk. A .2 SAPIS counselor provides class instructional support for students in drug prevention, interpersonal skills, and bullying prevention.</p> <p>School Psychologist- provides</p>	<ul style="list-style-type: none"> • Group service • Individual service • Parent/Family workshops 	<ul style="list-style-type: none"> • Before school • During the school day • After school

intervention services for students and families on as needed basis. This service will identify emotional, social, or neurological factors that impede student performance and provide prescriptive measures for additional students where services are required. The School Psychologist works with the Pupil Personnel Team to monitor students in need of academic intervention services. The psychologist consults with classroom teachers to promote and set modifications and meets with parents to provide a variety of options/modifications for at-home support.

Social Worker- works with the Pupil Personnel Team to monitor students in need of academic intervention services. The social worker consults with parents to provide a variety of options on how they can support their child/children and their family. Recommendations to outside agencies are made, as needed.

504 Committee- assesses and processes all medical requests; helps with modifications and accommodations for students. The occupational therapist, physical therapist and speech therapist will observe and/or work with students on an as needed basis.

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

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *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.			
School Wide Program (SWP)	Targeted Assistance (TA) Schools	x	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

A commitment and collaboration among parents, teachers, students and administrators is essential in helping our children reach high academic standards. As members of this partnership, we share an important responsibility in creating a productive and mutually supportive learning environment both at home and at school.

This Parent-School Compact pledges the entire community of parents, educators and students at PS/IS 499 to work together to foster a high level of academic achievement, with particular focus on literacy and math. Each partner in this agreement is expected to exhibit good character by respecting other individuals and by modeling the principles of good behavior. The Parent-School Compact Agreement is shared with parents in the fall and spring of the school year.

School's Pledge:

To provide a safe, nurturing educational environment where children can become role models, be responsible, and be respectful.

To...

- provide a safe, nurturing educational environment for all students.
- ensure that the needs of all students, parents and teachers are met.
- enforce rules of good conduct and administer disciplinary actions as necessary.
- provide opportunities for professional development for teachers so they can improve their teaching strategies.
- partner with parents and teachers by encouraging and supporting their commitment to help students work toward academic excellence.
- provide reasonable opportunities for parents to volunteer and participate in their child's classroom and school.
- inform parents regularly of events, changes in school policy and staffing and other administrative decisions that affect student education.
- meet with students and/or parents to resolve any difficulties that may arise.

Principal's Signature

Date

Parent's/Guardian's Pledge:

I will be aware of how the 3Rs (be respectful, be responsible, and be a role model) are carried out throughout the school community.

I am committed to being an active participant in improving the whole environment and school experience for all.

I will...

- bring my child to school promptly, and pick him or her up on time.

- provide a suitable study environment at home.
- work with my child using math, literacy and other study materials that the school sends home.
- ensure that my child reads at least twenty minutes daily, if not longer.
- read the contents of my child’s folder daily and reply promptly to all notices.
- check homework and all assignments daily.
- create a partnership with my child’s teachers.
- let the teachers know if my child has any problems with learning.
- attend parent-teacher conferences.
- participate in workshops offered by the school that can help me advance my child's education.
- volunteer in my child's classroom when appropriate and participate in school activities that contribute to student achievement.
- encourage my child to follow the school’s Behavior Code and be mindful of the consequences of his or her actions.
- teach my child to be kind to others and respectful of people and property.
- keep the school informed of any changes in health status, family contact information, and significant home-related events that may affect my child’s learning.
- actively help my child to fulfill the student pledge as outlined above.

Parent’s/Guardian’s Signature _____ Date _____

Student’s Pledge:

I will be a part of my school community by being a responsible, respectful role model (3Rs).

I am committed to being an active participant in improving the whole environment and school experience for all.

I will...

show respect to all students and adults and take responsibility for my actions.

- follow all rules and regulations set by my school and teachers.
- respect school property.
- come to class prepared with notebooks, textbooks, pens and pencils and all necessary supplies.
- write down assignments, do my homework every day, and turn it in when it is due.
- work on my math, reading and other areas of study skills at home, using materials my teachers send home.

- show my parent/guardian what is in my folder each day and remind them to reply promptly to all notices.
- read on my own and with my family every day.
- set my own goals that will help me be the best student I can be.
- have a plan for accomplishing these goals.
- let my teachers and family know if I need help.

Student's Signature

Date

Teacher's Pledge:

I will create a nurturing classroom environment where the 3Rs are valued.

I am committed to being an active participant in improving the school environment and school experience for all.

I will...

- provide standards-based curriculum and instruction in a supportive and effective learning environment where individual needs are addressed.
- focus on the improvement of literacy during each lesson.
- monitor student progress in all subject areas and notify parents of student's accomplishments and difficulties in a timely fashion.
- make sure all students get help as soon as it is needed.
- explain my approach to teaching, expectations, and grading system to students and their families.
- make sure students understand their homework assignment and what they'll learn from it, and grade it promptly.
- create a partnership with every family in my class.
- inform parents regularly about curriculum and instruction.
- be available to meet with students and/or parents to help resolve difficulties that may arise.
- be mindful of my teaching practices and evaluate how they impact student learning.
- continue to develop as a professional so that my teaching practices support academic rigor and student growth.

Teacher's Signature

Date

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

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

Part I: School ELL Profile

A. School Information

District 25	Borough Queens	School Number 499
School Name PS/IS 499 Q		

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 Helene Jacob	Assistant Principal Vivecca Lamourt
Coach Jennifer Nigro	Coach type here
ESL Teacher Jylin Chin	Guidance Counselor Steven Adinolfi
Teacher/Subject Area Susan Bondy	Parent type here
Teacher/Subject Area type here	Parent Coordinator Lora Rowe
Related Service Provider Vita Capelluto	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	480	Total number of ELLs	19	ELLs as share of total student population (%)	3.96%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In		3	3			4	4	4	4					22
Pull-out		2	3											5
Total	0	5	6	0	0	4	4	4	4	0	0	0	0	27

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	9
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	3

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	12			4			3			19
Total	12	0	0	4	0	0	3	0	0	19

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)														0

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)		1	2			1		1	2					7
Advanced (A)		2	6				3	1						12
Total	0	3	8	0	0	1	3	2	2	0	0	0	0	19

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

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

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

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

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

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

Our school uses a range of data to monitor ELLs, as well as former ELLs. Early literacy skills are monitored using TCRWP, Words Their Way assessments, NYSESLAT and LAB-R exam scores. This data provides insights into reading comprehension, phonics and decoding, writing, listening and speaking skills of ELLs. Teachers use this data to differentiate instruction through guided reading groups, strategy lessons and one-to-one conferencing. Teachers in the upper grades use Common Core-Aligned Baseline/Benchmark Performance assessments / periodic assessments, TCRWP, NYS and NYSESLAT exam scores to monitor progress and guide instruction for ELL students. At this time, we do not use ELL periodic assessments. However, ELLs in grades 3-8 are monitored periodically using ACUITY periodic assessments as well as TCWRP assessments.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Patterns in proficiency levels for the NYSESLAT reveal that ELLs in the lower grades, Kindergarten to second grade, scored relatively well in regards to the listening, reading, and writing portions of the test. This shows improvement from previous years for students who have been enrolled for more than a year already. ELLs in the upper grades, from third grade to eighth grade, scored relatively well in regards to the listening portion of the test, which they have consistently done so in the past. Based on the score reports, a pattern that emerged from the past year is that, overall, nearly every student's score for the speaking portion of the test was lower than all the other portions of the test. For students currently in the first and second grades, the speaking portion of the test showed the most need for improvement, while the listening, reading, and writing modalities seemed to be areas of strength. For the ELL currently in fourth grade, the listening and reading portions were higher than the speaking and writing portions of the test. For the ELLs currently in sixth grade, the scores slightly varied on the reading portion of the test, while most students scored higher on the listening and writing portions of the test, and their scores on the speaking portion were lower than previous years. For ELLs currently in the seventh grade, one of the ELLs scored higher on all sections of the test as compared to previous years. The other ELL of the seventh grade scored lower in the listening and speaking this year compared to the reading and writing portions of the test. For ELLs currently in eighth grade, their scores varied across the modalities, with the speaking portion showing the most need for 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](#))

The ESL teacher examined this data and shared information with classroom teachers of ELLs. Based on these results, instruction across the grades will have focus on all areas, but will place an emphasis on speaking skills. ESL instruction will place equal emphasis for listening, reading, and writing for all grades with the exceptions of students whose scores were inconsistent with others of their grades. ELLs whose scores varied greatly from others of the same grade/level will have greater emphasis placed on their specific areas of need. The ESL teacher provides indirect services to the classroom teacher in order to incorporate ESL methodologies and techniques into classroom practice.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

As previously stated, students are generally progressing in reading and writing. Students in the upper grades who take the State ELA exam are generally receiving level 1 on the assessment, with the exception of two students who received a level 2. Three out of eight ELLs who took the State Math exam received level 3 on the exam, while the remaining five received level 1. Two of the ELLs received the State Math exam in both English and Chinese, and both students received a level 3. Otherwise, students are not generally given tests in their native languages. Students are generally more comfortable taking exams written in English rather than their native languages. School leadership and teachers receive the results of the assessments and analyze them to consider the next steps in development and progression for ELLs, re-evaluating the effectiveness of strategies in place and considering which ones students develop more with.

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](#).)

When data is reviewed, such as from assessments, it is analyzed to consider the needs of ELLs in the classroom and their placement in RtI groups as needed. Students would then be part of small group RtI instruction in which each group is comprised of up to five

students to work with a trained RtI pedagogue.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Students' second language development is considered in instructional decisions to consider how to provide multiple entry points or differentiate for each group of students. The ESL teacher and classroom teachers work together to incorporate ESL methodologies and techniques into classroom practice and instructional decisions.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Not Applicable.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success of the program is evaluated by the progress of language development for each ELL. The assessments and daily progress for ELLs are considered to determine the effectiveness of the ESL program and whether we have met the annual goals.

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 registration, an interview is conducted with all new admits by a certified pedagogue. When necessary, translation is available for parents during this process. Parents are given a Home Language Information Survey (HLIS) form in their native language. If the Other Than English Language Exposure (OTELE) code designation on the HLIS form is not English and it is the student's first time in the New York City Department of Education School system, parents are notified their child will be administered the LAB-R within the first ten days of school. If a student is unable to pass the LAB-R examination, they are identified as an English Language Learner (ELL). Students who are unable to pass the LAB-R and speak Spanish are administered the Spanish LAB. At the end of the testing period, parents are notified immediately that their child is eligible for ELL services. At this time, the ESL teacher sends home a Program Selection Survey, Program Selection form and brochure. Parents are then invited to attend a parent orientation. If the aforementioned forms are not returned at or before the orientation meeting, outreach is conducted by the ESL teacher. Translators are used as needed.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Within ten days of ELL identification, a parent orientation meeting is conducted by the ESL teacher, parent coordinator, and the assistant principal. At this meeting, parents are informed of all the programs available to support ELL achievement for their children (Transitional Bilingual Education, Dual Language and Free Standing English as a Second Language) and watch a video explaining all three choices in their native language. Meeting facilitators emphasize that all three programs offer language development and rigor in academics subjects while the amount of instructional time spent in English and the native or target language differ. Parents are given the Parent Surveys and Program Selection forms to fill out. After the parent orientation meeting, entitlement letters are distributed the next school day based upon responses to the Parent Surveys and Program Selection forms. When Free Standing English as a Second Language is indicated on the Parent Survey, ELL students are immediately placed in a Free Standing ESL program after the distribution of entitlement letters. If either Transitional Bilingual Education and Dual Language is indicated on the Parent Survey, outreach is conducted to find a school with one of these programs.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Entitlement letters are distributed after the parent orientation meeting, based on parents' responses to the Parent Surveys and Program Selection forms. The letters and forms are distributed to each student and copies are made upon return. The original documents are filed into each student's cumulative record folder. A copy is kept on record in the ELL office and another copy is kept on record in the main office files.

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.

At the parent orientation meeting, parents are informed of all the programs available to support ELL achievement for their children (Transitional Bilingual Education, Dual Language and Free Standing English as a Second Language) and watch a video explaining all three choices in their native language. Entitlement letters are sent home in both English and in the student's home language to ensure full understanding of ELL placement. If either Transitional Bilingual Education and Dual Language is indicated on the Parent Survey, outreach is conducted to find a school with one of these programs.

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.

Each spring, all ELLs are annually evaluated using the New York State English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT Eligibility roster (RLER) for students eligible for NYSESLAT is used to ensure all ELLs are administered the NYSESLAT. The NYSESLAT measures four components; Listening, Speaking, Reading and Writing. The NYSESLAT is administered in small groups over the course of several days. Each September, Entitlement letters are distributed to all ELLs based upon results of the NYSESLAT administered in the spring. The RLAT report is used to determine entitlement for ELL services. ELLs who did not pass the NYSESLAT receive Continued Entitlement Letters. These letters indicate individual scores as well as units of English as a Second Language (ESL) instruction. Students who passed the NYSESLAT receive Nonentitlement English Proficient Letters. Entitlement Letter records are maintained by the ESL teacher and copies are placed in each student's cumulative record folder.

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.  Based upon review of past Parent Surveys and Program Selection Forms, parent choice has traditionally been to reject Transitional Bilingual Education and Dual Language programs and instead participate in the Free Standing English as a Second Language program currently offered by our school to best meet the needs of our small ELL population. The majority of parent choice has been to choose the Free Standing English as a Second Language program. Parents apply to our school via a lottery often after research of the programs and services currently housed within the building.

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])?
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)?

Currently, our school utilizes a pull out ESL program to serve our relatively small ELL population. ELL students are heterogeneously (mixed proficiency levels) grouped based upon grade level. A fully certified ESL teacher serves 11 English Language Learners in regular education classes and 8 English Language Learners in self-contained Special Education classrooms. At this time, there is 1 SIFE student (Students with Interrupted Formal Education) in a self-contained Special Education classroom. Most other ELLs have received their formal education in English and do not know how to read or write in their native languages. Two ELLs in the self-contained classroom also know how to read and write in their native language, Chinese.

A fully certified ESL teacher serves all ELLs in the school. The amount of time each ELL is seen is dependent on the level attained on the LAB-R or NYSESLAT. According to the 2013 Spring NYSESLAT, there are currently 12 students who are considered Advanced and 7 students who are considered intermediate. Advanced ELLs are seen 180 minutes a week and Intermediate ELLs are to be seen 360 minutes a week.

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

All students receive instruction in English in all content areas. One way teachers differentiate learning for ELLs is through the development of learning goals that address student needs in each subject area based on analysis of student assessment data. Articulation between the classroom teacher and the ESL teacher will ensure ESL students receive instruction aligned with the NYS learning standards in all academic core subjects. The ESL teacher and classroom teacher work collaboratively to strengthen and expand speaking, listening, reading, and writing skills of all ELLs. Together they collaborate to plan explicit lessons that teach content, specific skills and strategies that meet student needs based on formal and informal assessments. ESL strategies include Total Physical Response (TPR), whole language, small group and individual instruction, working with computers (graphic representation), pictorial and realia support, manipulatives, and scaffolding to support new learning.

ELLs participate in Teachers College Readers and Writers Workshops with the direct assistance of the ESL teacher. The workshop model has differentiation embedded within the curriculum through the use of think-aloud, guided practice, teacher modeling, individual conferences, etc. During the balanced literacy block and pull out ESL sessions, ELLs participate in accountable talk using strategies such as think-pair-share and brainstorming. At these times, guided reading groups are also facilitated by the ESL and classroom teachers. In these guided reading groups, an emphasis is placed upon concept acquisition through social interaction. ELL students are encouraged to explore new vocabulary, attempt oral communication and clarify knowledge through the exchange of ideas with a reading partner. During reading activities, the ESL and classroom teachers model good reading strategies such as re-reading for detail, predicting and clarifying unknown words through the use of think aloud strategies. In addition, ELLs are taught to look for picture and context clues to find and support meaning of text, develop and use graphic organizers to organize ideas, and to talk to the text to monitor their comprehension. Emphasis is placed on sentence structure, tense usage and vocabulary. Through word work, the ESL teacher pre-selects and pre-teaches new vocabulary, points out new usages of familiar words and teaches ELL students synonyms as well as idioms. The ESL teacher uses strategies such as a vocabulary circle and concept maps to promote the development of new vocabulary. Personal dictionaries are

also developed by ELL students. During writing workshop, ELLs are also explicitly taught writing strategies and skills that will help them improve their English language skills as well as their writing techniques. Concept maps are used as a pre-writing tool. ELL students use these maps to organize thinking and brainstorm ideas before writing. ELL students are also taught to use elaboration prompts to add volume to their writing. ELL students also use personal dictionaries during writing time to strengthen vocabulary skills.

Our school has recently implemented the Go Math program as part of the curriculum, which allows for differentiation for different levels of students and their needs. Go Math also includes ELL-focused strategies as part of each lesson that teachers may want to consider and include. The math program calls for the learning and practice of various skills including the use of manipulatives and solving math problems in various ways.

ELLs master scientific literacy by modeling scientific methods of investigation through a “hands-on” approach workshop model that is supported by the FOSS science program. This model of study includes collaborative learning, student discourse and embedded assessment. In Social Studies, ELLs are supported by the use of children’s literature, classroom social studies library and trade books. Assignments for ESL students are modified through the use of word banks, thinking maps and picture cues. Field trips, school sponsored presentations and cultural organizations, also, enhance social studies curriculum and the learning for ELLs.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students are provided access to translations of important information or materials if needed, but are generally not evaluated in their native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are given formal and informal assessments (i.e., Baseline/Benchmark assessments, TC assessment reading levels, state exams, etc.) to appropriately evaluate all four modalities of English each year. Throughout the year, assessments such as TC reading assessments, writing assessments, and daily observations are used to consider each student’s level of English acquisition and will be used to develop and deliver content-area based lessons using ESL methodology and teaching strategies.
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).

ESL instruction is differentiated for ELL subgroups. For newcomers (students with less than three years in the US school system) ESL instruction focuses heavily on the acquisition of BICS (Basic Interpersonal Communicative Skills) in addition to the methods mentioned above. Newcomers are immersed in language rich activities throughout the school day. Assignments are modified for these students using word banks, picture cues and concept maps. Newcomers are paired with a class buddy, preferably one who speaks the same native language. The ESL teacher and classroom teacher meet frequently to monitor progress for these students as well as modify and adjust lessons and classroom activities. For students with 4-6 years of ESL instruction, the focus of ESL instruction shifts to the acquisition of CALP (Cognitive Academic Language Proficiency). Based upon NYSESLAT results, ESL instruction emphasizes the areas of reading and writing. ELL students in the subgroup will be asked to think, talk, read and write about content in addition to the methods listed above. Long-Term English Language Learners or SIFE students receive additional instructional support from the ESL teacher in collaboration with the classroom teachers.

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?
ELLs with special needs receive daily phonics and word work instruction through the Wilson based Foundations program in addition to the methods mentioned above. The classroom teacher utilizes concept maps across the curriculum to promote acquisition of skills. The ESL teacher modifies lessons using strategies such as repetition of instruction, reduced task length, and shortened directions to meet the needs of students in this sub-group.
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?
ELL-SWDs are generally given instruction in the self-contained classroom for reading, writing, and Social Studies. For ELL-SWDs who have shown significant improvement in assessments throughout the years, they are provided the opportunity to receive instruction in science and math in collaboration with other classes of the grade. Teachers work together to consistently

consider IEP goals and second language development when implementing instructional decisions and developing instructional strategies to help students achieve their IEP goals and attain English proficiency.

Courses Taught in Languages Other than English 

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

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

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

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

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

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

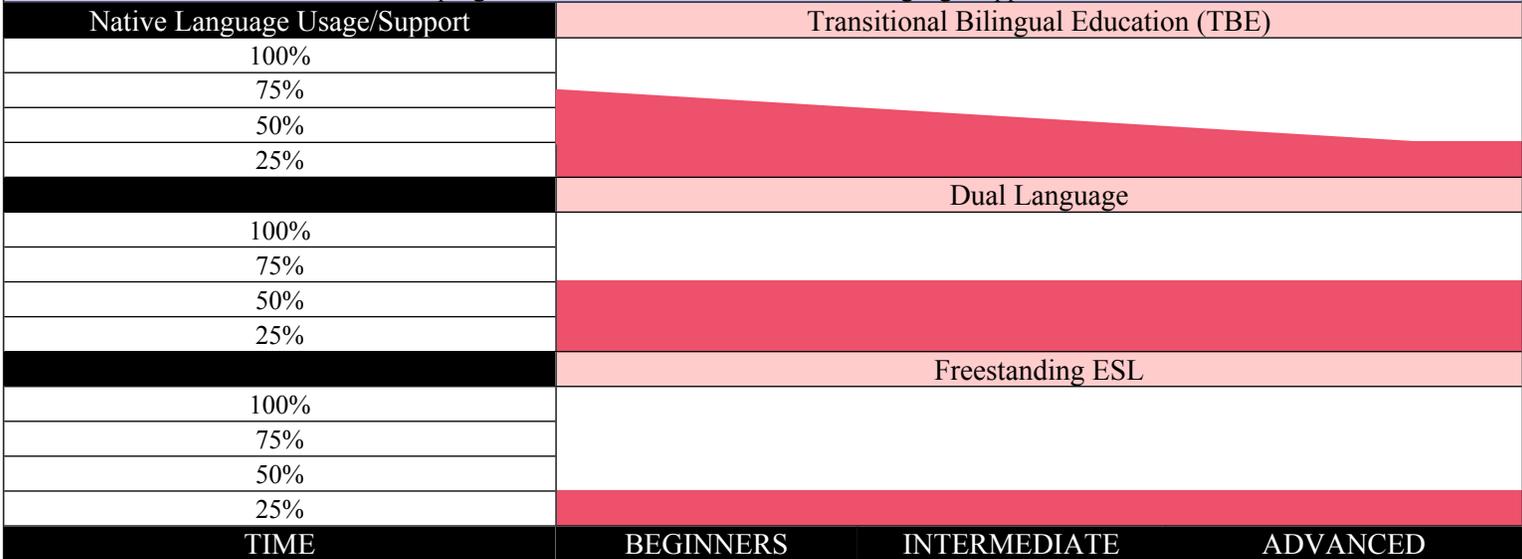
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Our school offers a range of intervention services in the areas of ELA, math and other content areas. During the school day, classroom teachers use Tier 1 Intervention Plans to support students through differentiated instruction and research based modifications from the Pre-Referral Intervention Manual. Special Education Teacher Support Services are offered to at risk students during the school day. This pull out program provides students with extra support in the areas of reading, writing and math. The special education teacher facilitates guided reading groups, conducts strategy lessons, provides small group instruction and one-to-one conferencing during this time. All ELL students stay for the extended day program. At this time, students are offered extra literacy instruction that focuses on improving comprehension skills and reading ability as well as differentiated instruction in mathematics. Students who have passed the NYSESLAT examination and newly enrolled ELL students are closely monitored and supported. They receive Academic Intervention Services as needed. Former ELLs receive testing accommodations for NYS assessments up two years after passing the NYSESLAT.

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

All ELLs receive additional support in content and language development through the collaboration of all teachers involved. ELLs are also participants in the extended day program.

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

Paste response to question here:

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

Paste response to question here:

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

All ELL students stay for the extended day program. At this time, students are offered extra literacy instruction that focuses on improving comprehension skills and reading ability as well as differentiated instruction in mathematics. Students who have passed the NYSESLAT examination and newly enrolled ELL students are closely monitored and supported. They receive Academic Intervention Services as needed. Former ELLs receive testing accommodations for NYS assessments up two years after passing the NYSESLAT.

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

Each classroom supports Smart Board technology and students are afforded the opportunity to use computers. ELLs are encouraged to use word walls and graphic organizers or concept maps. Each classroom also has a Fountas & Pinnell systemized leveled library and genre-specific categories for books as well. ELLs are encouraged to use personal dictionaries that may also provide translation into their first languages to assist in the learning of new or unfamiliar vocabulary. ELL strategies are to be applied across the curriculum in the content areas, using materials such as graphic organizers.

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

ELLs are provided both English and translations of informational letters to be taken home. ELLs may use classroom or personal dictionaries are also include translated definitions and words. If need be, translators are requested or provided during meetings or conferences with parents.

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

Paste response to question here:

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Paste response to question here:

18. What language electives are offered to ELLs?

All students in grades 5 to 8 receive instruction in Spanish elective classes.

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?

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

Not Applicable.

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.

ELL personnel receive continuing professional development through workshops provided by our CFN and in-house professional development. In addition, the ESL teacher attends all monthly ELL liaison meetings facilitated by our CFN (Children's First Network). The ESL teacher will attend all other applicable workshops provided by the DOE.

Classroom teachers receive differentiated professional development to support instructional learning environment for ELLs. The assistant principal, who was a staff developer for bilingual and ESL teachers, provides staff support via observations and professional conversations for all staff members. The ESL teacher also regularly meets with classroom teachers to discuss student needs, plan lessons, and set appropriate learning goals for ELLs with ESL strategies that develop content area skills. Teacher inquiry teams meet weekly and study methodologies to support ELLs under the guidance of the ESL teacher. In March, a faculty conference will be devoted to providing teachers with an understanding of the demands of the NYSESLAT. Teachers are provided support to assist ELLs as they transition from elementary to middle school through workshops offered by our CFN. In addition, on-site support from the ESL teacher focuses on the building of academic language that will help ELLs experience success as they transition. All pedagogues have completed Jose P training or coursework that meets Jose P requirements. The school maintains proof of completed training hours.

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?

Our school has a very small number of ELLs or parents that need any extra support because they are unable to understand English as determined by the RAPL ATS report. All our ELL parents are included in our mainstream parent activities. Data from the School Survey is used to plan for parent engagement and outreach. Workshops and activities are provided based upon feedback from the parent community gathered informally and formally. Listed below are examples of some of our in-house parent involvement activities:

- ELL Parent Orientations (Sept.)
- Curriculum Orientation (Sept.)
- Lincoln Center Institute Family Events (fall/spring events)
- Parent Teacher Conferences
- School Sponsored Workshops (i.e. HS application process, School Safety, Test Prep, ARIS parent link)
- PTA meetings
- Writing Celebrations
- Coffee and Conversations with the Principal
- Science Fair
- Music/Art Festival
- Multicultural School Events

Our Parent Coordinator directly contacts parents that need information translated and arranges for staff members, who speak other languages, to communicate directly with parents when there is a need. NYC translated services are also utilized when needed. Also, all parents are notified of city-wide parent events

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	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: 25Q School Name: 499

Cluster: 2 Network: 207

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

Part A: Needs Assessment Findings

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

Information on translation needs was gathered from the following:

- a. RHLA- ATS report showing the school's home language data gathered from the HLIS forms
- b. Blue Card- parents state language preference for home-school communication and information is put into ATS
- c. RAPL- ATS report showing the language preference of parents based on information from the Blue Cards
- d. Teacher Input

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.

The school has 480 students. 82.5% of parents prefer oral and written communication in English. 9.16% of parents prefer oral or written communication in Chinese or Mandarin. 2.7% of parents prefer oral or written communication in Bengali. 1.45% of parents prefer oral or written communication in Spanish. 1.25% of parents prefer oral or written communication in Korean. 2.94% of parents prefer oral or written communication in Urdu, Pashto, Hindi, Sinhalese, Ukrainian, Japanese, Vietnamese, or Punjabi.

Part B: Strategies and Activities

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

With the majority of our parents speaking English, communication with parents has not proven to be the challenge most NYC schools are faced with. Currently, 17.5% of parents in our school prefer a language other than English in either written or spoken form. Written communication is provided in three main languages: English, Chinese, and Spanish. All written translations are provided by a combination of staff members, parent volunteers, and DOE translation services. The school has developed a Family Guide informing parents of all school policies, practices, and happenings. The guide has been translated into several languages including Spanish, Chinese, and Urdu. During Parent/Teacher conferences, parents will have the opportunity to call the DOE Translation Hotline for on the spot translation.

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

Oral interpretation services are provided by school personnel, when needed. School Messenger is purchased to directly inform parents, by phone in three different languages, English, Spanish and Chinese, of any events happening in the school. DOE translation services will be available for Parent-Teacher Conferences.

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>.

The school will determine the primary language of a household using the HLIS, the blue card, and teacher feedback. The school will provide all family households with translated documents for centrally produced communications and student specific critical documents. Parents will be notified of their rights for language assistance with a copy of the Bill of Rights and Responsibilities in their primary language, if it is a covered language. The Administration, Parent Coordinator, classroom teacher and school personnel in the main office will ensure in-house interpretation and translation services are provided when required as per the Chancellor's Regulations A-663.